



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group:</b> 6	<b>Topic Title/Theme:</b> Potential (potential to achieve)	<b>Term:</b> Spring
<b>Entry Point:</b> N/A	<b>Exit Point:</b> N/A	<b>Visits/Visitors or Special Arrangements:</b> Have contacted Gateshead about getting people in to discuss the misuse of drugs and health.
<b>Topic Overview:</b> The lessons in this term are more discrete and will be taught weekly rather than in blocks. Art and Design Technology will have a primary focus in the teaching with children using collage skills and learning about food preparation to make healthy pizzas.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>Pizzas at the end of the DT block.</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>MFL</li> <li>Computing</li> </ul>

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	RE	Science	Geography	Geography	DT	DT	PSE
Living things	NA		Collage – Klimt/Picasso		Judaism (Easter)	Living things	NA		Food – design and make pizza (Outdoor learning?)		Fulfilling our potential

Science				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
Pupils should be taught to: <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	Report and present findings from enquiries, including conclusions, causal relationships and explanations  Identify scientific evidence that has been used to support or refute ideas or arguments.	Science investigation write up on the impact of exercise and heart rate on the body.	<ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Pictures of the effects of smoking</li> <li>• Diagram of human circulatory system</li> </ul>	
		<b>Writing Opportunity</b>		Information text on the functions of the circulatory system.
		Science investigation write up on exercise and heart rate.		Science investigation write up on exercise and heart rate.
Key Questions / Learning Journey Steps		Activity		
What are the parts of the human circulatory system?		<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system by labelling a diagram.</li> </ul>		
What are the functions of the human circulatory system?		<ul style="list-style-type: none"> <li>• Describe the functions of the heart, blood vessels and blood in an information text.</li> </ul>		
How are water and nutrients transported within the body?		<ul style="list-style-type: none"> <li>• Describe the ways in which nutrients and water are transported within animals, including humans, in the context of the human body.</li> </ul>		
How does diet and exercise impact on the human body?		<ul style="list-style-type: none"> <li>• Recognise the impact of diet and exercise on the way bodies function by describing the effects of a healthy lifestyle. Introduce children to the investigative question and make predictions.</li> <li>• Follow science investigation structure – prediction, fair test, equipment, method, results, conclusion, evaluation for exercise investigation – heart rate.</li> </ul>		
What is the impact of drugs and alcohol on the body?		<ul style="list-style-type: none"> <li>• Recognise the impact of drugs on the way bodies function in the context of drugs and alcohol. Drug and alcohol awareness talk by visitor.</li> </ul>		
What is the impact of smoking on the body?		<ul style="list-style-type: none"> <li>• Look at pictures of smoker’s lungs and other images of what smoking can do to the body. Produce a poster telling people not to smoke and explaining the negative effects of smoking on the body.</li> </ul>		

Growth	Possibilities	Health	Community
Develop an understanding of how the body works and how we can keep healthy.	Children can see how we can improve our fitness levels through exercise and healthy living.	Developing an understanding of the importance of exercise and staying healthy.	Develop the understanding of why it is important to educate others on staying healthy and exercise.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
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.	<ul style="list-style-type: none"> <li>• Be able to enter formulae into cells.</li> <li>• Edit data and discuss the effect on results.</li> <li>• Use further functions including AVERAGE, MIN and MAX.</li> <li>• Create graphs.</li> <li>• Design their own spreadsheet for a specific purpose.</li> </ul>	Pupils will learn the ways that spreadsheets can be used. They will then use the skills to make a spreadsheet in Excel for a particular purpose.	Twinkl y6 spreadsheet unit using Excel
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How do you enter data and formulae into a spreadsheet?		<ul style="list-style-type: none"> <li>• Introduce and familiarize children with spreadsheets using given templates.</li> <li>• Enter and edit text and numbers in cells and use SUM formula; begin formatting cells.</li> </ul>	
How do you order and present data based on calculations?		<ul style="list-style-type: none"> <li>• Begin to use the SUM function for a specific a purpose, such as calculating a League Table.</li> <li>• Order data using the Sort function and produce a graph to present the data.</li> </ul>	
How do you add, edit and calculate data?		<ul style="list-style-type: none"> <li>• Children will create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Begin to understand the benefit of automatic recalculation when editing.</li> </ul>	
How do you use a spreadsheet to solve problems?		<ul style="list-style-type: none"> <li>• Children are given an investigation where the solution to a problem is best calculated using a spreadsheet. They must use prior knowledge and skills to find the best solution</li> </ul>	
How do you plan and calculate a spending budget?		<ul style="list-style-type: none"> <li>• Children are given a list of possible items and prices, along with a maximum spending budget. They must choose items for a party, calculate quantities and totals within the set budget for a given number of people.</li> </ul>	
How do you design a spreadsheet for a specific purpose?		<ul style="list-style-type: none"> <li>• After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to organize data and calculate.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for careers in computing.	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.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
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.	This lesson aims to help young people understand the concepts of 'consent' and 'permission' when they are online. They will identify the different contexts in which they may need to give or receive permission, explore the consequences of doing so and understand the importance of choice and respect online.	Explain what is meant by 'consent' and 'permission'. • Recognise where they may need to give or receive permission online. • Understand that choices they make online are important and can have meaning for others too.	Safer Internet Day 2019 Age 7-11 lesson Plan and resources. Saved in computing folder • A copy of a school consent form – this could be for a school trip, a media consent form, or similar to use as Example 10 alongside Appendix 1 • Thesaurus and dictionary
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What is meant by permission?		<ul style="list-style-type: none"> <li>• Introduce the idea of sharing things about ourselves without knowing what will happen to this information.</li> <li>• Define what is meant by 'permission' through exploring online examples and creating a definition</li> <li>• PermissionCheckUp – organisations, complete a quiz to explore what organisations have permission to do with our personal information online</li> <li>• PermissionCheckUp – explore the challenge of consent and permission within friendships using online scenarios</li> </ul>	
What is meant by 'Power of No'?		<ul style="list-style-type: none"> <li>• Develop an understanding of 'The Power of No', consider how we deny permission for something and say no whilst respecting the feelings of others.</li> <li>• Our Internet, Our Choice A reflection on the lesson, revisit the pre-lesson activity in order to reinforce the importance of consent and permission.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop an understanding of morality on the internet and how this differs to morality in real life.	Children will understand that the development of internet security and computer systems may impact on their career choices.	Children will understand that in order to keep safe online and develop healthy and positive relationships, they must take internet security seriously.	Children will understand the benefits and risks of online communities.
<b>Relevant RRSA Article</b>	<a href="#">Article 16</a> (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.		

Art			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	Purple <ul style="list-style-type: none"> <li>Choose to use a limited range of colour to produce a chosen effect</li> <li>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</li> <li>Make specific decisions about using different visual and tactile effects towards an end point</li> <li>Make on-going revisions</li> <li>Refine their work, often with several adaptations, to move towards an end point</li> </ul>	Collage using Cubist images in the style of Picasso	<ul style="list-style-type: none"> <li>Sketchbooks</li> <li>Drawing pencils</li> <li>Coloured pencils and pens</li> <li>Paper</li> <li>Tissue</li> <li>PVA glue</li> <li>Gold and silver papers, foil papers, sweet wrappers etc.</li> <li>Chalk</li> <li>Cubist figurative images</li> <li>Collage materials,</li> <li>Ready-mix paint,</li> <li>Powder paint,</li> <li>Chalk,</li> <li>Sugar paper.</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How does Gustav Klimt use patterns in his work?		<ul style="list-style-type: none"> <li>Discuss Klimt's use of repeated geometric shapes in the patterning of gowns and clothing. Give the children photocopies of his paintings and ask them to make studies in their sketchbooks.</li> </ul>	
How can I design a repeated pattern using geometric shapes?		<ul style="list-style-type: none"> <li>Design repeated patterns in different ways (can use Computers)</li> </ul>	
How can I produce a collage using repeated patterns?		<ul style="list-style-type: none"> <li>use a range of collage materials to build up designs in layers. Focus the children's attention on Klimt's use of linear marks placed upon open geometric shapes, e.g. spirals on triangles.</li> </ul>	
How did Picasso create Cubist style artwork?		<ul style="list-style-type: none"> <li>Show the children Cubist figurative images by Pablo Picasso and discuss the way he has represented a three-dimensional figure on a flat surface. Make direct observational studies of figures from different viewpoints, (near and far and from unusual angles) on a single surface as a starting point for their collage.</li> </ul>	
How can I plan a figurative image in the Cubist style using collage?		<ul style="list-style-type: none"> <li>Plan a collage using ideas from last week's lesson.</li> </ul>	
How can I make a collage using Cubist images?		<ul style="list-style-type: none"> <li>Produce a collage using Cubist images of portraits with a repeated pattern background.</li> </ul>	

Growth	Possibilities	Health	Community
Children will learn about artists Gustav and Klimt and how they use different techniques to create their artwork.	Children will experiment with lots of different mediums in order to create their collages.	Children will take time to reflect positively on artwork and appraise others'.	Children will work collaboratively on their collages.

**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.

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 understand minority groups and how they can be treated in ways that are not appropriate. They will understand that this should not be tolerated and how we should stand up for minority groups.	<ul style="list-style-type: none"> <li>• See Dimensions individual lesson resources.</li> <li>• 'and tango makes three' by Justin Richardson and Peter Parnell.</li> </ul>
		Writing Opportunity	
		Manifesto about a minority group and how they can and should be included in society.	
Key Questions / Learning Journey Steps		Activity	
What is racial discrimination?		<b>PSE</b> Core Theme 2 Unit 3 Ln 1: Race and Ethnicity – United States? Look at segregation laws in USA. Where might these laws have been enforced and how? Show images of Martin Luther King and Rosa Parks and discuss their impact on history. Listen to I have a dream speech and discuss.	
What is gender stereotyping?		<b>PSE</b> Core Theme 2 Unit 3 Ln 2: Gender Stereotypes – Jobs 4 All Silhouette of man and woman where children put post its of the attributes that gender have and jobs that they may be able to do as a result of these attributes. Then look at pictures showing people breaking this mold and discuss. Children to play twenty questions to guess jobs that people are doing.	
What has had an impact on British culinary culture?		<b>PSE</b> Core Theme 2 Unit 3 Ln 3: Culture – Cultural Feast Children draw stick people to represent their family. Look at who is included. Children to think about the food they eat at home on a normal basis and for special occasions. What influences it? Are there any shared traditions or cultural influences? Why might this be?	
What is homophobia? Why are minority groups treated differently?		<b>PSE</b> Core 3 E & R Extremism Ln 3: Minority groups – That's so gay Look at sheep image and talk about how it stands out. Discuss groups who stand out from the crowd. Rean 'and tango makes three story' and discuss. Pupils choose a minority group and produce a manifesto about how they can be included.	
What is vulnerability? What is radicalization?		<b>PSE</b> Core 3 E & R Radicalisation Ln 4: Vulnerability – Easily influenced Discuss what it means to be vulnerable. Introduce term radicalization and discuss how this may link to people who are vulnerable. Look at pictures from lesson plan and discuss how they may show radicalization.	

Growth	Possibilities	Health	Community
Children will develop their understanding of the fact that people are unique and that this is what makes them individuals. They will think about the fact that differences should be celebrated and not stereotyped or made into prejudices.	Children will see that it is possible to have different approaches and outlooks to life and that some of these are choice, but others are by birth, and that these possibilities are all equally viable.	Children will understand the damage that can be done to health by having a negative attitude towards differences.	Children will understand that the community is a multi-cultural and multi-racial community with sexual and gender differences and that it is this mixture which creates a working society.

**Relevant RRSA Article**

[Article 29](#) (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

PE – Outdoor Hockey			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Combine, vary and choose appropriate strategies and tactics</li> <li>Choose and use the most appropriate skills, tactics and actions to cause problems</li> <li>Know how to keep possession</li> <li>Work within a team, with less focus on self</li> <li>Understand that a winning team has not always been the best one</li> </ul>	Small-sided hockey tournament in the year group.	<ul style="list-style-type: none"> <li>Hockey balls</li> <li>Hockey sticks</li> <li>Cones</li> <li>Bibs</li> </ul>
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How Do I dribble a hockey ball?		<p><b><u>Activity 1</u></b> All ch to have a hockey stick and ball each, ask ch to dribble around the area – whilst dribbling the ch need to think about the correct teaching points for how to dribble THEN – Group discussion – allow ch to discuss in small groups what they think the TP's are – Then teacher to pick ch to give a teaching points</p> <p><b><u>Progression</u></b> Spread cones around the area – ch to now avoid cones</p> <p><b><u>Activity 2</u></b> – Dribbling around cones - Ch in pairs get 5 cones and 1 ball - Ch to set out cones as followed x x x – ch to take it in turns in there pairs to dribble the ball between the cones – Teacher to pick ch who are dribbling around correctly (turning stick to use backwards to drag ball across) and get these ch to demonstrate – then allow ch to practice using this technique –</p> <p><b><u>Progression 1</u></b> - Allow ch to decide when they have found that easier to add more cones in the middle and then to start making the cones closer together</p> <p><b><u>Progression 2</u></b> - Partners to take it in turns being defender – 1. Defender must stay static 2. Defender can move left and right 3. For MA ch – defender can put partner under pressure</p> <p><b><u>Activity 3</u></b> – King/queen of the court - All ch but 2 have a ball – ch to dribble around in netball court – the aim is for the ch to keep there ball from being knocked out of the area by the ch without a ball – when ball is knocked out ch to stand out</p> <ul style="list-style-type: none"> <li></li> </ul>	
Which side of the stick do I use? How do I pass and stop a ball in hockey?		<p><b><u>Activity 1</u></b> – <i>Identifying how to pass</i> - Ch to count how many passes they do in a minute – Allow ch to discuss what they think is the correct technique – THEN teacher to question ch to discover correct technique and teacher to show ch how to stop ball correctly</p>	

	<p>- Then allow ch to practice passing the ball between them increasing distance between as they get confident with passing</p> <p><b>Progression</b> – Stopping the ball on the left</p> <p>- Teacher demonstrates how to stop the ball and drag it across the body when the ball comes to the left</p> <p>- Ch to practice stopping the ball on the left and drag ball across to right and pass ball back to partner</p> <p><b>Activity 2</b> – Accurate passing</p> <p>- Ch in pairs to place 2 cones between them creating a gate – ch aim is to pass the ball accurately to their partner so it goes through the gate</p> <p>- Ch to make gate smaller and change angle they are passing from</p> <p><b>Activity 3</b> – Passing under pressure</p> <p>- Two pairs join together and play piggy in the middle (3v1) – In order to score 2 passes must be made, if the piggy gets it they get a point, 1<sup>st</sup> to 5 points then swap piggy</p> <p><b>Game play</b> – Through the gate</p> <p>- 2 pitches set up with 4 goals on each pitch, 1 just inside each corner</p> <p>- In order to score the ball must be dribbled through the cone – then after 3 minutes swap teams round – this time to score a goal the ball must be passed through the goal to another player on the other side</p> <p>Allow teams to discuss when they think it was best to dribble the ball and when it is best to pass the ball</p> <p>Ch to go back in to their pairs from the start of the lesson and have a minute to see how many passes they can do – Allow time for ch to discuss there results - <b>Q</b> – Why did you get the results you did?</p>
<p>How do I pass on the move? How do I shoot?</p>	<p><b>Activity 1</b> – Passing on the move</p> <p>- Ch in pairs to dribble around the playground passing the ball between them</p> <p><b>Progression</b></p> <p>- Place gates around the playground in which children now have to pass the ball through to get to their partner</p> <p><b>Activity 2</b> - Shooting</p> <p>- Teacher to explain how to shoot – same as passing technique but more power behind</p> <ol style="list-style-type: none"> <li>1. 5 equal groups of ch – set up 5 goals around the playground – 1 group at each goal <ul style="list-style-type: none"> <li>- Place a cone 2m out from goal – ch to take it in turns to practice shooting from that cone</li> </ul> </li> <li>2. Place 5 cones in semicircle 3m out from goal – ch to take it in turns to try shooting from different angles</li> </ol>

	<p><b><u>Progression for MA</u></b></p> <ul style="list-style-type: none"> <li>- Place 2 cones inside of goal close to edge of goal – discuss with ch why they think I now want them to aim for the small gaps at corners?</li> <li>- Allow children to take it in turns to practice dribbling from a starting cone then shooting aiming for the small gaps at edge of goals</li> </ul> <p><b><u>Activity 3</u></b> – Passing and shooting</p> <ul style="list-style-type: none"> <li>- Ch in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up as below. x = cones o = goal</li> </ul> <pre> x      x      o       x      o </pre> <p><b><u>Progression for MA</u></b></p> <ul style="list-style-type: none"> <li>- For ch finding this easy add in a defender in – remove cones from middle and ch to now try and pass the ball around defender until they are able to shoot</li> </ul> <p><b><u>Game play</u></b></p> <ul style="list-style-type: none"> <li>- 2 pitches with 2 goal's at either end and 4 teams</li> <li>- Aim is for teams to score a goal in either goal – when a goal is scored a ball starts in centre with team who haven't scored</li> <li>- Play 4 minute games then rotate teams round</li> </ul>
<p>How do I tackle and defend?</p>	<p><b><u>Activity 1</u></b> – Tackling</p> <ul style="list-style-type: none"> <li>- Ch in pairs take it in turns to try to tackle partner who is trying to dribble round them – ch to count how many times they successfully tackle their partner THEN allow ch to discuss what they think is the tackling technique THEN teacher <b>question</b> children to gain correct technique</li> <li>- Then ch to go back and try again and once again see how many times they tackle their partner</li> </ul> <p><b><u>Activity 2</u></b> – Defending</p> <ol style="list-style-type: none"> <li>1. Ch in groups of 3 – 1 defender and 2 children trying to pass the ball between them, swap defender every time they get the ball – Aim is for the ch to identify where is best to stand to defend the ball? – THEN allow children to go back and try defending again</li> <li>2. In same groups – 1 person defender, 2 attackers – defender passes ball to 1 of the attackers and then closes them down - Attackers take it in turns to pass ball to defender (defender has 4 tries then swap roles) – <b>Q</b> - what are we trying to do when we chase the ball down?</li> </ol> <p><b><u>Game Play</u></b></p> <ul style="list-style-type: none"> <li>- 4 equal teams and 2 pitches set up and divided in to 2 halves with no goals</li> <li>- The teams must stay in their own halves their aim is to try and make 5 passes to score a goal – whilst 4 people from the other team run in to their half to try and</li> </ul>

	defend the ball – if defenders get ball they get a point and ball goes in to their half for them to now attack and 4 ch from other team come in to defend – make sure all ch get a turn at defending
What do I need to improve at? How can I use tactics when I play?	<p><b>Activity 1</b> –Evaluate and improve</p> <ul style="list-style-type: none"> <li>- Ask Ch to think about there own performance and decide on which area of their game they want to work on – then get ch to get in to groups of 4 with ch who want to improve the same skill</li> <li>- Ch in their small groups to discuss and decide on a drill to develop chosen skill</li> <li>- Ch then set up drill and take it in turns to carry out</li> <li>- After 4 minutes ask ch to change their drill to another one</li> </ul> <p><b>Activity 2</b> - Tactics</p> <p><b>Q</b> - What are tactics? Why are they important?</p> <ul style="list-style-type: none"> <li>- Ch in groups of 5 – set up a square playing area – Teacher demonstrate size of area</li> <li>- 3 ch are attackers and 2 are defenders – Allow attackers and defenders time to discuss the tactics they are going to use – then let ch play for 3 minutes</li> </ul> <p>THEN – let groups discuss the tactics they have used and then rotate roles and discuss new set of tactics</p> <p><b>Game play</b></p> <ul style="list-style-type: none"> <li>- 2 pitches with a goal at either end and 4 teams</li> <li>- Allow teams time to discuss tactics they are going to use</li> <li>- Aim is for teams to score a goal – when a goal is scored a ball starts in centre with team who haven’t scored</li> <li>- Play 4 minute games then rotate teams round – before playing 2<sup>nd</sup> game allow teams to re-assess tactics and discuss new tactics</li> </ul>
How can I play as part of a team?	Inter-school tournament with children playing against teams from the other classes to see how well they can sue the skills taught and team play in their games.

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.
<b>Relevant RRSA Article</b>	<a href="#">Article 31</a> (leisure, play and culture) 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"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Convey expression and emotion in performance</li> <li>Use changes in and combinations of direction, level and speed within increasingly complex sequences</li> <li>Plan, perform and repeat sequences, including changes in speed and level</li> <li>Begin to improvise, based on previous skills</li> <li>Use a range of criteria to judge own and others' work</li> </ul>	Children will perform for video their final dance including small and whole class group work.	<ul style="list-style-type: none"> <li>VAL Sabin file</li> <li>Val Sabin CD</li> <li>The story of Theseus and the Minotaur</li> <li>Pictures of minotaur poses</li> </ul>
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How can I symbolize a character?		<ul style="list-style-type: none"> <li>Lesson 1 – Introduce the beginning of the story 'Theseus and the Minotaur' where Aegeus, King of Athens draws names on the young men and women chosen to meet the Minotaur. Explore ways of showing horror and hope through gesture. Children work in pairs to create a dance to show the selection process and sailing. Learn the dance and then get children in pairs to peer assess.</li> </ul>	
How can I work in a group to create a dance?		<ul style="list-style-type: none"> <li>Lesson 2 – Continue develop the dance from last week adding entering the labyrinth. Children into small groups to practice and develop the dance</li> </ul>	
How can I show conflict in a dance routine?		<ul style="list-style-type: none"> <li>Lesson 3 – The struggle. Look at ways the children create a struggle between Theseus and the Minotaur. Half the groups perform and the other half perform and vice versa.</li> </ul>	
How can I change levels in a dance routine?		<ul style="list-style-type: none"> <li>Lesson 4 – Freeze frame creating images of victory. Then develop to include movements into and out of the freeze frame. Create and perform flight sequence depicting the characters emerging from the labyrinth and betrayal.</li> <li>Groups to give feedback to each other. Teacher to video so that children can watch and improve critically their own performance.</li> </ul>	
How can I work change levels in a group?		<ul style="list-style-type: none"> <li>Lesson 5 – Create a short sequence to depict Aegeus jumping from the cliffs. Half of the class jump at the same time while the other half turn, stretch and gesture.</li> </ul>	
How can we refine and improve a dance?		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop their understanding of myths and legends and different people's beliefs around myths.	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.
<b>Relevant RRSA Article</b>	<a href="#">Article 31</a> (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Science				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
i. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants & animals ii. give reasons for classifying plants and animals based on specific characteristics i. planning different types of scientific enquiries to answer questions ii. recording results of increasing complexity using scientific diagrams & labels, & classification keys iii. reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations iv. identifying scientific evidence that has been used to support or refute ideas or arguments	Purple: Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Identify differences, similarities or changes related to simple scientific ideas and processes	Children will be able to classify animals and understand the route of classification. By the end of the unit, they will be able to combine their skills to produce a sketch, description and classification route for an imaginary creature.	<ul style="list-style-type: none"> <li>• Animal pictures</li> <li>• Odd one out resources, microbe classification key, classification keys and living things (cats and buttercups), tricky customers.</li> <li>• Range of sweets</li> <li>• Leaves</li> <li>• Art pencils</li> <li>• (Resources from Hamilton trust Planning pack)</li> </ul>	
		<b>Writing Opportunity</b>		Children will write scientifically when producing descriptions of unusual animals/plants and creatures and will also describe their own creature.
Key Questions / Learning Journey Steps		Activity		
What are the five kingdoms?		<ul style="list-style-type: none"> <li>• Give children pictures and ask them to classify them into groups. Discuss the groups they have come up with and what they have in common.</li> <li>• Show pictures of the five Kingdoms with no headings and ask children to discuss what they may show.</li> <li>• Children to write brief definitions of the five kingdoms and their main characteristics.</li> </ul>		
What is a classification route?		<ul style="list-style-type: none"> <li>• Watch video about Linneaus to learn about his classification system.</li> <li>• Look through lines of classification and talk about what they have in common. Watch Youtube video based on classification of a lion.</li> <li>• Look at the way some animals can be classified in similar ways until it reaches the bottom layers of the classification.</li> <li>• Children research and create classification routes.</li> </ul>		
How do we create classification keys?		<ul style="list-style-type: none"> <li>• Odd one out activity. Children to say which animal/plant/organism is the odd one out from a selection and explain their reasoning.</li> <li>• Lesson using I-pads where children are able to research classification keys and complete keys. Hamilton Trust</li> </ul>		
		<ul style="list-style-type: none"> <li>• Sweet classification lesson from Hamilton trust planning.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Children to identify differences between sweets and use to produce a classification key.</li> <li>• They should then use their knowledge from the previous session to give each of the sweets a Latin name to complete the classification route.</li> </ul>
	<ul style="list-style-type: none"> <li>• Bees, Birds and Butterflies classification key using observable differences.</li> </ul>
How do scientists produce botanical drawings?	<ul style="list-style-type: none"> <li>• Go outside to produce a sketch of a tree following style of pictures observed.</li> <li>• Collect leaves.</li> <li>• Make a detailed and labeled sketch of one of their leaves using the resource sheets to help to identify features.</li> <li>• Use colour mixing of paints to paint a sample of the leaf to show how important it is to get colouring correct.</li> <li>• Try to classify the leaves using a key and then find out which plant/tree they have come from.</li> </ul>
How do scientists describe animals when they classify them?	<ul style="list-style-type: none"> <li>• Look at pictures of unusual creatures around the room. Try to match them up to their scientific name. Discuss what a difficult process this is as the names reveal nothing about the creature.</li> <li>• Then match the animals with their scientific descriptions and discuss why this is significantly easier because of the way in which they are so factually written.</li> <li>• Pictures of unusual specimens given for children to write descriptions from and to try to follow as much as they can of a classification route before giving them a name. Then, compare with actual names and discuss any similarities between those the children have given.</li> </ul>
How do scientists classify new animals/plants as they are discovered?	<ul style="list-style-type: none"> <li>• Look at the Hog-nosed shrew rat which was discovered in Indonesia. Talk through how difficult it was to classify and ask children to try to work through the classification route.</li> <li>• Discuss how Linnaeus had classified the unicorn and where it differentiated from other animals.</li> <li>• Talk through that even mythical creatures could be classified.</li> <li>• Children to follow the learning path of the topic and sketch a new creature, describe it, classify it, label and name it. Other children then try to work out where in the classification system it comes.</li> </ul>

Growth	Possibilities	Health	Community
Children will continue to grow and develop their knowledge and understanding of the world around them and have a thirst for understanding of animals and plants and the world in which they live.	Children will understand the possibilities open to them as a scientist and how their skills in other areas can play a role in different jobs e.g. art.	Children will understand that health is important for plants and animals in their growth and development.	When looking at trees, plants in the local environment, we will discuss the importance of looking after the environment around them and why we wouldn't pick leaves from trees, but would look for ones on the ground.
<b>Relevant RRSA Article</b>	<a href="#">Article 29</a> (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the amount of materials needed use this to estimate cost.</li> <li>Produce a simple instruction manual or handbook for their product.</li> <li>Research products using the internet.</li> <li>Evaluate a range of different sources of information such as advertising and handbooks.</li> </ul>	Pizza	<ul style="list-style-type: none"> <li>Internet</li> <li>Recipes</li> <li>Ingredients to make pizza.</li> </ul>
		Writing Opportunity	
		Recipe for pizza	

Key Questions / Learning Journey Steps	Activity
What food groups are there?	<ul style="list-style-type: none"> <li>Children will research the different food groups there are.</li> <li>Create a diagram to show the amounts of each group you should have.</li> </ul>
What ingredients do I need to make a healthy pizza?	<ul style="list-style-type: none"> <li>Research healthy pizza recipes and toppings. Create initial design ideas for a healthy pizza.</li> </ul>
How do I stay safe when preparing and cooking food?	<ul style="list-style-type: none"> <li>Research hygiene safety when preparing food. Children create a list of instructions to stay safe when preparing and cooking food.</li> <li>Discuss and agree rules for staying safe around the fire pit.</li> </ul>
How do I make a healthy pizza?	<ul style="list-style-type: none"> <li>Create final design for pizzas</li> <li>Prepare pizzas with healthy toppings</li> <li>Write recipes for pizzas</li> </ul>
How could I improve my pizza?	<ul style="list-style-type: none"> <li>Evaluate pizzas- what went well? What would you change?</li> </ul>

Growth	Possibilities	Health	Community
Children will grow in knowledge and understand that people used to hunt and gather their food and develop an increasing awareness of food we can grow.	Children will learn that everyone has the opportunity to become a chef.	Children will learn about healthy diets compare them with their diets.	Children will learn about how meals are prepared in different communities.
<b>Relevant RRSA Article</b>	<a href="#">Article 31</a> (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
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.	<ul style="list-style-type: none"> <li>compare and contrast their responsibilities to their offline and online communities.</li> <li>reflect on the characteristics that make someone an upstanding citizen.</li> <li>devise resolutions to digital dilemmas.</li> </ul>	Comic strip- Super Digital Citizen who witnesses an act of poor digital citizenship, and then helps resolve it.	<b>Super Digital Citizen lesson plan (in your folder in computing) Office of the eSafety Commissioner</b> - <a href="#">Balancing Time Online</a> Lesson resources <b>BBC</b> – <a href="#">CBBC Stay Safe</a> Guidance, resources, videos and quiz <b>Google</b> - <a href="#">Google Safety Tips</a> Security advice for parents and families Further lesson idea: Link to extension activity present and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as <i>goanimate</i> , super action comic maker, strip designed app, or <i>evernote</i>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How do you resolve issues related to computing?		<ul style="list-style-type: none"> <li>Look at clips on Staying safe online.</li> <li>Identify issues that can occur online.</li> <li>Children work in pairs to create a comic strip to show poor digital citizenship and how it is resolved.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop an understanding of morality on the internet and how people aren't always appropriate in their behavior online.	Children will understand that the development of internet security and computer systems may impact on their career choices.	Children will understand that in order to keep safe online and develop healthy and positive relationships, they must take internet security seriously.	Children will understand the benefits and risks of online communities.
<b>Relevant RRSA Article</b>	<b>Article 16</b> (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
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.	<ul style="list-style-type: none"> <li>Use information to hypothesize and speculate in a range of everyday situations.</li> <li>Add, amend and combine different forms of information in different ways.</li> <li>Use a range of concepts and ideas when presenting across different subjects</li> <li>Use sequence, selection, and repetition in control</li> </ul>	Design and market a new game	Using and applying unit Twinkl y6 Saved in computing folder Additional resources available on Twinkl planit-computing- year 6- Using and applying
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How do you collect information?		<ul style="list-style-type: none"> <li>Create a questionnaire to establish interests for games.</li> <li>Analyse questionnaires and construct graphs</li> </ul>	
How do you design a game?		<ul style="list-style-type: none"> <li>Design a simple game using Scratch or Kodu.</li> <li>Create game using scratch or Kodu</li> </ul>	
What makes a successful advert?		<ul style="list-style-type: none"> <li>Look at a range of gaming adverts and evaluate.</li> <li>Create own advert using video.</li> </ul>	
What makes a successful webpage?		<ul style="list-style-type: none"> <li>Look at webpages and evaluate.</li> <li>Create own webpage to advertise game.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to promote a product.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for careers in computing.	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.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

RE				
Gateshead Agreed Syllabus for RE 2018 (Appendix1)	ARE Expectations (Gateshead agreed syllabus for RE 2018)	Overall Subject Outcome(s)	Resources	
<p><b>The calendar</b></p> <ul style="list-style-type: none"> <li>- Passover</li> <li>- Pesach</li> </ul> <p><b>Principal beliefs</b></p> <ul style="list-style-type: none"> <li>- Beliefs about the Messiah and the kingdom the Messiah will establish</li> </ul> <p><b>Artefacts and symbols</b></p> <ul style="list-style-type: none"> <li>-Matzah, bitter herbs (maror), Green vegetable (Karpas), Haroset</li> </ul>	<p><b>Explore</b></p> <p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs.</p> <p><b>Engage</b></p> <p>Pupils will express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.</p> <p><b>Reflect</b></p> <p>Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world, whilst taking into account the views and experiences of others.</p>	<p>Find out about Passover and hold Passover celebration meal.</p> <p>A non-fiction text about the Passover.</p>	<p>Parental consent for Passover meal/celebration</p>	
		<p>Writing Opportunity</p>		<p>Write about Passover explaining/informing. (i.e. explanation text, or non-chronological report)</p>
		<p><b>Key Questions / Learning Journey Steps</b></p>		<p><b>Activity</b></p>
<p><b>What do followers of this religion believe?</b> What gods or deities do Jewish people worship?</p> <p><b>What does this religion teach?</b></p>		<p>Find out about Jewish beliefs about the Messiah and the kingdom the Messiah will establish.</p>		
<p><b>What occasions do followers of this religion celebrate?</b> What is the significance of Passover to people of the Jewish religion?</p>		<p>Learn about the Passover</p>		
<p><b>How do Jewish people celebrate Passover?</b></p>		<p>Hold a Passover celebration/meal – exploring the symbolism of the foods on the Seder plate. Play music and read simplified readings.</p>		
		<p>Writing about meal and its significance and importance.</p>		

Growth	Possibilities	Health	Community
<p>Children will continue to grow spiritually by understanding what is believed in religion by others.</p>	<p>Children will realize the possibilities of other religions and how they can impact on peoples' lives.</p>	<p>Children will look at food eaten during a religious festival and discuss the links made to spiritual health.</p>	<p>Children will continue to develop their knowledge of a different religious community and how they celebrate and believe.</p>
<p><b>Relevant RRSA Article</b></p>	<p><a href="#">Article 31</a> (leisure, play and culture) 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
<ul style="list-style-type: none"> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>PURPLE</p> <ul style="list-style-type: none"> <li>Combine, vary and choose appropriate strategies and tactics</li> <li>Choose and use the most appropriate skills, tactics and actions to cause problems</li> <li>Throw with accuracy and power</li> </ul>	Children will be videoed playing doubles tennis matches.	<ul style="list-style-type: none"> <li>Tennis racquets</li> <li>Tennis balls</li> <li>Nets</li> <li>cones</li> </ul>
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How do I hit correct forehand and backhand strokes?		<ul style="list-style-type: none"> <li>Reaction and ready position games.</li> <li>Ball control exercises to get children used to hitting the ball.</li> <li>Roll and hit forehand and back hand shots.</li> <li>Trying to get to 10 with a partner.</li> </ul>	
How do I control a ball in a rally?		<ul style="list-style-type: none"> <li>Recap on different strokes.</li> <li>Set up areas without net for children to try to keep the ball in.</li> <li>Talk about how to hit to the sides of the court to make a partner run.</li> <li>Rallies and then extend to continuous tennis using nets.</li> </ul>	
What do the different lines on the court mean? How do I serve underarm? How do I serve overarm?		<ul style="list-style-type: none"> <li>Practise underarm and overarm serve action against the wall.</li> <li>Serve over a net.</li> <li>Practise serve using the service boxes</li> </ul>	
How do I volley the ball from the front of the court?		<ul style="list-style-type: none"> <li>Develop serve and then rally technique.</li> <li>Introduce doubles positions. Show how to use soft hands to control a volley at the front of the court.</li> <li>Small serve, return, volley games.</li> </ul>	
How do I score? How do I play doubles?		<ul style="list-style-type: none"> <li>Watch doubles on the screen. Look at the way the partners work together.</li> <li>Doubles tournament.</li> </ul>	
		<ul style="list-style-type: none"> <li></li> </ul>	

PE – Indoor (Gymnastics)			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Understand, identify and demonstrate contrasting, matching and mirroring balances and movements</li> <li>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</li> <li>Work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence</li> </ul> Adapt and transfer sequences from floor to apparatus	Purple <ul style="list-style-type: none"> <li>Demonstrate precision, control and fluency</li> <li>Sustain movements over a longer period of time</li> <li>Convey expression and emotion in performance</li> <li>Use changes in and combinations of direction, level and speed within increasingly complex sequences</li> <li>Begin to improvise, based on previous skills</li> <li>Plan, perform and repeat sequences, including changes in speed and level</li> </ul>	Children will produce a sequence set to music demonstrating balances and travelling over and under shapes made by a partner.	<ul style="list-style-type: none"> <li>Gymnastic apparatus including benches</li> <li>Mats</li> <li>VAL Sabin file</li> <li>Val Sabin CD</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How can I balance effectively?		<ul style="list-style-type: none"> <li>Balance on large and small body parts and holding balance positions</li> <li>Match / mirror partner's balances</li> </ul>	
How can we balance on different levels?		<ul style="list-style-type: none"> <li>Demonstrate two balanced positions – one on a high or medium level and one on a low level, hold balances and then change to a new level and balance again</li> </ul>	
How can I travel around my partner?		<ul style="list-style-type: none"> <li>One partner lies down on the floor making a shape, the other partner has to move over them in different ways but with no contact (e.g jumping, rolling, bunny-hops, cartwheels)</li> </ul>	
How can my partner and I travel around apparatus?		<ul style="list-style-type: none"> <li>Introduce apparatus and using two partners to make different shapes and travel together with no contact (i.e. in and out of each other's space)</li> <li>Make up a sequence showing one under movement, one over movement and one where the base is moving.</li> <li>Experiment with different speeds and directions.</li> </ul>	
How can I produce a sequence of movement around my partner?		<ul style="list-style-type: none"> <li>Produce a sequence of balances and movements with a partner to music</li> <li>Can use the apparatus or just floor movements</li> </ul>	
How can I improve my sequence?		<ul style="list-style-type: none"> <li>Perform sequence (to be filmed on an iPad) and then watch and analyse skills and then repeat performance with any adjustments or improvements</li> </ul>	

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	Children will be encouraged to develop their fitness and learn the	Children will work together on performance of a sequence.

	different shapes and make gymnastic sequences.	importance of warming up and cooling down before a gymnastic lesson.	
<b>Relevant RRSA Article</b>	Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will look at some of the issues that have existed in tennis e.g. less pay for women, longer games for men etc and will discuss their reactions to these in the context of the modern world.	Children will play mixed doubles and understand the importance of working in mixed gender groups and appreciate the qualities that each bring to the game.	Children will understand the importance of keeping healthy and the positive benefits of different forms of exercise.	Children will discuss tennis players who have had an impact on communities and discuss why. We will look at the 'feel good' factor around Wimbledon when there is a British success.
<b>Relevant RRSA Article</b>	<a href="#">Article 31</a> (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

<b>PSE</b>			
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 know ways to protect themselves in different situations and how to think about their mental and physical well-being. They will understand when things feel uncomfortable, or affect them negatively, and can think about what to do in these circumstances.	<ul style="list-style-type: none"> <li>See Dimensions individual lesson resources.</li> </ul>
		Writing Opportunity	
		Choice of text to promote having a healthy lifestyle.	
<b>Key Questions / Learning Journey Steps</b>		<b>Activity</b>	
Why are pets important to people?		<b>PSE</b> Core 2 Unit 4 Ln 2: Support and Care –Connections Look at the relationship that people have with their pets and what happens if there is a death for a pet.	
Why is a healthy lifestyle important? What benefits can it have?		<b>PSE</b> Core 1 Unit 1 Ln 3: Healthy Lifestyles – You Choose! Discuss what it means to have a healthy lifestyle. What might this involve? How does it show itself in our lives? They are going to come up with ways in which those in need of a life change can get help and support. • Allow the pupils the opportunity to choose how they want to present their work. It could be a poster, radio commercial, song, drama, persuasive writing.	
Why is touching important? How can touching be positive and negative? Is all touching appropriate?		<b>PSE</b> Core 2 Unit 4 Ln 1: Physical Contact – Touch Sensitive Feely bag and different things. Talk about positive and negative touching. Is kissing and hugging always a positive form of touching? What should we do if we feel that we have been touched in an inappropriate way?	
What is radicalization? What are some of the risks related to extremist activities?		<b>PSE</b> Core 3 E & R Radicalisation Ln 5: Terrorism – Ground Zero Discuss what radicalisation is and the threat it poses to the World today. Share the ‘Common Questions sheet’ with the pupils. <a href="http://www.911memorial.org/FAQ-about-911">http://www.911memorial.org/FAQ-about-911</a> offer some answers. <ul style="list-style-type: none"> <li>How did the 9/11 attacks demonstrate extremism and radicalisation?</li> <li>Read the story and watch the video about The Survivor Tree:- <a href="https://www.911memorial.org/survivor-tree">https://www.911memorial.org/survivor-tree</a></li> <li>Pupils, in small groups, are to produce a short presentation about the Survivor Tree, explaining its story, highlighting how it is a symbol of resilience and the significance of this in the context of terrorism, which seeks to hurt and destroy.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop their knowledge of the world in which they live and the relationships they have. They will consider positive and negative aspects of	Children will understand that there are different possibilities available to them with regards to health and there are various roles and careers to support others in maintaining their health.	Children will consider the importance of a healthy lifestyle and how the choices they make impact upon their mental and physical well-being.	Children will continue to develop a sense of what community means and how negative images and choices can affect communities. They will reflect upon what

these to help them to grow in confidence to make the right decisions.			they can do to be a positive citizen as they mature and develop.
<b>Relevant RRSA Article</b>	<p>Article 29 – Goals of Education</p> <p>Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		

Music			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Make sequences of sounds and combine sounds for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Create simple accompaniments</li> <li>Sing simple songs from memory</li> <li>Begin to say what they like and dislike</li> </ul>	To listen and appraise rock music, allowing an understanding of the rock genre. Chn will play games, improvise and focus on composition.	
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
Why must we warm our voices up?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Warm up games</li> <li>Learn to sing and perform</li> </ul>	
Can you identify similarities and differences in different rock songs?		<ul style="list-style-type: none"> <li>Listen and appraise – we will rock you</li> <li>Warm up games</li> <li>Flexible games</li> <li>Learn to sing</li> <li>Think about instruments</li> </ul>	
What notes should we use when playing the glockenspiel?		<ul style="list-style-type: none"> <li>Listen and appraise – smoke on the water</li> <li>Learn to sing</li> <li>Introduce instruments</li> <li>Perform short piece</li> </ul>	
What is improvisation?		<ul style="list-style-type: none"> <li>Listen and appraise – rockin all over the world</li> <li>Learn to sing</li> <li>Continue instruments</li> <li>Introduce improvisation</li> <li>Perform</li> </ul>	
What is composition?		<ul style="list-style-type: none"> <li>Listen and appraise- Jonny B. Goode</li> <li>Learn to sing</li> <li>Instruments</li> <li>Composition</li> </ul>	
Can you perform from memory?		<ul style="list-style-type: none"> <li>Listen and appraise – I saw her standing there</li> <li>Composition</li> <li>Perform – final performance</li> </ul>	

Music (Y2)			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices</li> <li>listen with attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice in different ways</li> <li>Create simple accompaniments</li> <li>Begin to say what they like and dislike</li> </ul>	The chn will learn to appraise reggae music through discussion of likes and dislikes and also similarities and differences of other genres. They will begin to compose their own music, ready for a final performance.	
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What do you like/dislike about this song?		<ul style="list-style-type: none"> <li>Listen and appraise - zootime</li> <li>Warm up games</li> <li>Learn to sing and perform</li> </ul>	
Can you identify similarities and differences in different reggae songs?		<ul style="list-style-type: none"> <li>Listen and appraise – Kingston town</li> <li>Warm up games</li> <li>Flexible games</li> <li>Learn to sing</li> <li>Think about instruments</li> </ul>	
Can you play the glockenspiel accurately?		<ul style="list-style-type: none"> <li>Listen and appraise – shine</li> <li>Introduce instruments</li> <li>Play simple tunes accurately</li> <li>Perform short piece</li> </ul>	
What is improvisation?		<ul style="list-style-type: none"> <li>Listen and appraise – I.G.Y</li> <li>Learn to sing</li> <li>Continue instruments</li> <li>Introduce improvisation</li> <li>Perform</li> </ul>	
What is composition?		<ul style="list-style-type: none"> <li>Listen and appraise- Feel like jumping</li> <li>Learn to sing</li> <li>Instruments</li> <li>Composition</li> </ul>	
Can you perform from memory ?		<ul style="list-style-type: none"> <li>Listen and appraise – I can see clearly now</li> <li>Composition</li> <li>Perform – final performance</li> </ul>	
Growth	Possibilities	Health	Community
Children will begin to listen and appraise music from other cultures. This will allow them to develop their knowledge of the world around them.	Giving children the opportunity to listen to music from around the world will broaden their choices and allow differences to be explored.	Chn will be able to express their opinion on genres of music. They will provide opinions and express themselves through singing, using instruments and composing.	Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them to share these experiences with other's and spread knowledge.
<b>Relevant RRSA Article</b>	Article 13 – Every child must be free to express their thoughts and opinions		

# POTENTIAL TO ACHIEVE



"I am here for a purpose and that purpose is to grow into a mountain and not shrink into a grain of sand. Henceforth, will I apply ALL my efforts to become the highest mountain of all and I will strain my potential until it cries for mercy."

