



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 6	Topic Title/Theme: Peacekeepers	Term: Autumn
Entry Point: RAF corporal to come into school and focus and discuss British Military and his role as a peace keeper.	Exit Point: Presentation using cue cards about the way that London has changed as a result of the World War II.	Visits/Visitors or Special Arrangements: Michael Glickman
Topic Overview: Children will learn about how people lived during the Second World War in England and understand how people's lives were affected by the war. They will learn how men, women and children's lives changed in different ways and the importance of the war effort in national victory. They will also study the location of different countries involved in the war and how the Blitz changed London, comparing the city before and after the war as well as the changes that can still be seen today. Children will use digital photography to produce portraits representing British forces. To understand the importance of Morse Code during wartime, they will design a Morse code transmitter in DT. In science, the children will study electricity and light. RE will focus on the Jewish religion and their festivals whilst PSE will focus on conflict and resolution, relating back to the children's understanding of why the war broke out.		Outdoor Learning: <ul style="list-style-type: none"> • Build air raid shelters (DT) • Cooking using rations (DT) Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education • Music • MFL • Computing

Curriculum Drivers

Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	History	History	Art	Art	DT	Science	RE	RE	Geography	Geography	PSE
Electricity	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 and its impact upon Britain.		Drawing – portraits (y6 unit) , Frank Auerbach – negative drawing using a rubber– significant peacekeepers?		Design and make Project involving light/Electricity Make a periscope? Make a Torch for an air raid warden?	Light	Judaism Rosh Hashana Yom Kippur Sukkot Channukah Places of worship Types of Prayer Objects and artefacts		UK Geography – London – coming back from the blitz (study of a small area of the UK)		Conflict and resolution

Science				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
Pupils should be taught to: <input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <input type="checkbox"/> compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches <input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram.	Purple Evaluate the results of observations. Identify differences, similarities or changes related to simple scientific ideas and processes Use a range of scientific enquiry to answer questions Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Science investigation write up about brightness of a bulb/volume of a buzzer. Explanation of conclusions.	<ul style="list-style-type: none"> • Wires • Bulbs • Batteries • Switches • Buzzers • Battery holders 	
		Writing Opportunity		Science investigation write up about brightness of a bulb/volume of a buzzer.
		Key Questions / Learning Journey Steps		Activity
What are the circuit symbols?		<ul style="list-style-type: none"> • Experiment with circuit components. • Introduce circuit symbols. 		
What makes a complete circuit?		<ul style="list-style-type: none"> • Make circuits to meet a specification. 		
How do you draw a circuit?		<ul style="list-style-type: none"> • Draw circuits they have made using correct circuit symbols and annotate/label. 		
What causes a circuit to break and how can we fix it?		<ul style="list-style-type: none"> • Children given circuits that wouldn't work. They have to explain why it wouldn't and then fix it. Test to see if it works. 		
How can we make bulbs brighter or change the volume of a buzzer?		<ul style="list-style-type: none"> • Introduce children to the investigative question. • Make predictions. • Follow science investigation structure – prediction, fair test, equipment, method, results, conclusion, evaluation. 		
Growth	Possibilities	Health	Community	
Develop an understanding of how availability of electricity and electrical devices has evolved and changed for children since World War II.	Children can all be scientists regardless of gender.	Developing an understanding of the importance of health and safety using electricity.	Develop the understanding of why it is important to be eco-friendly by turning off lights when not being used.	
Relevant RRSA Article		Article 13: I have the right to ask questions and to be given information.		

History				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	Purple <ul style="list-style-type: none"> Speculate – what if? What if England lost the war ... Devise historically valid questions about change, cause, similarity and difference Interpret the past using a range of concepts and ideas Understand the role of opinion and propaganda Speculate and hypothesise about the past, formulating their own theories about reasons for change 	An understanding of the war effort in Britain during WW2 presented as a written speech to encourage people of Britain	<ul style="list-style-type: none"> WW2 chronology cards Ration amount information Menu sheets Videos / clips of WW2 footage Propaganda Posters Make, do and mend information 	
		Writing Opportunity		Chn to write a speech to be delivered by the Prime Minister to rally the people of Britain during the war and thank the people for the war effort
		Key Questions / Learning Journey Steps		Activity
Why did WW2 start / which countries were involved?		<ul style="list-style-type: none"> Discuss the outbreak of WW2. Listen to Neville Chamberlain's declaration of war in 1939 – discuss how people across the country would be feeling Chronology of WW2 		
Who was called up to fight? What was the impact on men?		<ul style="list-style-type: none"> Battle of Britain and the role of the RAF 		
What was the impact of the war on women?		<ul style="list-style-type: none"> Look at the role of women during the war, in particular The Women's Land Army 		
What was the impact of the war on children? What was evacuation?		<ul style="list-style-type: none"> Read diary extracts from children who were evacuated / look at an evacuee's suitcase – chn decide what they would pack 		
What were propaganda posters and why were they used?		<ul style="list-style-type: none"> Design / produce a propaganda poster to help with the war effort 		
How was Britain rebuilt/repared after the war?		<ul style="list-style-type: none"> Look at Make, Do and Mend Make a wartime menu using only rationed foods for a family of 4 Speculate what Britain would be like if they hadn't won the war 		
Growth	Possibilities	Health	Community	
Children will develop a thirst for knowledge and an understanding of the world they live in, understanding how it could have been different if events in history were different.	Children have possibilities to work in the armed forces in a variety of different jobs and this impact can be felt by a great number of people.	Children will know the role the armed forces play in keeping them safe and appreciate the sacrifices that have to be made to do this.	Children will understand the idea of the Commonwealth and also how societies often pull together and support one another in times of great need.	
Relevant RRSA Article	Article 38: I have the right to be protected during a war and not allowed to fight or become involved.			

Art				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	Purple <ul style="list-style-type: none"> ▪ Choose to use a limited range of colour to produce a chosen effect ▪ Use a full range of design, experimentation, exploration alongside the work of others to develop their own work ▪ Make specific decisions about using different visual and tactile effects towards an end point ▪ Make on-going revisions ▪ Refine their work, often with several adaptations, to move towards an end point 	Children will draw a portrait that depicts a soldier.	<ul style="list-style-type: none"> • Photographs taken during visitor session. • Art pencils • Sketch books • Pictures • Colouring pencils 	
		Writing Opportunity		Evaluation of final art piece and explanation of decisions regarding the use of color and shading.
Key Questions / Learning Journey Steps		Activity		
How do different artists approach portrait drawings?		<ul style="list-style-type: none"> • Use sketch books to comment on the work of different artists including Matisse, Picasso, Gainsborough, Modigliani, Schnabel 		
How can we use line, shape, colour, texture, tone and patterns in our work?		<ul style="list-style-type: none"> • Observational drawings of fruit – look at how to use cross hatching, shading, some colour, different line types to emphasise and make elements of the fruit stand out. Done over two sessions to provide a focus for different elements. 		
How should a face and its features be proportioned?		<ul style="list-style-type: none"> • Looking at how to divide up the face and then where features would be positioned. Work step by step looking at partner to draw their face. • Look at shapes of eyes and lips from photographs and practice drawing shapes and using tone/shading. 		
How will we select which elements of shape, colour, texture, tone and pattern to use in a finished piece of work?		<ul style="list-style-type: none"> • Children given half of one of the digital images of a soldier taken in class. They must complete the other half using tone, colour, shading, tone and patters. (HA children will complete the whole piece independently.) 		
Why have we made the choices we did and what could we improve in our final design.		<ul style="list-style-type: none"> • Annotate and reflect to see what they like and find effective. • Evaluate final piece of work, 		
Growth	Possibilities	Health	Community	
Children will learn from mistakes and grow an understanding of	Children will be able to communicate their thoughts in a way that they choose and understand that having a choice is important.	Children will be given the opportunity to be creative and to reflect on what they have done in a safe and supportive environment.	Artwork and portraits will look at different cultures and communities and children will have the opportunity to appreciate how people may look differently to one another.	
Relevant RRSA Article	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.			

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	Purple <ul style="list-style-type: none"> ▪ Use their knowledge of –e.g.– science and art when designing. ▪ Make separate elements of a model before combining into the finished article ▪ Produce a simple instruction manual or handbook for their product ▪ Research products using the internet ▪ Test and evaluate commercial products, understanding how this information supports their own designs 	Children to make a	<ul style="list-style-type: none"> • buzzers
		Writing Opportunity	
		Evaluation of design/make process.	
Key Questions / Learning Journey Steps		Activity	
What was a Morse code transmitter?		<ul style="list-style-type: none"> • Look at various pictures and descriptions of Morse code transmitters from World War II. • Children produce their own design for a transmitter – thinking about the circuit and also how they want the finished product to look. 	
How can we make our own Morse code transmitter?		<ul style="list-style-type: none"> • Make transmitter using electrical equipment and also using junk modelling and card to house the circuit. 	
Does our product meet the design specification?		<ul style="list-style-type: none"> • Children evaluate their work and consider any improvements that need to be made. 	
Growth	Possibilities	Health	Community
Children will develop their knowledge of how communication has grown and developed, but has always been an important part in societies.	Children will understand the importance of developing different skills and how all jobs have an important role in a society.	Children will understand the importance of working safely with electrical equipment.	Children will understand how communication within a community is important in different ways and this is particularly true during times of great national stress.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

PE – Tag Rugby			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to - <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	Purple <ul style="list-style-type: none"> • Combine, vary and choose appropriate strategies and tactics • Choose and use the most appropriate skills, tactics and actions to cause problems • Know how to keep possession • Work within a team, with less focus on self • Use a range of criteria to judge own and others' work 	Children will compete in an inter-school tag-rugby competition made up of teams from across the classes.	<ul style="list-style-type: none"> • Tag rugby balls • Tag rugby belts • Cones • Bibs
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How do you pass in tag rugby?		<ul style="list-style-type: none"> • Passing drills getting children to hold the ball correctly and pass backwards. • Introduce looping once the ball has been passed to support the player with the ball. 	
How do you tackle in tag rugby?		<ul style="list-style-type: none"> • Grab a tag – focus on keeping own tag while trying to get tags from other players. • Keep ball – five players have to pass the ball between themselves and keep it from the player who is tagging them. 	
How do you attack and defend?		<ul style="list-style-type: none"> • Look at how to beat a man – tunnel games where children learn about how to side-step. Look at how defenders move across to cover the space. • Any direction tag – introduce to game without worrying about which direction the ball is passed and use to focus on how to support the person carrying the ball. 	
How can you use tactics in games? What are the rules?		<ul style="list-style-type: none"> • Watch short video of tag rugby and discuss the rules and how we need to apply them in games – revisit terms knock on, touch line, double tag, forward pass etc. Talk in detail about the offside rule in rugby and the importance of getting back behind the 'man.' • Play games within class. Focus on decision making and how to attack the space. Show different line ups to attack and defend. • Inter-school tournament between teams from the classes. 	
How can we evaluate our performance?		<ul style="list-style-type: none"> • Discuss the performance and why teachers/children have selected different players as their player of the day. 	
Growth	Possibilities	Health	Community
Children will be encouraged to be competitive and to understand the importance of challenging themselves and each other within game situations.	Children will play in mixed gender teams and will realise that both genders can be equally effective when competing in sporting events and that there are no boundaries to prevent them from competing against each other.	Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.	Children will work in teams and develop a sense of what it is like to work with others.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Convey expression and emotion in performance Use changes in and combinations of direction, level and speed within increasingly complex sequences Plan, perform and repeat sequences, including changes in speed and level Begin to improvise, based on previous skills Use a range of criteria to judge own and others' work 	Children will perform for video their final dance including small and whole class group work.	<ul style="list-style-type: none"> VAL Sabin file Val Sabin CD Recordings of the HAKA Pictures of rugby players and poses.
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How can I learn a set routine for a dance and think about the emotions it needs?		<ul style="list-style-type: none"> Lesson 1 – learn the HAKA. Watch video of HAKA to see what dance is and think of vocabulary to describe how it is performed and why. Teach the set movements and how to stand. Learn the dance as a whole class and then get children in pairs to peer assess. 	
How can I personalize a dance?		<ul style="list-style-type: none"> Lesson 2 – Continue to practice the HAKA dance from previous week. Get children into small groups to practice and look at their formation. Groups to develop their own 8 beat ending for the dance. 	
How can I travel in a dance routine?		<ul style="list-style-type: none"> Lesson 3 – Scoring a try. Look at ways the children can move and then touch the ball down and slowly roll out before travelling in slow motion. 	
How can I change levels in a dance routine?		<ul style="list-style-type: none"> Lesson 4 – Freeze frame creating photos from rugby in groups of 2-3. Then develop to include movements into and out of the freeze frame. Move in, hold for 6 seconds and then move out. Groups to give feedback to each other. Teacher to video so that children can watch and improve critically their own performance. 	
How can I work in canon in a group?		<ul style="list-style-type: none"> Lesson 5 – Create a short catching, passing and kicking motif which everyone in the group will perform in canon once it is rehearsed. 	
How can we refine and improve a dance?		<ul style="list-style-type: none"> Lesson 6 - Recap the four sections of the dance. Give children time to practice and think about the dynamics, expression and emotion of the dance. Perform for each other and record final performances. 	
Growth	Possibilities	Health	Community
Children will develop their understanding that there are different ways to live and that these differences make nations and their people unique.	Children will be imaginative and will communicate their ideas in different ways. They will see that dancing is something for all abilities and genders.	Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.	Children will develop an understanding of different communities and their cultural influences. They will work as part of a team and co-operate with each other.
Relevant RRSA Article	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
National Curriculum KS2 Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.	I protect my password and other personal information. Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.	Children to generate their own secure password. This will be written on a card and given to Mr Hewitt to be recorded on a spreadsheet for reference. The passwords that the children create will become their personal login for the computer. Writing Opportunity N/A	https://digital-literacy.org.uk/Year 6 Talking safety online Planit-Twinkl Internet safety childnet ceop Buddle - Password Power Lesson plan Symantec - Password strength checker Password security checking tool How strong is my password? Netsmartz - Password Rap Video Roboform - How secure is my password? Password strength checking tool Digizen - Perfect passwords Teaching resource and activities
Key Questions / Learning Journey Steps		Activity	
Why do we need to protect passwords?		<ul style="list-style-type: none"> • Watch the password rap and discuss its meaning with the children. • Talk about why we need to protect passwords and look at the questions from the Digizen lesson plan. Get children to consider their responses before showing the match-it answers. 	
How can we protect our passwords?		<ul style="list-style-type: none"> • Look at some passwords on the password checker tools and discuss why they are/aren't strong passwords. Children explain to a partner why it might not be effective. • Children to create their own secure password and check its strength. 	
Growth	Possibilities	Health	Community
Children will develop an acceptance that they are all different and this will make their passwords and the way they protect themselves different.	Children understand that there are negative and positive possibilities and it is important to protect themselves as much as possible.	Children will understand how to keep themselves safe online.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world.
Relevant RRSA Article	Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.		

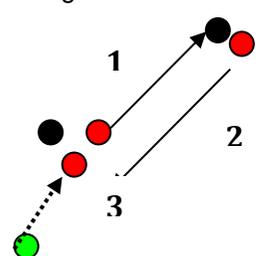
Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>National Curriculum KS2</p> <p>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>These skills should be revised:</p> <ul style="list-style-type: none"> • select, edit and manipulate text in different ways • insert an image into a document. • format an image • use formatting tools to improve the layout • use the spellcheck tool • insert a simple table • change the size of the page • use some of the main keyboard shortcuts • suggest ways to improve a layout • apply specific effects to an image • use spell check • add or delete rows or columns in a table • suggest ways to change a table • type at an appropriate speed with two hands • choose a relevant website to link a document to and • create a hyperlink. 	<p>I can talk about audience, atmosphere and structure when planning a particular outcome.</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p> <p>I can tell you why I select a particular online tool for a specific purpose.</p> <p>I can be digitally discerning when evaluating the effectiveness of my work and the work of others.</p> <p>Writing Opportunity</p> <p>Children produce a piece of work on the computer linked to their topic. They decide how to present their work and which software to use.</p>	<p>Children to use Word, Publisher or PowerPoint to create documents/presentations using and applying the key skills taught up to Year 4. Microsoft Word, PowerPoint, Publisher</p> <p>Twinkl Planit -Word Processing skills Year 4 unit</p>
Key Questions / Learning Journey Steps		Activity	
How do you select, edit and manipulate text?		<ul style="list-style-type: none"> • Create a poster with key words to represent World War II. 	
How do you insert an image into a document?		<ul style="list-style-type: none"> • Add an image to previous poster. 	
How do you create and amend a table?		<ul style="list-style-type: none"> • Research statistics related to World War II • Create a table to represent the statistics 	
What presentation methods can be used?		<ul style="list-style-type: none"> • Evaluate different presentation methods. • Choose whether to use Word, Publisher or PowerPoint to create a presentation about the impact World War II had on Britain. 	
How can I present my work effectively?		<ul style="list-style-type: none"> • Research information about the impact World War II had on Britain. • Create presentation. • Edit and improve presentation. • Add a hyperlink to the presentation. 	
Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to present information independently in different forms.	Children will understand that there are negative and positive possibilities when researching information and it is important to protect themselves as much as possible.	Children will understand the positives and negatives of using computers and being online. Children will develop awareness that too much time on a computer is unhealthy.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world and use their own passwords securely.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.		

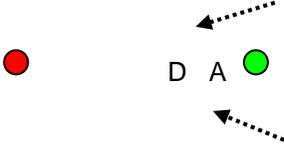
Science				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
Pupils should be taught to: <input type="checkbox"/> recognise that light appears to travel in straight lines <input type="checkbox"/> use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye <input type="checkbox"/> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <input type="checkbox"/> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Purple Evaluate the results of observations (Purple) Take accurate measurements using a range of equipment with increasing accuracy and precision (Purple) Record data and results of increasing complexity using scientific diagrams and labels (Purple)	Science investigation write up and conclusions about how light travels.	<ul style="list-style-type: none"> • Mirrors • Torches • Protractors • Oil and water • Prisms 	
		Writing Opportunity		To write up a science investigation about how light travels through different mediums including water and oil.
Key Questions / Learning Journey Steps		Activity		
How does light travel? How do we see things?		<ul style="list-style-type: none"> • Learn about how light travels in straight lines and is reflected off objects into our eyes, enabling us to see things. • Explore how light is reflected using mirrors and torches. 		
What are the angles of incidence and reflection? How do we use a protractor to measure these angles?		<ul style="list-style-type: none"> • Learn about the angle of incidence and reflection and draw accurate ray diagrams using protractors. 		
What is a periscope and how does it work?		<ul style="list-style-type: none"> • Investigate how periscopes work and make their own. 		
What is refraction? How does light travel through different mediums?		<ul style="list-style-type: none"> • Learn about how light can be refracted in prisms and water. • Investigate refraction using glasses of water and different objects. • Write up experiment about light travelling through different mediums. 		
What is a prism and how does light travel through it? How do we see colour?		<ul style="list-style-type: none"> • Learn about the colour of light and how we see colour. Make a colour wheel. • Explore how light is refracted in prisms. • Draw diagrams to show the different angles of refracted light. 		
Growth	Possibilities	Health	Community	
Develop an understanding of how light travels.	Children can all be scientists regardless of gender.	Developing an understanding of the importance of health and safety using	Develop the understanding of why it is important to be eco-friendly by turning off lights when not being used.	
Relevant RRSA Article	Article 13: I have the right to ask questions and to be given information.			

RE			
Gateshead Agreed Syllabus for RE 2018 (Appendix1)	ARE Expectations (Gateshead agreed syllabus for RE 2018)	Overall Subject Outcome(s)	Resources
<p>The calendar Rosh Hashana – The New Year Yom Kippur – The day of atonement Sukkot – Tabernacles Chanukah</p> <p>Narrative -The years in the desert – The Promised Land -The story of Judah the Maccabee.</p>	<p>Explore Pupils interpret the significance of different forms of religious, spiritual and moral expression.</p> <p>Engage Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues.</p>	<p>Children deliver a news report about the festivals.</p> <p>Children to create a suitable shelter outdoors adhering to traditional specifications. (sukkot)</p> <p>Writing Opportunity</p> <p>News report Letter writing Table of comparisons between festivals</p>	<p>Recording device.</p> <p>Image of Jewish people in Sukkah. Materials for building a sukkah.</p> <p>EMTAS contact details – Michael Glickman.</p> <p>Artefacts for the 3 festivals</p>
Key Questions / Learning Journey Steps		Activity	
<p>What do followers of this religion celebrate? How and why do Jewish people celebrate Rosh Hashana and Yom Kippur?</p>		<p>Use video clips and internet to answer the following questions: What is the purpose of the shofar? What is the significance of the foods? What are the key beliefs and traditions? Make connections in Judaism between repenting and being forgiven.</p>	
<p>Example image of Rosh Hashanah greeting.</p>		<p>Children to be given a Rosh Hashana card - label the symbols showing their meaning, comment on how the greeting inside expresses Jewish belief and write a message to the person receiving the card expressing their hopes for that person over the coming year.</p>	
<p>Why are some people important to followers of this religion? Why is the story of the Promised Land important to Jewish people?</p>		<p>Children to be given an image of a Jewish family celebrating the festival of Sukkot in their sukkah. Answer key questions.</p> <p>Introduce the story of the years in the desert and the promised land.</p> <p>Write a letter to a friend inviting them to have dinner with you in your sukkah. Include image.</p>	
<p>What do followers of this religion celebrate? What are the similarities and differences between the festivals of Rosh Hashana, Yom Kippur, Sukkot and Chanukah?</p>		<p>Read the story of Chanukah. Discuss how the events are remembered today. Create a table comparing how the 3 festivals are celebrated.</p>	
Growth	Possibilities	Health	Community
<p>Children should develop an acceptance and understanding of how other religions celebrate.</p>	<p>Children should learn that there are many different festivals within different religions and cultures.</p>	<p>Children should understand that reflecting on their behavior and actions assists with maintaining a happy and healthy mind.</p>	<p>Children should learn about how the Jewish community celebrate and the importance of celebrating with family.</p>
<p>Relevant RRSA Article</p>	<p>Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people.</p>		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Name and locate counties and cities of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Purple Carefully select sources of evidence, and sift information. Analyse data – e.g. population data - using similarity and difference. Suggest how human activities can cause changes to environment and to the different views people hold. Interpret other people's arguments for change, analysing and evaluating their viewpoints.	Information text about the impact of the Blitz on London	<ul style="list-style-type: none"> • Maps • Atlases • I pads • Google earth • Web sites
		Writing Opportunity	
		Write an information text about London and the impact the Blitz had both during and after the war.	
Key Questions / Learning Journey Steps		Activity	
Which cities in the United Kingdom had the most significant bombings during World War II?		<ul style="list-style-type: none"> • Research which cities in Great Britain were bombed most severely. • Mark cities on a map. 	
Where were children evacuated to and from during the war?		<ul style="list-style-type: none"> • Research and mark evacuation routes on a map. • Compare life in towns to life in the countryside. 	
What impact did the Blitz have on London?		<ul style="list-style-type: none"> • Identify the changes that the Blitz caused to London e.g. damage caused, housing changes, population changes. 	
What changes occurred in London after the war?		<ul style="list-style-type: none"> • Identify the changes that occurred in London after the war and write an information text about the impact The Blitz had on London. 	
What is London like now compared with wartime?		<ul style="list-style-type: none"> • Learn about life in London today and identify changes that were made following World War II that are still relevant, 	
Growth	Possibilities	Health	Community
Develop an understanding of how some families were forced to live apart during the war and the different ways families may live today.	Children will develop an awareness that everyone can have a positive impact following war/a disaster regardless of gender or age.	Children will know the impact the war had on cities and housing and improvements that were made in the social sector following the war.	Children will understand that life in cities and communities changed during the war and afterwards.
Relevant RRSa Article	Article 27: I have the right to a good standard of living so that my so that my physical, social and mental needs are met.		

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education	N/A	Children will begin to reflect on past achievements and identify the skills they need to develop to make their own contribution in the working world in the future. Make connections between their learning, the world of work and their future economic wellbeing; understand financial terms such as loan, interest, tax and discount and why financial management and planning is important from a young age.	<ul style="list-style-type: none"> See Dimensions individual lesson resources.
		Writing Opportunity	
		Newspaper article Comic page	
Key Questions / Learning Journey Steps		Activity	
What are my strengths and weaknesses?		<ul style="list-style-type: none"> PSE Core 1 Unit 3 Ln 1: Identified Strengths – Big Dreams PSE Core 1 Unit 3 Ln 2: Identified Strengths – Big Achievers PSE Core 1 Unit 3 Ln 3: Setting Goals – ‘Super Futures’ PSE Core 1 Unit 3 Ln 4: Setting Goals – I Can Do That! 	
What do I want to achieve?			
What changes will occur during puberty?		<ul style="list-style-type: none"> PSE Core 1 Unit 1 Ln 2: Physical, Emotional and Mental – What’s Puberty? 	
What does it mean to budget?		<ul style="list-style-type: none"> PSE Core 3 Unit 3 Ln 1: Budgeting – Money Supermarket PSE Core 3 Unit 3 Ln 2: Consumer Sense – Payment Terms PSE Core 3 Unit 3 Ln 3: Consumer Sense – A Class Catalogue! 	
Why is having a budget important?			
What is meant by profit and loss?		<ul style="list-style-type: none"> PSE Core 3 Unit 4 Ln 1: Generating Income – Making Money PSE Core 3 Unit 4 Ln 2: Generating Income – Raising Money 	
Growth	Possibilities	Health	Community
Develop an understanding of family budgeting and how to have a healthy budget.	Children will develop awareness that everyone has the potential to make and save money.	Children will develop their understanding of puberty and what will happen.	Children will support and encourage each other to achieve to their full potential.
Relevant RRSA Article	Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

PE				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
Pupils should be taught to - <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	Purple <ul style="list-style-type: none"> Combine, vary and choose appropriate strategies and tactics Choose and use the most appropriate skills, tactics and actions to cause problems Know how to keep possession Work within a team, with less focus on self Use a range of criteria to judge own and others' work 	Inter school tournament between teams from the classes.	<ul style="list-style-type: none"> Netballs Bibs Hoops Videos of netball matches. 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
How do we pass the ball in netball?		<p>Dev: Netball specific passes to be taught chest, shoulder, bounce, overhead.</p> <p>Set up circuit style of activity with a drill for each pass. Demonstrate and then get pupils to take part in drills.</p> <p>Dev 2: Combine passes: In 3's, 1 feeder, 1 performer, 1 observer. Shoulder pass- run in to receive chest pass- return ball- bounce pass –return - run back to receive shoulder pass.</p> <p>Game: 3 v 3 in a 3rd of court. 1 point scored for every 4 consecutive passes made. Ball must be kept inside lines; all players have to have touched the ball before points can be awarded</p>		
How do I land properly when I catch the ball in netball?		<p>Recap the passes learnt during previous week.</p> <p>Dev: Partner work, 1: hold ball in air, 2: Jump to collect ball and land using correct technique. (Tip: When land 1st foot call first name, when 2nd foot lands call surname)</p> <p>Dev 2: Progress to receiving ball from a high pass and add correct 'footwork'.</p> <p>Dev 3: Progress to receiving ball on the move,</p> <p>Game: Using 1/3 of court play simple 2 v 2. Have to get ball to end of court/scoring area without performing footwork or points are not collected. Best of 5 then change over.</p>		
How can we create space when attacking in netball?		<p>Dev1: Demonstrate that we can create space by initially running away from it then into it. Q&A regarding why a pass is better being received by running into it than asking for an overhead pass?</p>  <p>In 3's work as attacker (red), defender (black) and feeder (green). Practice</p>		

	<p>pulling away from space then driving FORWARD for the ball. Game: 3 v 3 game of netball, implementing driving forward for the ball. 5 consecutive passes= 1 goal. Condition: No overhead passes.</p>		
<p>How do we mark a player in netball?</p>	<p>Warm up to introduce distance for marking: Pupils will run to line, shuffle back 1 meter hold for 3 seconds then jog to end. Pupil will run to line, shuffle back 1m, stand on tip toes, hold 3s, then jog to end. Pupils will run to line, shuffle back 1m, stand on tip toes, extend arms up high, hold for 3 seconds then jog on.</p> <p>Dev 1: defending a player. Pupils in pairs take up marking position and D must try and stay with A.</p> <p>Dev 2: In 4's, one thrower, 1 catcher 1 interceptor & 1 observer.</p>  <p>Gain 1 point for each interception D achieves. 5 goes each and rotate.</p> <p>Dev 3: Pupils in groups of 4, 3v3 small game in 1/3 court. 1 player from each team is evaluator/umpire. Attacking team trying to make 10 consecutive passes. Defenders must try and intercept the pass. If they get a tip, A's have ball for more then 3 seconds or they intercept, D's score 1 goal. Emphasis on defence! Evaluators giving feedback umpiring. Must be strict on 3 seconds!</p>		
<p>What are the positions in netball? How do we shoot in netball?</p>	<ul style="list-style-type: none"> • Watch video and look at court to demonstrate the different positions. • Children in positions on court – rotate between different positions whenever whistle blown (have set routine for this). • Pass the ball following set routine and get GA or GS to shoot each time. • Play small sided game with emphasis on shooting. 		
<p>How can we use tactics in a game situation?</p>	<ul style="list-style-type: none"> • Small sided games as inter-school tournament. Video games for website. 		
<p>How can we evaluate performance?</p>	<ul style="list-style-type: none"> • Discuss the performance and why teachers/children have selected different players as their player of the day. 		
<p>Growth</p>	<p>Possibilities</p>	<p>Health</p>	<p>Community</p>
<p>Children will be encouraged to be competitive and to understand the importance of challenging themselves and each other within game situations.</p>	<p>Children will play in mixed gender teams and will realise that both genders can be equally effective when competing in sporting events and that there are no boundaries to prevent them from competing against each other.</p>	<p>Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.</p>	<p>Children will work in teams and develop a sense of what it is like to work with others.</p>
<p>Relevant RRSA Article</p>	<p>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>		

PE				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
Pupils should be taught to - <ul style="list-style-type: none"> Understand, identify and demonstrate contrasting, matching and mirroring balances and movements Identify and use different spatial relationships with a partner i.e. following a leader, side-by-side, face to face, back to back, meeting and parting Work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence Adapt and transfer sequences from floor to apparatus 	Purple <ul style="list-style-type: none"> Demonstrate precision, control and fluency Sustain movements over a longer period of time Convey expression and emotion in performance Use changes in and combinations of direction, level and speed within increasingly complex sequences Begin to improvise, based on previous skills Plan, perform and repeat sequences, including changes in speed and level 	Gymnastic performance sequence demonstrating mirroring and matching elements	<ul style="list-style-type: none"> Gymnastic apparatus including benches Mats 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
How can I use my body to make different shapes?		<u>Warm Up</u> Follow-my-leader game where partners choose different ways of travelling Demonstrate mirroring of balances / gymnastic shapes with a partner – then look at contrasting shapes e.g. wide/narrow, stretched/curled Explore these shapes using apparatus		
How can I get different parts of my body to be higher than others? Which gymnastic skills will I need?		Repeat mirroring with a partner activity focusing on height Discuss, compose and practice a short sequence using a run, jump, turn and balance Integrate using the apparatus as part of the sequence – perform sequences simultaneously, one behind the other		
How can I get different parts of my body to be lower than others? Which gymnastic skills will I need?		<u>Warm Up</u> Travel around the room in different ways – on a signal stop in a position close to the ground Make up a short sequence on your own to show run, jump to show a clear shape in the air, land and sink down into a roll or spin, then push up into a balance Teach this sequence to your partner, making sure they match exactly Work together to use the apparatus as part of this sequence		
How do I balance effectively? How many different balances can I explore?		<u>Warm up</u> Move around the room and stop on a signal showing a balanced position Make matching asymmetric and then symmetrical balances with a partner, link using travelling, jumping and turning movements and then integrate using apparatus		

How do I mirror a partner's movements effectively?	Face each other in your symmetrical balances from last lesson. Imagine there is a mirror positioned between you so that partner B is a reflection of A. Move backwards away from the mirror and forwards towards it, mirroring partner's moves precisely Explore mirrored balances on different parts of the apparatus		
How can I perform a sequence using mirroring?	<u>Warm up</u> Stand on opposite side of the room to your partner, jog towards them, touch palms of hands briefly and jog backwards – then do it rhythmically so that you take the same number of jogs each time, then integrate other movements Link together all work on this unit to practice and perform a sequence showing an awareness of level, shape, direction and speed, and with clear starting and finishing positions		
Growth	Possibilities	Health	Community
Children will be encouraged to work cooperatively and supportively.	Children will work in mixed ability pairs and will realise that everyone's bodies can be manipulated to form different shapes and make gymnastic sequences.	Children will be encouraged to develop their fitness and learn the importance of warming up and cooling down before a gymnastic lesson.	Children will work together on performance of a sequence.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to - <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into different parts. Use sequence, selection and repetition in programs; work with variable and various forms of input and output. Use logical reasoning to explain algorithms work and to detect and correct errors in algorithms and programs. 	Dark Blue <ul style="list-style-type: none"> Work with variables and various forms of input and output Adapt and modify programs and add refinements Make predictions about what might happen in a game program Purple <ul style="list-style-type: none"> Use sequence, selection, and repetition in control 	Program a race track with an end goal for a game.	<ul style="list-style-type: none"> Kodu Twinkl Planit –Kodu Programming Year 6
		Writing Opportunity	
		Evaluation of their programmed race tracks.	
Key Questions / Learning Journey Steps		Activity	
How do I evaluate programming software?		<ul style="list-style-type: none"> Introduce children to Kodu software as a programming environment and evaluate its features and how it works. 	
How do you write simple programming instructions?		<ul style="list-style-type: none"> Children will be introduced to Kodu as a programming environment and learn how to write simple instructions using the basic Kodu format. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	
How do you use programming tools to create a landscape?		<ul style="list-style-type: none"> Children design a new virtual landscape for a computer game, first on paper. Then adapt the features of Kodu to create the world in the computer programming environment. 	
How do you find the purpose of a code?		<ul style="list-style-type: none"> Children will be provided with a code to analyse and explain what it is intended to do, through logical reasoning. The code can then be input to be tested. 	
How do you use programming to control a character?		<ul style="list-style-type: none"> Children design their own race track in Kodu and program a character that they can control around the track from a start point to a finish. 	
Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to program.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for careers as programmers.	They should also develop their understanding and skills to keep themselves and others safe from harm in the real world and online.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world and use their own passwords securely.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PEACE KEEPERS



Your new National Health Service begins on 5th July. What is it? How do you get it?
It will provide you with all medical, dental and nursing care. Everyone—rich or poor, man, woman or child—can use it or any part of it. There are no charges, except for a few special tests. There are no insurance qualifications. But it is not a "charity". You are all getting for it, mainly in hospitals, and it will relieve your country's burden in that of illness.

"In the days to come the British and American peoples will for their own safety and for the good of all walk together side by side in majesty, injustice and in peace."

Winston Churchill, addressing a joint session of the US congress, 26 December 1941

