



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 4	Topic Title/Theme: There's No Place Like Home (communities)	Term: Autumn
Entry Point: My community now, later and future.	Exit Point: Understand the reasons that cause people to live and settle in different places.	Visits/Visitors or Special Arrangements: Viking Workshop
Topic Overview: Within this topic, children will develop a growing understanding of the importance of having somewhere to call home and the different ways people have adapted to live in different locations around the world. This will link historically with how people moved between countries to start new settlements and communities. This will be brought up to date with a comparison between where and how we live and a location in another European country including geographical influences.		Outdoor Learning: Mechanisms and mechanics (focusing on pulleys)
		Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education • Music • MFL • Computing • Outdoor learning

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	WK13
PSHE	Science	History	History	RE	DT	DT	Science	Geography	Geography	Art	Art	RE
Transition	Sound	The Viking and Anglo Saxon struggle for the Kingdom of England		Christianity (pilgrimage)	Construction - Viking sail pulley		Electricity	Global zones and European countries.		Drawing - John Brunsdon (landscapes)		Miracles of Jesus
PE				Music / MFL			PSHE / Outdoor Learning			Computing		

PSHE – Autumn 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Internet safety and harms <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	<ul style="list-style-type: none"> • Ci 8-Show awareness of issues affecting communities and groups • Reflect on the impact of people's actions on others • Recognise and respond to issues of safety relating to themselves and others and how to get help • Use ICT safely including keeping electronic data secure • Begin to make responsible choices and consider consequences • Behave safely and responsibly in different situations 	Children will know; <ul style="list-style-type: none"> • Games have age ratings and what they are. • Names of key online social media platforms and some of the ways they are controlled (age restrictions etc). • Be able to identify information that is private but also that sometime we share some of it such as purchasing things online. • What stereotypes are and what it means. 	Children should recognise that the internet can be a tool used for great positive things but that there are inherent risks both to their physical and mental health. They'll know that, like crossing the road, we do so with safe judgments and care and consideration for the risks involved, and such skills are needed when online too. In Forest School, they'll look at the ways people have predetermined opinions about other people's skills, based on their gender.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> • 3D dimensions resources
Key Questions / Learning Journey Steps		Implementation	
What is the most important advice you would give to others about staying safe online? Why is it so important we share our knowledge about internet safety with others?		Core 1- Unit 6 Lesson 4: Online privacy – It's personal <ul style="list-style-type: none"> • Think of social networking sites that the children have heard of. What is the purpose of these sites? Do they know the age limits for these sites? Talk about how some people become unkind when speaking online to others. What information should we avoid putting online? Look at school e-safety policy and computer user agreement. Ask children to write down the SMART rules for staying safe online. 	
What is a healthy time limit for being online?		PSE Core 1 Unit 6 Ln 5: Internet use – Online usage <ul style="list-style-type: none"> • Discuss what it would be like if we had no rules. Discuss favourite things to do on the internet. Discuss how the internet helps us in our everyday lives. Explore how technology can be useful in different situations. Discuss negative impact on unlimited screen time. 	
Why should personal information be private? Why shouldn't children have access to everything online?		PSE Core 1 Unit 6 Ln 6: Internet use – Age limits <ul style="list-style-type: none"> • Introduce the concept of digital footprint. Discuss ways the children use the internet. Talk about age restrictions for certain apps and games. Look at the scenario cards and discuss how you may be in danger in each scenario. Discuss how to keep safe online. 	
What does the word stereotype mean? What is the best way to challenge gender stereotypes?		PSE Core 3 Unit 3 Ln 1: Gender stereotypes – His and Hers <ul style="list-style-type: none"> • Explain what discrimination is. Read the story 'Jodie and Finn'. Ask pupils to fill in the profile sheets on Jodie and Finn. Introduce the word stereotype. 	

Growth	Possibilities	Health	Community
	They should be aware of gender stereotypes and broaden their horizons to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	To know what it means to use the internet safely and how their actions can have a lasting impact for others.
Relevant RRSA Article	Article 12: I have the right to voice my opinion and be listened to.		

PE – Autumn 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 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 Compare their performances with previous ones and demonstrate improvement to Achieve their personal best. 	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	Children will know; <ul style="list-style-type: none"> The two main passes in basketball; a bounce pass and chest pass. How many points do you score with a hoop? Two handed bounce / one handed bounce / hand to hand bounce. Name some tactics of a game. Set up a set shot. 	Children will learn about the game of basketball using new skills of being able to travel with the ball, using hands instead of feet, and new skills involved in throwing and catching.
		Writing Opportunity n/a	Resources <ul style="list-style-type: none"> Basketballs Small balls Cones

Key Questions / Learning Journey Steps	Implementation
How can I pass the ball accurately?	<ul style="list-style-type: none"> Dribbling ball with feet and keeping under control then chest pass with/without bounce. Develop chest pass and move then a game 4v2 passing to nominated player in end zone to score in hoop.
How can I move with a basketball?	<ul style="list-style-type: none"> Knee tag then bounce ball on spot using correct technique, progress with dribble whilst walking/change direction/speed. Empty your goal games and then shake it out.
How can I improve my passing?	<ul style="list-style-type: none"> Warm up with Jogging, high knees, heel flicks, high skipping then chest pass in pairs. Pass then move with game stuck in the middle. 5v5. 3 zones. Pass to end zone. Cool down with high knees, heel flicks, jogging, walking, walking hamstrings, high skipping.
How can I score points in basketball?	<ul style="list-style-type: none"> Start game Catch me if you can then practice the technique to perform the 'Set Shot'. Introduce a target (hoop/net) then groups of 3 take it in turns to use the 'Set Shot' technique to shoot the ball into 3 hoops at different distances (score). Teams compete for points then Race to 21. 3v3 shooting into hoop/net.
How can I move with a basketball?	<ul style="list-style-type: none"> Knee tag then bounce ball on spot using correct technique, progress with dribble whilst walking/change direction/speed. Empty your goal games and then shake it out.

Growth	Possibilities	Health	Community
Develop new physical skills. Demonstrate patience and resilience in competitive game situations.	Possibility of taking up a new sport.	Improve fitness and coordination. Build self-confidence.	Play as part of a team understanding the importance of rules.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

Computing – Autumn 1 ESafety

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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"> Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. 	Children will know; <ul style="list-style-type: none"> Children can name places they might comment or interact online. Name reasons why people would pretend to be someone different. Identify things 	The lesson will support children in understanding the impact they can have on the mental health of other online users and how easy it can be to convince someone online that they are someone else. Children should appreciate that not everything online
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Self-image and Identity.
Key Questions / Learning Journey Steps		Implementation	
How is my online identify different to my offline identify?		<ul style="list-style-type: none"> Children look at examples of online social media and of an interaction between two online users. Online personas PowerPoint for discussion. 	
What ways can I impact on others in a positive way?			
Why would someone pretend to be someone else online?			

Computing – Autumn 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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"> Understand how online services work. 	Children will know; <ul style="list-style-type: none"> What is the internet? Name parts of the internet (servers, routers, wires, network switch) What things use online services; apps, games, videos, texts, calls, emails, websites Name some features of a website. 	Children will understand that the world is connected by a network of wires that join everyone together. They'll appreciate that the internet is global and how it has completely transformed the way we live today. Information is at their fingertips.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> NCCE online Primary Programme
Key Questions / Learning Journey Steps		Implementation	
How does the Internet work?		<ul style="list-style-type: none"> NCCE scheme of work. Lesson 1 Children learn about connecting networks- locally, nationally and globally NCCE scheme of work. Lesson 2 Children look at routing and visit various websites to understand that the World Wide Web is part of the internet NCCE scheme of work. Lesson 3 Children learn about the different information that is shared online (Pictures, music and text) and how servers connect the world- You Tube Trace routing to understand what the different part of a web address do (www.bbc.co.uk) NCCE scheme of work. Lesson 4 Study of CBBC website- looked at different features of a web page 	
What is the Internet made of?			
How is information shared online?			
What is a website?			

	<ul style="list-style-type: none"> • Children use Chrome Music lab to create web based music content
Who owns the web?	<ul style="list-style-type: none"> • NCCE scheme of work. Lesson 5 and 6 • Children look at who owns the web and how this affects what we can and can't believe and share (Copyright)

Growth	Possibilities	Health	Community
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.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	
Relevant RRSA Article	Article 17: I have the right to be given safe and honest information that I can understand from newspapers television and radio.		

MFL			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Engage in conversations; ask and answer questions 	<ul style="list-style-type: none"> Read short texts independently Use a translation dictionary or glossary to look up new words. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. Take part in discussions and tasks. Demonstrate a growing vocabulary Make comparisons between life in countries or communities where the language is spoken and this country. 	Children will know; <ul style="list-style-type: none"> Numbers to 20 in French. Name and age in French. Hello and goodbye and then ask how somebody is feeling How to answer a simple question about how they feel. Tell you where they live in French. 	The children will develop their skills in welcoming and introducing themselves and sharing basic facts about themselves. The children will begin to count in French.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Sentences saying name, age and where they live 	<ul style="list-style-type: none"> Language Angels YouTube / BBC website Flashcards

Key Questions / Learning Journey Steps	Implementation
What can you remember about France?	<ul style="list-style-type: none"> Introduction to France and French speaking countries – children complete map of main Cities. Introduce question and answer- how are you feeling? Children complete activity- facial expression matching feeling Introduce numbers 1-10
Can you say what your name is in French?	<ul style="list-style-type: none"> Re cap learning from last lesson about France Go over numbers 1-10 and introduce numbers 11-20 orally. Reading activity- identify numbers 11-20. READING
Can you say how old you are in French?	<ul style="list-style-type: none"> Go over numbers 1-20. Listening activity based on numbers Introduce question and response to saying age verbally and the reading.
Where do you live?	<ul style="list-style-type: none"> Re cap numbers 1-20 verbally and visually – game. Learn question and answer for saying where you live Practice conversation- greeting, how are you feeling, how old are you, where do you live?- in pairs Written activity- using support sheet- introducing yourself. WRITING
What nationality are you?	<ul style="list-style-type: none"> Recap of numbers and conversation questions/answers Discuss nationalities – question and answer (Intercultural) Draw attention to different spelling and pronunciation for females- have 'e' in the end and reading or writing activity
What have I learnt in this unit?	<ul style="list-style-type: none"> Re-cap areas cover- complete assessment
What things do we celebrate every year? (intercultural understanding)	<ul style="list-style-type: none"> Discuss what things we regularly celebrate and how we celebrate them. INTERCULTURAL UNDERSTANDING

Growth	Possibilities	Health	Community
Children should develop knowledge of France and should increase their understanding of the world around them. Including introduction of family members.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will be able to communicate in French and understand conversations.
Relevant RRSA Article	Article 29: We have the right to develop our talents, personalities and abilities		

Science – Autumn 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between pitch and features of the object that produced it. Find patterns between volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations. Recording findings using simple scientific language, drawings, labelled diagrams. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 	Children will know; <ul style="list-style-type: none"> Sounds are made from an object vibrating, making the air vibrate. A sound travels well through air or water. Sound waves change with volume and pitch. The ear has parts called..... What a loud and quiet sound wave looks like. Absorption and deflection can make a sound quieter. 	Children will learn about what sound is and the ways humans can manipulate how it is perceived in various ways. Children will also develop their understanding of the biology of hearing.
		Writing Opportunity <ul style="list-style-type: none"> Descriptive sentences in table Explanation text Labelling Glossary 	Resources <ul style="list-style-type: none"> Instruments Plastic cups with various fillings (cotton wool, felt, tissue paper)

Key Questions / Learning Journey Steps	Implementation
How are sounds made? Why can the volume and pitch of a sound be changed?	<ul style="list-style-type: none"> Children explore the sounds that different objects make and observe/describe how they are made – hitting/plucking/blowing makes it vibrate. Investigate musical instruments. Observe how length changes the pitch and how hard you strike it changes the volume. Record findings and explain by describing the way it vibrates.
How does sound travel? Can you identify a sound from its sound wave?	<ul style="list-style-type: none"> Look at how the vibrations travel as sound waves. Explore how the sound waves change as the pitch and volume change. Children to label sound waves and explain. Create a glossary of scientific vocabulary.
How do we hear sounds? Can you explain how the ear works?	<ul style="list-style-type: none"> Structure and function of the ear. Label diagram. Write explanation. Explain how hearing can be damaged/protected.
How can we stop sound travelling?	<ul style="list-style-type: none"> Discuss how soundproofing can protect hearing. Plan investigation. Carry out investigation using different materials and bells. Write a conclusion.
What is the relationship between sound and distance?	<ul style="list-style-type: none"> Investigate what happens to your voice as it travels over a distance through air. Make string telephones and compare. Use photo to write facts about investigation.

Growth	Possibilities	Health	Community
Children should have a 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.		All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	
Relevant RRSA Article	Article 28/29: I have the right to learn and go to school. Education must develop me as a person.		

History			
National Curriculum	Procedural knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Use appropriate historical vocabulary to communicate 	Children will know; <ul style="list-style-type: none"> Vikings come from Norway, Sweden and Denmark. Vikings invaded to take wealth and land. Edward the Confessor was the English Monarch at the time of this period. Viking invasion created cities/town names we know today e.g. York, Durham. Examples of Viking soldiers, jobs and lifestyle (houses, clothes, jewellery) 	Children will develop an understanding of how the landscape of England changed as a result of Viking invasion. They will learn that Britain is made up from different cultures that have brought new ideas and lifestyles which has left a legacy that is evident today.
		Writing Opportunity <ul style="list-style-type: none"> Thought bubbles Fact file 	Resources <ul style="list-style-type: none"> Atlases/maps iPads Viking artefacts

Key Questions / Learning Journey Steps	Implementation
Who were the Vikings? Why did they invade Britain?	<ul style="list-style-type: none"> Introduction to Vikings. Share what they already/want to know. Identify where Vikings came from and parts of Britain invaded. Discuss why they invaded. Children colour and annotate maps of Britain and Europe to show where the Viking invaders came from and invaded. Explain why they invaded. (2 lessons)
Where did the Vikings invade Britain?	<ul style="list-style-type: none"> Children research Viking names for places in Britain to find out what they mean and locate them on map of Britain. Add places to their map of Britain using a key.
How long did the Vikings stay in Britain?	<ul style="list-style-type: none"> Look at facts about how they travelled, where they first raided and why. Order events on a Viking timeline and discuss facts about their invasion. Children create timeline on a Viking sword.
How did the Vikings attack?	<ul style="list-style-type: none"> Look at information about Viking invaders. Describe the warriors, their weapons and how they carried out their raids. Children draw Viking warrior and label dress, tools and weapons. Write thought bubble about the Viking's thoughts and feelings.
What was life like for Viking settlers in Britain?	<ul style="list-style-type: none"> Look at artefacts and information about Viking houses, clothes, food, jobs etc. Match facts about daily life to Viking men, women and children. Write an information text about Viking settlers daily lives.
What information can be retrieved from a text about the Vikings?	<ul style="list-style-type: none"> Comprehension task about the Vikings.

Growth	Possibilities	Health	Community
Accept that people from different parts of the world live differently. To be inquisitive about different cultures and ways of living and why we live the way we do.	Know how historians work and to learn research skills.		Understand the importance of different roles within a community. To know how some conflicts can be resolved within communities.
Relevant RRSA Article	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	Procedural knowledge	Semantic knowledge	Overall Subject Intent
Beliefs, teaching and sources: <ul style="list-style-type: none"> Explore the life of key religious figures and make links with teachings and practices of special significance to followers Practices and ways of life: <ul style="list-style-type: none"> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	Children will know; <ul style="list-style-type: none"> At least 2 of the common miracles of Jesus, such as Water into Wine, Feeding the 5000 etc. That a special journey for religious purposes is called a Pilgrimage. Give an example of a Christian Pilgrimage. (Lourdes / St Bernadette) Identify the Hudson River Landing as a modern miracle. 	Children will learn about the effect that Jesus had on his followers through his behaviours told through stories in the Bible. They will learn about how these can be identified in the modern world and how, to this day, people still make special journeys to places that are important to them and their faith.
		Writing Opportunity <ul style="list-style-type: none"> Write a newspaper report about Hudson River. Comic Strip. Write an information guide about pilgrimage to Lourdes. 	Resources <ul style="list-style-type: none"> Stories of miracles Information about Lourdes
Key Questions / Learning Journey Steps		Implementation	
What do the miracles of Jesus teach us?		<ul style="list-style-type: none"> Read different miracle stories (water into wine, healing the sick, feeding the 5000) and discuss why Jesus performed them. Children role play the different miracles and present to the class in groups. Recap the stories and discuss which ones made the greatest impression on them and what they learnt. Children match miracle descriptions to meanings. Record summaries of different miracles into books as a mind map or cartoon strip. 	
What is the effect Jesus had on the people around him then and now?		<ul style="list-style-type: none"> Discuss how people might have felt about seeing these miracles. Did they believe them? How did they feel about Jesus? Look at reports of modern day miracles. What do people think their meaning is? Write a newspaper report about one of the miracles with quotes from witnesses. 	
Why do Christians go on Pilgrimage and where do they go?		<ul style="list-style-type: none"> Introduce pilgrimage and the significance of some of the places visited. Create mind map about places that are special to them or places they go to when they need help. Look at the story of Bernadette and the miracle at Lourdes. In pairs discuss answers to questions about story. Discuss why people choose to visit Lourdes. Research facts about what people do on a pilgrimage to Lourdes. Children to write an information guide for going on a pilgrimage in Lourdes. 	
What information can be retrieved from a story about Jesus?		<ul style="list-style-type: none"> Reading comprehension task. 	

Growth	Possibilities	Health	Community
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 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.		They should learn about different religious communities.
Relevant RRSA Article	Article 14: Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.		

DT

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Investigate and analyse a range of existing products Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose Select from and use a wider range of materials and components 	<ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimeter. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	Children will know; <ul style="list-style-type: none"> A pulley as a mechanism to make moving something easier. Know the load and effort parts of a pulley. To make a load less effort use more wheels / longer rope. Identify that a sail uses a pulley system to help make hoisting it easier. Describe a Viking long boat and identify the oars, sail, mast, hoist and pulley. 	Children will be able to understand how engineering has developed over time to come up with ways to make life easier for humans to complete tasks. They'll explore the design process and evaluate the effectiveness of their solution.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Planning and evaluation 	<ul style="list-style-type: none"> Cardboard/cereal boxes Material Lollipop sticks Paint String Wheels

Key Questions / Learning Journey Steps	Implementation
What are the key features of a Viking long boat and how did they move?	<ul style="list-style-type: none"> Review the design and features of a Viking longboat.
How did the features of a sail works?	<ul style="list-style-type: none"> Look at the key features of sails and how they work. Draw and design plan. Vocab like hoist and winch, pulley. (Over 2 lessons.)
Can I show safety and accuracy in cutting, sticking and joining materials to make my model?	<ul style="list-style-type: none"> Make the parts to construct a pulley for a sail. Putting parts together carefully, create a sail that has some rise and fall using a pulley system. (Over 2 lessons.)
Was my design effective, appropriate and correct to the plans?	<ul style="list-style-type: none"> Evaluate the design and the construction in relation to my brief and my building techniques.

Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live.	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.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world.	
Relevant RRSA Article	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.		

PSHE – Autumn 2

Statutory Guidance	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<p>Mental Well being</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Respectful Relationships</p> <ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<ul style="list-style-type: none"> Recognise how attitude and behaviour, including bullying, may affect others Talk about their views on issues that affect themselves and their class Identify strategies to respond to negative behaviour constructively and ask for help PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness PW34 Develop strategies for managing and controlling strong feelings and emotions 	<p>Children will know;</p> <ul style="list-style-type: none"> Words such a repetitive and targeted when describing a bully. What persistence means. Identify ways that people can help and not help their self-esteem. 	<p>Children will being to understand they ways in which the behaviour of others, and their own, can affect their positive feelings towards themselves and the world around them. They’ll discuss the ways in which things we experience in life now can have both positive and influences on ourselves.</p>
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> Story board Recount Poem 	<p>Resources</p> <p>See Dimensions individual lesson resources.</p>

Key Questions / Learning Journey Steps	Implementation
<p>Why are reactions linked to our emotions?</p> <ul style="list-style-type: none"> Why is it important to find a solution? <p>What types of behavior are bullying?</p>	<p>Core 2, Unit 3: Bullying, Lesson 1: Reactions</p> <ul style="list-style-type: none"> Discuss with pupils if they have ever been so frustrated that they have lashed out or said something to someone that was unkind? What happened? How did you feel? What did you do? Can we think of alternative endings to the scenarios discussed? How can we have more positive endings to difficult situations?
<p>Why is self-esteem important?</p>	<p>Core 2, Unit 3: Bullying, Lesson 2: Self-Worth</p> <ul style="list-style-type: none"> Ask the pupils if they have ever felt low or like they can’t do anything? Explain that raising our self-esteem is really important. It is sometimes easier to identify what we are not good at than what we are. Ask the children to write down two things they are really good at to boast about to the class. Share these things as a class.
<p>What do the words persistence and resilience mean?</p> <p>Why are these positive traits?</p> <p>How is bullying a negative form of persistence?</p>	<p>Core 2, Unit 3: Bullying, Lesson 3: Persistence and Resilience</p> <ul style="list-style-type: none"> Ask the children to try to balance a spoon on their noses. Allow 3 minutes for this. Who could do it. Who tried for the whole 3 minutes, who gave up? Discuss the meaning of persistence and resilience. Ask the children to think of a time when they have shown persistence. Share the story of Robert and Bruce. Discuss how bullying can be aa negative form of persistence.
<p>How does bullying affect our physical, emotional and mental wellbeing?</p> <p>What can we do to stop bullying?</p>	<p>Core 2, Unit 3: Bullying, Lesson 4: Negative Persistence</p> <p>Talk to the children about how sometimes use persistence in a negative way. It could be repeated actions or words done in a negative way. Explore how negative, persistent behaviour,</p> <ul style="list-style-type: none"> whether it comes in the form of actions or words, hurts and is called bullying. In pairs, think about how bullying can affect physical, emotional and mental wellbeing. Talk about what we should do if we are being bullied.
<p>How can we deal with strong feelings and emotions?</p>	<p>Core 1, Unit 5: Emotions, Lesson 5: Feelings – Overreacting</p> <p>Discuss what overreaction means. Look at different situations and decide what would be an overreaction to each situation. Can the pupils think of a time when they have overreacted?</p> <ul style="list-style-type: none"> How could they have behaved differently?

Growth	Possibilities	Health	Community
Children should develop socially, morally, spiritually and physically in positive ways.		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)
Relevant RRSA Article	Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example, housing decisions or the child's day-to-day home life.		

PE – Autumn 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Lead healthy, active lives Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	Children will know; <ul style="list-style-type: none"> You count to a beat. Understand left and right. Put moves together and know that this is called a sequence. Identify different parts of a song; chorus and verse. 	Children understand movement as a way to exercise and express mood in music. They'll be able to copy a sequence of steps and also combine their own steps in time to the beat.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> Music CDs

Key Questions / Learning Journey Steps	Implementation
What movements can be performed to a beat?	<ul style="list-style-type: none"> Explore movement in an area eg. leaping, jumping and skipping with freeze frames high, medium and low. Discuss heart rate change. Play track and discuss with children. Clap and move to the beat. Create set dance phrase for a count of 8 (clap clap, nod nod, circle right shoulder, circle left shoulder, jump and fold arms). Children perform.
Can you perform a sequence of movements to a beat?	<ul style="list-style-type: none"> Copy-cat game. Choose 4 movements to be repeated to a count of 8 (nod head, ripple hands forwards, circle from hips, kick and step) Jogging, star-jumps, high knees and heel flicks to a count.
What positions can you hold to a beat?	<ul style="list-style-type: none"> Rehearse movement from lesson 1 and 2. In groups of 5/6 come up with 4 poses to run for 4 beats (16 in total)
How do I combine movements in a clear and fluent way to a beat?	<ul style="list-style-type: none"> Rehearse movements from lesson 1, 2 and 3. Combine movements to create a final performance.
How does landing affect the transition between movements in a routine?	<ul style="list-style-type: none"> Warm up - move around room and perform different jumps when whistle blown. Discuss starting and landing a jump. Watch videos of gymnastic routines – discuss balance and landing. On mats in pairs practice different jumps – 2 footed, one footed, running, turning etc. Peer/self-evaluate by taking videos. Practice short routine of 3 moves incorporating a jump.

Growth	Possibilities	Health	Community
Children will begin to move in different ways. They will explore how they can use their body to move to music.	Children should be given opportunities which broaden their horizons – develop an interest in dance and learn about career possibilities in dance.		The children will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

Computing – Autumn 2 ESafety

Computing – Autumn 2 ESafety			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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"> Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. 	Children will know; <ul style="list-style-type: none"> A range of sites we share information (and not just facts; it could be webcam etc) Private information and levels of risk. Differentiate positive and negative reactions and behaviours. 	Children begin to see themselves interacting with people from across the planet and should know that their behaviour will already be impacting on others. They'll know that even online, they must be aware of the impact they'll have on others and others will have on them.
		Writing Opportunity	Resources
		N/A	Project Evolve – Online Relationships
Key Questions / Learning Journey Steps		Implementation	
When is private not as private online?		<ul style="list-style-type: none"> Discuss situations that they share information online now. Ensure this covers everything from usernames, webcams and chats. Not just putting names and addresses. Identify unhealthy behaviours online. Recognise that their person beliefs and ideas can impact on others in both positive and negative ways. 	

Computing – Autumn 2

Computing – Autumn 2			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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"> Create and edit sounds Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally Contribute to BLOGS/Podcasts that are moderated by teachers 	Children will know; <ul style="list-style-type: none"> A blog is a _____ A vlog is a _____ Podcasts are _____ Tips to recording a good vocal sound. How editing can change the original. 	Children will explore terms that are probably familiar in ways people communicate online and how the internet is used to share information and experiences verbally, as well as visually through websites.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Write and edit a draft script 	<ul style="list-style-type: none"> NCCE online Primary Programme
Key Questions / Learning Journey Steps		Implementation	
What is a digital recording?		<ul style="list-style-type: none"> NCCE Lesson 1 Children looked at audio features of computers and tablets and discussed copyright/legal downloading and streaming Discuss audio recordings- music, VLOGs, videos 	
What makes a good audio recording?		<ul style="list-style-type: none"> NCCE scheme of work. Lesson 2 Children use Audacity to record and edit their voice Discuss and listen Podcasts 	
What makes a Podcast?		<ul style="list-style-type: none"> NCCE scheme of work. Lesson 3 	

	<ul style="list-style-type: none"> • Children plan and practice a podcast in pairs and then record and edit the sound
How can I edit my recording?	<ul style="list-style-type: none"> • NCCE scheme of work. Lesson 4 • Children continue to edit and improve their recording taking into consideration background noise- adding new tracks and using functions within Audacity
How do I combine and evaluate audio?	<ul style="list-style-type: none"> • NCCE scheme of work. Lesson 5 • Children arrange sections of audio- editing, cutting and moving • Children listen to each other's audio and evaluate

Growth	Possibilities	Health	Community
	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for learning new skills and careers in multi-media.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online. They should understand that not everything they see in the media or on-line is real or reliable.	
Relevant RRSA Article	Article 29: We have the right to develop our talents, personalities and abilities		

Music			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Use the terms: duration, pitch, beat, tempo, texture, timbre and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings Sing from memory with accurate pitch Sing in tune Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	Children will know; <ul style="list-style-type: none"> What he notes EGBDF and FACE look like on the musical stave. Timbre is a quality of sound – it is what makes 2 different musical instruments sound different from each other even when they both play the same note. Texture is the layers of sound – how many instruments in a piece of music / how many different parts etc. Music can affect mood. 	The chn will continue to use symbols (progressing to notes by the end of y4) to play notes on a glockenspiel. They will play clear, accurate notes to copy and create simple tunes. The chn will use musical language to appraise. They will become familiar with different genres of music (the blues / pop).
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> Charanga scheme and music Musical instruments Paper and pencils.
Key Questions / Learning Journey Steps		Implementation	
How can I create and describe music?		<ul style="list-style-type: none"> Use different instruments to create sounds –describe the sounds using musical vocabulary Listen and appraise – which musical instruments can you hear? Musical vocabulary – notation and use instruments to explore Body percussion 	
Can you play a short tune on the glockenspiel?		<ul style="list-style-type: none"> Glockenspiel 2 Playing instruments – notation Begin to play Children explore the instrument and improvise. 	
How can you copy and improve a tune ?		<ul style="list-style-type: none"> Children sit in a circle with their instrument. One person plays a note, the next person plays that note and a new one. Each child plays the tune heard and add their own note. Children must only use g and f. 	
Can you improvise as a group?		<ul style="list-style-type: none"> Play together Improvise in different ways – pitch, tempo (sad / happy music – think about mood) 	
Can you use musical vocabulary to appraise music ?		<ul style="list-style-type: none"> Final improvisation performance Listen and appraise 	
What are the main notes used today?		<ul style="list-style-type: none"> Learn how to play simple tunes. Learn to play 'Deecee's blues'. 	
Christmas		<ul style="list-style-type: none"> Listen and appraise Christmas music. 	
Growth	Possibilities	Health	Community
Chn will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Children should be given opportunities which broaden their horizons – develop an interest in music and possibly learn to play an instrument.		The chn will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	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.		

Science – Autumn 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>Children will know;</p> <ul style="list-style-type: none"> Electricity is a flow of energy. Static electricity is electricity that builds up in one place. Current electricity comes through our wires and plugs. Name 2 sources of renewable energy. Identify a cell, wire and light. Find a problem in a circuit. Insulating and conducting material. <p>Writing Opportunity</p> <ul style="list-style-type: none"> Comprehension Investigation report writing Labelling diagrams 	<p>Children will learn how important electricity is about the impact that it has on our lives. With the understanding the need to be safe around electricity, they'll learn about the products that use electricity safely and how the current flows from generator to homes. In relation to climate change, they'll also begin to understand why renewable energy sources are more important than ever.</p> <p>Resources</p> <ul style="list-style-type: none"> Circuit components Materials for switches
Key Questions / Learning Journey Steps		Implementation	
What is electricity and how do we use it?		<ul style="list-style-type: none"> Look at video explanations of what electricity is and how it is made. Explore creating static electricity. Identify appliances that use electricity. Discuss and identify the dangers of electricity. Think about where the electricity comes from – mains or battery. Sort appliances in a Venn diagram. 	
How is electricity generated?		<ul style="list-style-type: none"> Complete captions on a diagram using information given about sources of electricity. 	
How does current electricity travel?		<ul style="list-style-type: none"> Look at how electricity needs to travel around a circuit and identify the basic components. Introduce basic circuit symbols and drawings. Draw and label a circuit. Build simple circuits to make a bulb light, buzzer buzz and motor spin. Draw and label different circuits in books. 	
What does a circuit need to work?		<ul style="list-style-type: none"> Identify what makes a circuit complete. Examine real circuits and diagrams to identify whether or not a bulb will light. Identify and explain which diagrams show a complete or incomplete circuit. 	
Which materials conduct electricity?		<ul style="list-style-type: none"> Look at common conductors and insulators and their relevance in every-day life. Plan a fair test to identify materials that are conductors and insulators. Carry out investigation and record results. Discuss results as a class and draw conclusions. Write a conclusion for their report and evaluate its fairness. 	
How do switches work? How can a switch be used to set off an alarm?		<ul style="list-style-type: none"> Examine different types of switches and discuss their possible uses in everyday life. Design a pressure pad intruder alarm using a pressure switch. Build and test pressure pad alarm. Evaluate. 	

Growth	Possibilities	Health	Community
Understand the importance of electricity in modern day life.		How to be safe when using electricity.	The importance of conserving electricity for the good of the environment.
Relevant RRSA Article	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.		

Geography			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. Use a range of resources to identify the key physical and human features of a location. Describe geographical similarities and differences between countries. 	Children will know; <ul style="list-style-type: none"> Europe as a continent made up of a lot of smaller parts. Several countries in Europe. Lines Equator and Tropics of Cancer and Capricorn and the Arctic Circles. Name some physical features (rivers and mountains) and human features (capital cities and populations). 	Children will develop their awareness of how the world is split into different zones, created by the shape of the globe and proximity to the sun which influences climate and landscape. They will be able to discuss the continent that they live in with greater detail and understand how its position in the world has affected the physical and human geographical elements within it.
		Writing Opportunity	Resources
	<ul style="list-style-type: none"> Write comparative sentences. 	<ul style="list-style-type: none"> Atlases Maps 	
Key Questions / Learning Journey Steps		Implementation	
Why is the world divided into different zones?		<ul style="list-style-type: none"> Use atlases to identify the latitude lines on the planet – Equator, Tropics, Arctic Circles. Use globes and atlases to identify different zones and continents of the world. Colour and label on a map with key. Describe characteristics/differences between climate zones created by the lines of latitude. (Over 2 lessons.) 	
What are the features of an information text about climate zones?		<ul style="list-style-type: none"> Complete comprehension task for information text. 	
Where is Europe and which countries are in it?		<ul style="list-style-type: none"> Use atlases to identify Europe and its countries. Colour and label a map. Identify key facts e.g. population, capital city, size, average temperature and rainfall, major rivers, mountain ranges, islands/coastline/landlocked etc. 	
Do all countries in Europe have the same human and physical features?		<ul style="list-style-type: none"> Compare human and physical features of countries in Europe. Complete a table that compares some of the features of countries in Europe. 	
Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live.		Children will learn about how people adapt to live in new environments and keep themselves safe, warm and well fed.	Children will understand the importance of a community working together to protect the environment they live in and share.
Relevant RRSA Article	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.		

Art			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To apply their experience of drawing materials and processes. To use a viewfinder to select and record observations of patterning in natural objects. To select from and use own drawings to develop work. To use landscape as a starting point for artwork. To respond to the work of John Brunsdon. To use fine control with a pencil to make detailed, analytical observational drawings. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Use different hardnesses of pencils to show line, tone and texture. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	Children will know; <ul style="list-style-type: none"> Different pencil hardnesses. Describe tone and texture in a picture. Art can be copied. Name and draw several different patterns using pencil (cross hatch, stipple, shade) Identify a John Brunsdon picture. 	Children will understand that great art can be introduced using simple mediums and appreciate the skills needed to copy even a simple image. They'll see that an image can be replicated in different ways and appreciate how artists see the same thing, but in a different style.
		Writing Opportunity <ul style="list-style-type: none"> Annotations in sketch books on post in notes. Labels about style and techniques. Critical analysis of the skills completed. 	Resources <ul style="list-style-type: none"> Graphite sticks HB-6B pencils Rubbers Oil pastels Viewfinders Digital camera Landscape images Sketchbooks
Key Questions / Learning Journey Steps		Implementation	
In what ways can artists use pencils?		<ul style="list-style-type: none"> Examine different pencils and pastels and discuss how they produce different qualities of mark. In sketch books, experiment with drawing different lines (straight, curved, zigzag, spirals, narrow, wide, smudged etc.) with each drawing material. 	
How can drawing with a pencil be realistic?		<ul style="list-style-type: none"> Ask the children to use a viewfinder to select an interesting part of a feather, onion, wood grain or another natural object with strong linear patterning. Draw this, enlarged, onto paper, focusing on lines and shapes, proportion and direction. iPads. 	
Can artists use pencils?		<ul style="list-style-type: none"> Ask the children to use a photocopy of a piece of lace, then, extend the image using HB, 2B and 6B pencils. Emphasise careful observation of line, shape and tone. Historical portraits could be investigated using books and ICT to research and develop work. 	
Is my art better than yours? Explain why.		<ul style="list-style-type: none"> Ask the children to reference their work from session 1, and repeat selected marks in the spaces between the lines on their linear drawing from session 2. Encourage the children to compare ideas and approaches in their drawing with that of others and talk about their work as it develops. 	
How can you apply different drawing materials and processes to a landscape?		<ul style="list-style-type: none"> Review John Brunsdon painting and respond to comprehension questions Discuss the work of John Brunsdon and focus on the strong linear aspects of his work. Offer the children a selection of landscape images. Ask them to develop a series of drawings from their chosen images, concentrating on the main contours of the image. 	
How can you develop your chosen design response to Brunsdon's coloured linear effects?		<ul style="list-style-type: none"> Look again at the way in which Brunsdon describes his personal view of the landscape using sweeping, flowing bands of colour that ripple across land, sea and skies. Ask the children to develop their chosen design from session 4 in response to Brunsdon's coloured ripple effects produced by line following line. Ask them to discuss their choice of colours with others while reflecting on his colour combinations. Ask them to enlarge their design onto white paper oil pastels. 	

Growth	Possibilities	Health	Community
Adaptable, learn from mistakes, knowledgeable.	Children should be given opportunities which broaden their horizons; curious, inspiration, open mindedness		
Relevant RRSA Article	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.		

There's No Place Like Home

