



Harlow Green Primary School

National Curriculum Medium Term Planning 2020-2021

Year Group: 5	Topic Title/Theme: River of Life (Health)	Term: Autumn
Entry Point: Rivers topic in Geography	Exit Point: Anglo Saxon Britain	Visits/Visitors or Special Arrangements: • N/A
Topic Overview: Through work on rivers, children will learn about the physical features of rivers, and how they impact human Geography. In DT, they will design a bridge that will successfully hold the weight of an object. In Science, children will investigate the effects of different forces, and explore how different mechanisms can be used to reduce the force needed to move objects. In History, the children will learn about Anglo-Saxon settlements and discoveries. They will study Sutton Hoo to infer what the Anglo-Saxons were like. In Art, children will produce a batik inspired textile with a river theme. The RE focus for this term will be Christianity, specifically almsgiving.		Outdoor Learning: • N/A
		Subjects taught on a weekly basis: • Physical Education • Music • MFL • Computing

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

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
Science	Science	Geography	Geography	Art	Art	RE	Science	Science	DT	DT	History	History
Forces		Rivers		Textiles, Batik with river theme		Christianity	Forces		Alarmed vehicles		Britain's settlement by Anglo Saxons and Scots	
PE / Swimming			Music / MFL			PSHE			Computing			

PSHE - Autumn 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> Ci2 Recognise the difference between right and wrong and what is fair and unfair Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice Ci19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others Ci23 Consider the main features of a democracy Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs 	<p>Children will know;</p> <ul style="list-style-type: none"> Anarchy is where everyone is in charge of themselves, with no rules and no laws. Rules and laws are different in different countries. All children have rights under the U.N. Convention of human Rights. How rules and laws are decided. Drugs and alcohol can be addictive and bad for our health and wellbeing. Not everything we see online is true. Ways of spotting incorrect information online. <p>Writing Opportunity</p>	<p>Pupils will learn the importance of rules and laws. They will learn how laws are made in a democratic society. They will understand that all children have rights, and they will be aware of what these rights are. They will find out about the effects that drugs and alcohol can have on the body and understand why these substances can be bad for their well-being. They will also understand that not everything they see online is true and how fake news can be difficult to spot.</p> <p>Resources</p> <ul style="list-style-type: none"> See Dimensions individual lesson resources.
Key Questions / Learning Journey Steps		Implementation	
<p>What does ‘anarchy’ mean? Where would you rather live, in an anarchic state or in a state with rules and laws?</p>		<p>Core 3 Unit 1 Lesson 1 Structure-Just Imagine Ask the pupils to imagine a school with no structure – no start and finish times, no assemblies, no timetable. Do the same with home – no bedtimes, no rota for jobs. Write a description of what might be happening in both these settings without structure. Establish that it wouldn’t work. Everyone would be doing things for themselves with no regard for each other. Can they suggest any rules that would improve things for everyone? Introduce the term ‘anarchy’. It means ‘without rule’. Where would you rather live, in an anarchic state or in a state with rules and laws?</p>	
<p>Give an example of democracy, sovereignty, dictatorship, government and monarchy. Which one do you feel is the most important? Why?</p>		<p>Core 3 Unit 1 Lesson 2 Law and Order-In Charge Who is responsible for setting the rules we have? What would happen if the rules were changed? Who actually makes the rules? In groups, research to find answers to the following questions:- o What is democracy? o What is a dictatorship? o What is a monarchy? What is their role? o What is the role of the Prime Minister / President? o How are rules and laws decided on and passed?</p>	
<p>Are children throughout the world equal? How do you know? Why is it important to have equal rights? What difference does it make to everyday life?</p>		<p>Core 3 Unit 1 Lesson 3- U.N Rights-Our Rights Introduce pupils to Unicef look at website. What do you think should be the right of every child? Work in groups to produce their own Children’s Rights Charter, using the template provided. Share the United Nations’ Rights of the Child. Discuss what these are and why they are important? Are children throughout the world equal? How do you know? Why is it important to have equal rights? • What difference does it make to everyday life?</p>	
<p>Is everything we see online true? Why can fake information sometimes be difficult to spot?</p>		<p>Core 2 Unit 4 Lesson 5 Online Relationships: A Risky Business</p> <ul style="list-style-type: none"> Re-cap on the features of a respectful relationship. Discuss the meaning of the word ‘anonymous’. Look at the fake online ‘Weekly’ profile. Why is it important that online profiles like this are anonymous? In pairs, analyse the profile together and highlight any aspects of the profile that give too much information. Occasionally, people join online games, etc. to troll each other. What is trolling? What would be the impact if nasty things 	

	said online were said face-to-face? Come up with some online rules. How should you show respect for someone in an online context?
Why are some drugs bad for us?	<p>Core 1 Unit 5 Lesson 1 Drugs: Just Say No!</p> <ul style="list-style-type: none"> Show the pupils a wide variety of medicines and tablets, ranging from paracetamol to herbal remedies. Ask them to sort into groups, those which are harmful and those which are not. Ask them what they think the purpose is of drugs such as these. Discuss why we shouldn't take anyone else's medication and why? Watch espresso video. The Impact of drugs on our body. Discusses non-prescription and prescription drugs, caffeine, alcohol and explains why illegal drugs are so dangerous and the impact that they have on the body. Impact of drugs
<p>What does alcohol do to our body?</p> <p>Why is alcohol bad for our health?</p>	<p>Core 1 Unit 5 Lesson 2 Alcohol: Drink Aware</p> <ul style="list-style-type: none"> What is the main difference between alcoholic and non-alcoholic drinks? In pairs, ask the pupils to look at the alcohol statements. They should discuss each statement and then decide if it is true or false and place the statement in the chosen part of the T / F grid. Ask the pupils to then write down any questions that have arisen from their discussions. Explain the difference between alcoholic and non-alcoholic drinks. Why is it illegal for children to drink?

Growth	Possibilities	Health	Community
	Children learn about roles in society that help manage, decide and lead.	Children will learn about keeping healthy and ensuring they are informed to make the right decision based on reliable information.	Children will learn about being a responsible member of the community and why rules and laws are important.
Relevant RRSA Article	Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them		

PE – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. Apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations. Work alone or with team mates in order to gain points or possession. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	Children will know; <ul style="list-style-type: none"> Pass backwards and run forwards. Attack and defend Work as part of a team. 	The children will develop a well-rounded understanding of the game, as well as showing good sportsmanship and adhering to the rules of fair play at all times
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Tag rugby balls Tag rugby belts Cones Bibs

Key Questions / Learning Journey Steps	Implementation
How do you pass in tag rugby?	<ul style="list-style-type: none"> Passing drills getting children to hold the ball correctly and pass backwards. Introduce looping once the ball has been passed to support the player with the ball.
How do you tackle in tag rugby?	<ul style="list-style-type: none"> Grab a tag – focus on keeping own tag while trying to get tags from other players. Keep ball – five players have to pass the ball between themselves and keep it from the player who is tagging them.
Can you explain any attacking and defending strategies?	<ul style="list-style-type: none"> Look at how to beat a man – tunnel games where children learn about how to side-step. Look at how defenders move across to cover the space. Any direction tag – introduce to game without worrying about which direction the ball is passed and use to focus on how to support the person carrying the ball.
What tactics can you select in different game situations? What are the rules?	<ul style="list-style-type: none"> Watch short video of tag rugby and discuss the rules and how we need to apply them in games – revisit terms knock on, touch line, double tag, forward pass etc. Talk in detail about the offside rule in rugby and the importance of getting back behind the ‘man.’ Play games within class. Focus on decision making and how to attack the space. Show different line ups to attack and defend. Inter-school tournament between teams from the classes.
What could you do differently if you played tag-rugby again? Which skills could you use in other invasion games?	<ul style="list-style-type: none"> Discuss the performance and why teachers/children have selected different players as their player of the day.

Growth	Possibilities	Health	Community
Children will develop physically in different ways and be able to work cooperatively.	Children can become team players and be willing to have a go.	Children will develop an understanding of the importance of physical health.	Children will understand how to work as a team competitively and follow game rules.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full.		

Computing – Autumn 1 ESafety

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<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"> What bullying is How bullying is different online and offline What to do if they are being bullied 	Children will understand the importance of staying safe online, including what to do if they are being bullied. They will show an awareness of what constitutes bullying behaviors and ensure they are confident in the reporting of such issues.
		Writing Opportunity	Resources
		N/A	Project Evolve
Key Questions / Learning Journey Steps		Implementation	
e-Safety: What is the difference between online and offline bullying?		<ul style="list-style-type: none"> Children will discuss what bullying is, and the many forms it can take. Children will identify similarities and differences between bullying in person, and cyber bullying (or bullying online). They will outline how they should be upstanders, not bystanders, and partake in various small skits showing what could be done in different situations. 	

Computing – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers Understand how simple networks are set up and used 	Children will know; <ul style="list-style-type: none"> Know how simple steps on how computers are created. What an IP address is. Key methods of communication, both online and in person. 	Children will have a rounded, basic understanding of how computers can be used to communicate, and the different options available to them.
		Writing Opportunity	Resources
		N/A	NCCE Purple Mash
Key Questions / Learning Journey Steps		Implementation	
What is a system?		<ul style="list-style-type: none"> Children will be introduced to the concept of a system. They will develop their understanding of components working together to make a whole. They will outline how digital systems might work and the physical and electronic connections that exist. 	
How can we use computer systems?		<ul style="list-style-type: none"> Children will consider how larger computer systems work. Children will consider how devices and processes are connected. They will also reflect on how computer systems can help us. 	
How can information be transferred?		<ul style="list-style-type: none"> Children will be introduced to the idea that parts of a computer system are not always in the same place or country. Instead, those parts of a system must transfer information using the internet. The concepts of IP addresses will be taught. 	
How does collaboration work when physically apart?		<ul style="list-style-type: none"> Children will consider how people can work together when they are not in the same location. 	

	<ul style="list-style-type: none"> • They will discuss ways of working and start a collaborative online project.
Can I create a digital image using vector drawings?	<ul style="list-style-type: none"> • Children will understand how digital images can be made from shapes or pixels. • They will suggest and implement improvements to vector drawings and complete the unit by creating their own labels for the classroom using the skills they have learned.

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.

MFL			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. read carefully and show understanding of words, phrases and simple writing Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms 	<ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Write short texts on familiar topics. Describe some similarities and differences between countries and communities where the language is spoken and this country. 	Children will know; <ul style="list-style-type: none"> Spelling and spoken nouns: cat, dog, bird, rabbit, fish, mouse, tortoise, hamster. How to verbalise their pet ownership and ask others How to say the name of a pet 	Children will develop their speaking, listening, reading and writing skills talking about pets. They will understand and repeat most of the eight pets introduced by the teacher. Children will learn to ask somebody if they have a pet and reply back, including use of the negative. Children will learn to tell you the name of their pet using a full sentence and extend their sentence using conjunctions.
		Writing Opportunity Sentences explaining what pet children have or do not have and the name of their pet.	Resources <ul style="list-style-type: none"> Songs (YouTube), Number cards, Pictures and visual prompts. Language Angels
Key Questions / Learning Journey Steps		Implementation	
Can I name animals in French?		<ul style="list-style-type: none"> Learn French words for 8 pets- read and listen. Complete labelling activity for pets 	
Can I say what pet I have?		<ul style="list-style-type: none"> Learn question and answer to say which pet child has. Reading activity- children translate basic sentences about pets. READING 	
Can I say what my pet is called?		<ul style="list-style-type: none"> Children learn to say the name of their pet. Writing activity introducing self and pet. WRITING 	
How do I say which pets I do not have?		<ul style="list-style-type: none"> Learn how to say that you do not have a particular pet. Children write basic sentences saying which pets they have and do not have. LISTENING 	
Can I extend a sentence using a conjunction?		<ul style="list-style-type: none"> Children learn to extend sentences using 'but' to say which pets they have and which they do not have. Verbally extend sentences using 'but'. With scaffolding, children complete extended writing exercise. WRITING 	
What have I learnt in this unit?		<ul style="list-style-type: none"> Re- cap learning from unit. With teacher input, children complete assessment of unit on skills of listening, writing, reading and speaking 	
What is the same and what is different for children in England and France?		<ul style="list-style-type: none"> Look at life in school in France- using video from Salut, ca va? Discuss differences with here. What do they like? Complete a comparison table. INTERCULTURAL UNDERSTANDING 	

Growth	Possibilities	Health	Community
Children will develop social skills using another language.	Children will learn how different languages are useful and relevant in a fast changing, modern world.	Children will begin to understand safety in a foreign country.	Children will develop and understanding of the importance of tolerance in a global community.
Relevant RRSA Article	Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live		

Science – Autumn 1 and 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Children will know;</p> <ul style="list-style-type: none"> Names of force: gravity, friction, air resistance and water resistance. Gravity pulls objects towards the ground. Objects fall at the same speed regardless of their mass. Friction is an opposing force that creates grip. Air resistance is affected by surface area. Water resistance is affected by surface area. Pulley and levers reduce the force needed to move an object. <p>Writing Opportunity</p> <p>Plan scientific enquiry and record findings. STEM sentences. Glossary.</p>	<p>Children will be able to recognise when a force is acting on an object and describe its effects using the correct scientific vocabulary. They will be able to apply this knowledge to everyday situations to explain the advantages and disadvantages of different forces.</p> <p>Resources</p> <ul style="list-style-type: none"> Force meters and shoes Paper and balls Paper and string Plastic bottles and plasticine Elastic bands Springs

Key Questions / Learning Journey Steps	Implementation
<p>How do forces affect the world around us? What is a force?</p>	<p>(Wk1) Recap learning about forces from year 3 – pushes, pulls, magnetism. Identify different forces and describe their effects. Use arrows to show direction, size and balanced forces.</p>
<p>How does friction affect movement?</p>	<p>(Wk2) Introduce the force of friction as an opposing force - describe examples, advantages/disadvantages. Plan and carry out investigation into the effects of friction on objects moving across different surfaces.</p>
<p>What is gravity and its effects?</p>	<p>(Wk3) Introduce the force of gravity – describe and explain. Explore its effects on objects dropped from a height. Make predictions and record observations. Write a conclusion about its effects.</p> <p>Create a glossary of scientific vocabulary.</p>
<p>How does air-resistance affect falling objects?</p>	<p>(Wk8) Introduce the force of air resistance as an opposing force – describe effects, advantages/disadvantages. Plan investigation to compare the effects of shape on air-resistance. Make predictions and record results/observations. Write a conclusion about its effects.</p>
<p>What are the effects of water resistance?</p>	<p>(Wk9) Introduce water resistance as an opposing force - describe effects, advantages/disadvantages. Plan investigation to compare the effects of shape on water resistance. Make predictions and record results/observations. Write a conclusion about its effects.</p>
<p>How can mechanisms be used to reduce the force needed to make something move?</p>	<p>(Wk10) Explore how levers, pulleys and gears work to reduce the force needed to move something. Build a lever and gears and describe ow they work.</p>

Growth	Possibilities	Health	Community
Develop an understanding of the world they live in. How discoveries made have impacted on the modern world and the effect physics has on their day to day life.	Children will use their natural curiosity to investigate the forces they have around them on a day to day basis.	Children will understand the importance of safety when carrying out scientific investigations, protecting both themselves and others.	Children will develop an understanding of the importance of Eco-safety and keeping our local area clean, including rivers and seas and the impact it can have on the community as well as the wider world.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including rivers. Identify and describe how the physical features affect the human activity in a location. Describe and understand key aspects of human geography including land use and water supplies. 	Children will know; <ul style="list-style-type: none"> Name and location of significant rivers around the world. Different sources of a river. Features of the upper, middle and lower course. Uses for rivers. Ways in which humans can pollute rivers. 	Children will know how rivers are formed and how their features change along their course to the sea. Children will understand how important rivers are to humans and the environment but that human activity on rivers can cause damage and destruction to the environment.
		Writing Opportunity <ul style="list-style-type: none"> Labeling map Information text Comparison table 	Resources <ul style="list-style-type: none"> iPads Atlases
		Key Questions / Learning Journey Steps	
Where are significant rivers around the world?		(Wk4) Share current knowledge of the names and locations of different rivers in the UK. Use an atlas to identify and label significant rivers on a map of the world.	
		Rivers comprehension.	
How does the flow of a river change along its course?		(Wk5) Learn about the features of the upper, middle and lower course of a river. Explain which features are be found in each course, and why.	
Why are rivers important?		(Wk6) Learn about how rivers are used differently by people in each of the courses. Describe how the uses are linked to the features of a river.	
How do rivers become polluted?		(Wk6) Learn about the sources of river pollution and its effects on the environment. Create a poster.	

Growth	Possibilities	Health	Community
Develop an understanding of how their physical environment impacts on their lives and how climate change could affect their futures.	Children will develop an awareness that everyone can have a positive impact following environmental disasters or change regardless of gender or age.	Children will understand how pollution can have an impact on health as well as the environment.	Children will understand the importance of trade and industry within their community.
Relevant RRSA Article	Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Collect information, sketches and resources and present imaginatively in a sketch book. Show precision in techniques. Give details about the style about some notable artists. 	Children will know; <ul style="list-style-type: none"> Different types of fabric. They can be manmade or natural. What a batik is. Equipment used to produce batik. 	The children will understand what batik is, how and why it is used and will produce a batik-style piece of art independently, utilising the skills taught.
		Writing Opportunity	Resources
		Comprehension questions surrounding batik.	<ul style="list-style-type: none"> Different fabric PVA glue Scissors Black sugar paper Flour and water paste Brusho White cotton fabric
Key Questions / Learning Journey Steps		Implementation	
Reading comprehension		<ul style="list-style-type: none"> Comprehension text related to batik. 	
What does deconstruct and construct mean?		<ul style="list-style-type: none"> Children will investigate and reform fabrics using construction and deconstruction process – To deconstruct fabric using different methods, such as pulling, ripping, cutting etc, then create an art piece by tying, folding, pleating etc and gluing onto card. 	
How do artists use batik?		<ul style="list-style-type: none"> Children will be given a selection of images of batik produced by different artists. They will then comment on similarities and differences, as well as giving their own preferences. 	
How can I use batik?		<ul style="list-style-type: none"> Children will produce a sketch or pattern based on rivers and the surrounding landscape that they will recreate in a batik style. 	
What does batik mean?		<ul style="list-style-type: none"> To apply experience of the batik process and develop control of tools and techniques – pipe paste onto design. To apply experience of the batik process and develop control of tools and techniques – Apply brusho to batiks 	
What are the strengths and weaknesses in my piece of work?		<ul style="list-style-type: none"> Children will give an explanation of their work, and what they would do differently if they were to do it again. 	
Growth	Possibilities	Health	Community
Children will learn from mistakes and grow an understanding of perseverance.	Children will be able to communicate their thoughts in a way that they choose and understand that having a choice is important.	Children will be given the opportunity to be creative and to reflect on what they have done in a safe and supportive environment.	Artwork will look at different cultures and communities and children will have the opportunity to appreciate how people may represent themselves in art.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.		

R.E.			
Gateshead Agreed Syllabus 2018	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Principal beliefs - Christ as 'teacher' including teaching in relation to the 10 commandments - Parables as lessons for living People, places and practices - Sermon on the mount - Almsgiving	Explore They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. Engage Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. Reflect Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.	Children will know; <ul style="list-style-type: none"> • Examples of a moral dilemma. • Meaning of the 10 commandments. • Role of Christian charities. • National laws and school rules. • Story of the 'Sermon on the Mount' • Examples of 'alms' – food, clothes, money etc. 	Children will understand the significance of the 10 commandments in relation to the rules that they live by. They will plan and take charge of an alms giving activity to demonstrate how Christian beliefs are reflected in charity work.
		Writing Opportunity Rewrite the Story on the Mount.	Resources <ul style="list-style-type: none"> • 10 commandments • Sermon on the mount • Almsgiving resources
		Key Questions / Learning Journey Steps	
What are some of the most important values and beliefs to Christians?		<ul style="list-style-type: none"> • Give the children a moral dilemma and ask them to discuss what should be done. How do we reach decisions? • Look at The Ten Commandments – create pictorial representation of the 10 commandments. • Discuss how the commandments affect the decision making process. 	
What do the ten commandments teach Christians about how to live their lives?		<ul style="list-style-type: none"> • Focus on Jesus' teaching which highlighted two of the commandments – • Love your neighbour as yourself Look at work of Christian agencies close to home e.g. Oasis Trust who work with the homeless in London • Do to others as you would have them do to you - Role play different secular situations and then discuss the Christian solution. • What is meant by forgiveness? 	
How do followers of this religion live?		<ul style="list-style-type: none"> • Learn about the Sermon on the Mount and how the beatitudes tell Christians to live. • Children will rewrite the Sermon on the Mount. 	
What do Christians do in response to the Sermon on the Mount?		<ul style="list-style-type: none"> • What are alms? (food, clothes, money, other items given to those in need) • Look at the difference between needs and wants. • Almsgiving activity – e.g. shoe box appeal (operation Christmas Child) • Children to decide as a class how they would like to give alms. 	
How does the Sermon on the Mount reflect Christian beliefs?		<ul style="list-style-type: none"> • Children will write a short paragraph commenting on the way the Sermon on the Mount does/does not reflect Christian beliefs. 	

Growth	Possibilities	Health	Community
Children should develop their moral conscience and their understanding of how others live.	Children should understand that they themselves are able to make a difference to the lives of others, regardless of their religion.	Children should develop an awareness of how to treat themselves and others so they are happy and safe.	Children should understand that they can have a positive impact on their community.
Relevant RRSA Article	Article 24: 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.		

PSHE - Autumn 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<ul style="list-style-type: none"> PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support. HW4 Recognise and respect similarities and differences between people. HW4 Recognise and respect similarities and differences between people. 	<p>Children will know;</p> <ul style="list-style-type: none"> Positive memories can help us deal with grief. Home is a place where you should feel safe and loved. If you are feeling upset by things that are happening at home, you can talk to trusted adults. Diversity can be found everywhere and should be celebrated. It takes courage and resilience not to follow the crowd. Terrorism is an extreme sort of bullying. <p>Writing Opportunity</p> <p>Write a dedication to someone on a poppy template.</p>	<p>The children will explore death and grief and understand how memories of loved ones are important to treasure. They will talk about different homes and families but learn that home should be a place where we feel loved and safe. They will explore diversity and celebrate it and learn that terrorism is an extreme form of bullying.</p> <p>Resources</p> <p>Natural objects Personal photos/mementos 3D dimensions resources</p>
Key Questions / Learning Journey Steps		Implementation	
<p>How might we feel when somebody close to us dies? Why are memories of loved ones we have lost important to us?</p>		<p>Core 1 Unit 4 Lesson 1 Death and Grief-It's Natural Look at natural objects that are no longer living. Ask if this changes its beauty. Explain that in films and on TV death is often described as being dark and sometimes ugly. Death is a very sad time for families and friends who have lost loved ones but nature shows us that death can be beautiful and the things left behind (memories, tokens and mementos) can help to remind us of those loved ones who are no longer with us. Why are memories of loved ones we have lost important to us?</p>	
<p>Why are poppies worn?</p>		<p>Core 1 Unit 4 Lesson 2 Death and Grief-Poppies Show the pupils the image of the field poppy. Explain that the flower is full of life and natural beauty. When, where, and why are poppies worn? Share the poem 'In Flanders Fields'. Use the red poppy template to write a dedication to someone they have personally lost or to remember a sad event.</p>	
<p>Why does separation and divorce happen? Who should they talk to if they are sad and lonely?</p>		<p>Core 1 Unit 4 Lesson 3 Managing Conflict-Families at War Discuss what home is and who lives in our home? Ask the children what they all have in common. home is somewhere you feel safe and loved, not all about who is living there. In groups, think about why this might be and feedback ideas. Explain that sometimes home doesn't feel safe for some children. Discuss separation and divorce and what it actually means for families and home life. Remind the children that falling out between adults is never the fault of the child and that there are people they can talk to if they are feeling sad and lonely because of problems at home. Remind children of trusted adults they can talk to.</p>	

What is diversity? Why is it important to celebrate it?	<ul style="list-style-type: none"> Lesson 1 Community Event-We're Cultured! Lesson focuses on planning a school event to promote diversity of cultures in our school. This could be done by inviting pupils from Y5 or other year groups to talk about their culture/traditions or talk about a festival/event that they celebrate.
How can we show courage and resilience?	<p>Lesson 1 Building Courage and Resilience-Don't be a Sheep</p> <ul style="list-style-type: none"> It takes courage and resilience not to just follow the crowd. In pairs, can they define courage and resilience? Look at the statements and discuss each one, giving examples. Can they identify which statement they find the hardest to put into practice?
What is terrorism?	<p>Lesson 2 Extreme Reactions-Planet Parallel</p> <ul style="list-style-type: none"> Watch the Planet parallel video. Discuss the meaning of extreme. Look at the scenario cards and discuss which reactions were extreme. Introduce the concept of terrorism as an extreme form of bullying.

Growth	Possibilities	Health	Community
Children develop an understanding of challenges they'll face as they grow and how people will try to influence that.		Children will learn about emotional health. We will discuss loss and develop strategies for dealing with loss.	Children will learn how they can build a positive community, how to identify people within it that might need support or have a negative impact on themselves and their community.
Relevant RRSA Article	Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them		

PE – Autumn 2

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 and apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, jumping, passing etc). Work alone or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for the game. Uphold the spirit of fair play and respect in all competitive situations. Strike a bowled or volleyed ball with accuracy. 	Children will know; <ul style="list-style-type: none"> The dig The set The rules of volleyball Set up shots 	Children will continue to learn team play in an attacking and defending manner in volleyball, learning about the rules of play and skills needed to win a team game.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Ball Cones Whistle Bibs

Key Questions / Learning Journey Steps	Implementation
How do I pass the ball in volleyball?	<ul style="list-style-type: none"> Children will warm up playing 'Do This, Do That' They will then be introduced to the dig and the associated technique, with each pair taking it in turns to underarm throw the ball to the other, who will use the technique to pass it back.
How does a game of volleyball begin?	<ul style="list-style-type: none"> Children will warm up playing 'Knee Tag' They will be taught the technique for an underhand serve, before practicing in pairs Children will then learn the technique for the spike shot, and again, practise with a partner 2 v 2 small game
Can I make a ball hit a target?	<ul style="list-style-type: none"> Dynamic warm up Marker spots will be placed around the MUGA, and children will work with their partners; one will feed the ball to the other who must use a volleyball shot to aim towards the marked target. 2 v 2 small game
Can I react quickly in a game situation?	<ul style="list-style-type: none"> Children will lead their own warm up activities in small groups Children will partake in a reaction bounce, where they must throw the ball over their partner's head so it bounces in front of them; they must catch the ball before it bounces four times The children will then be taught the correct technique for the bump pass, and practise in small groups
Which techniques do I need to use in a game situation?	<ul style="list-style-type: none"> Warm up: chain tag Children will recap the volleyball passes and techniques they have learned before moving into small sides games

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 29: Education must develop every child's personality, talents and abilities to the full.		

Computing – Autumn 2 ESafety

Computing – Autumn 2 ESafety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> National Curriculum KS2 Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. 	Children will know; <ul style="list-style-type: none"> Identify modified images and videos Things you can change on a picture. 	Children will understand that in the fast changing modern world, videos and photos are edited for a variety of reasons; not all of them are bad. Children will understand the editing process and how to identify when a video or photo has been edited, along with the risks and rewards of doing so.
		Writing Opportunity	Resources
		N/A	Project Evolve
Key Questions / Learning Journey Steps		Implementation	
e-Safety: what is online identity and how can I protect myself?		<ul style="list-style-type: none"> Children will explore the terms 'change', 'modify', 'edit' etc. Discussions will form around things that get changed online, and how and why this happens. Link to avatars: is there a certain way they should look? Why or why not? Discuss keeping personal information private and ensuring children remain protected online. 	

Computing – Autumn 2

Computing – Autumn 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front) Set IF conditions for movements. Specify types of rotation giving the number of degrees Combine the use of pens with movement to create interesting effects 	Children will know; <ul style="list-style-type: none"> Know what a vector is and how it is different from a paper based drawing Know the differences between vectors and objects. Manipulate vectors. Use layers within software packages. 	Children will be able to utilise various types of software in order to manipulate images and vectors.
		Writing Opportunity	Resources
		N/A	NCCE Microsoft PowerPoint/Publisher
Key Questions / Learning Journey Steps		Implementation	
How do I use drawing tools?		<ul style="list-style-type: none"> Children will be introduced to vector drawings and begin to have an understanding that they are made up of simple shapes and lines. They will use the main drawing tools within a software package (PowerPoint) The children will discuss how vector drawings differ from paper-based drawings. 	
Can I create a vector drawing?		<ul style="list-style-type: none"> Children will begin to identify the shapes that are used to make vector drawings. They will be able to explain that each element of a vector drawing is called an object. Children will create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They will also learn how to duplicate the objects to save time. 	
How can efficiency help improve my drawings?		<ul style="list-style-type: none"> Children will continue to increase the complexity of their vector drawings by using the zoom tool to help them add detail. 	

	<ul style="list-style-type: none"> • They will begin to understand how grids and resize handles can be used to improve consistency in their drawings and use tools to modify objects, creating different effects.
What is the purpose of layers?	<ul style="list-style-type: none"> • Children will gain an understanding of layers and how they are used in vector drawings. • They will learn that each object is built on a new layer and that these layers can be moved forward and backward to create effective vector drawings.
Will duplicating and manipulating objects help improve efficiency?	<ul style="list-style-type: none"> • Children will be taught how to duplicate multiple objects. • They will learn how to group objects to make them easier to work with, how to copy and paste these images, and then make simple alterations.
Can I create a digital image using vector drawings?	<ul style="list-style-type: none"> • Children will understand how digital images can be made from shapes or pixels. • They will suggest and implement improvements to vector drawings and complete the unit by creating their own labels for the classroom using the skills they have learned.

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to present information independently in different forms.	Children will understand that there are positive and negative possibilities when researching information and that it is important to protect themselves as much as possible.	Children will understand the positives and negatives of using computers and being online.	Children will understand the benefits and risks of online communities.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Improvise melodic and rhythmic phrases as part of a group performance Have an awareness how different parts fit together for effect Refine their own work and evaluate that of others <i>Recognise the notes EGBDF and FACE on the musical stave.</i> 	Children will know; <ul style="list-style-type: none"> A minim lasts for 2 beats. A crotchet is 1 beat. A quaver lasts for half a beat. A semi-breve lasts for 4 beats. A rest indicates where there should be silence. 	Children will listen to and appraise 'Livin' on a prayer, will compare and contrast with other rock anthems and will learn to sing and perform the song, adding tuned and un-tuned percussion. Children will have a good awareness of how to perform and how to refine their own work. Children will continue to develop an understanding of notation and recognise and use musical notes.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Charanga tuned percussion untuned percussion manuscript paper
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 	
What is rock music?		<ul style="list-style-type: none"> Listen and appraise - Livin' On A Prayer by Bon Jovi/a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song 	
What does appraise mean?		<ul style="list-style-type: none"> We Will Rock You By Queen/a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts/Sing the song and play instrumental parts within the song 	
How do I improvise?		<ul style="list-style-type: none"> Listen and appraise - Smoke On The Water by Deep Purple/a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation)/Sing the song and improvise using voices and/or instruments within the song 	
How are the songs similar and different?		<ul style="list-style-type: none"> Listen and appraise - Rockin' All Over The World by Status Quo/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose/Sing the song and perform composition(s) within the song 	
How can I play instrumental parts?		<ul style="list-style-type: none"> Listen and appraise - Johnny B. Goode by Chuck Berry/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance 	
How do I perform to an audience?		<ul style="list-style-type: none"> Listen and appraise - I Saw Her Standing There by The Beatles/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts. Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance 	

Growth	Possibilities	Health	Community
Children will develop acceptance of how there are many ways to live and our music choices are personal and make us unique.	Children can become performers regardless of talent.	Children will develop and understanding of how music can be used to express themselves therefor supporting their own well being.	Children will understand how to evaluate the performance of others in a positive way.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

Science – Autumn 1 and 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Children will know;</p> <ul style="list-style-type: none"> • Names of force: gravity, friction, air resistance and water resistance. • Gravity pulls objects towards the ground. • Objects fall at the same speed regardless of their mass. • Friction is an opposing force that creates grip. • Air resistance is affected by surface area. • Water resistance is affected by surface area. • Pulley and levers reduce the force needed to move an object. <p>Writing Opportunity</p> <p>Plan scientific enquiry and record findings. STEM sentences. Glossary.</p>	<p>Children will be able to recognise when a force is acting on an object and describe its effects using the correct scientific vocabulary. They will be able to apply this knowledge to everyday situations to explain the advantages and disadvantages of different forces.</p> <p>Resources</p> <ul style="list-style-type: none"> • Force meters and shoes • Paper and balls • Paper and string • Plastic bottles and plasticine • Elastic bands • Springs

Key Questions / Learning Journey Steps	Implementation
<p>How do forces affect the world around us? What is a force?</p>	<p>(Wk1) Recap learning about forces from year 3 – pushes, pulls, magnetism. Identify different forces and describe their effects. Use arrows to show direction, size and balanced forces.</p>
<p>How does friction affect movement?</p>	<p>(Wk2) Introduce the force of friction as an opposing force - describe examples, advantages/disadvantages. Plan and carry out investigation into the effects of friction on objects moving across different surfaces.</p>
<p>What is gravity and its effects?</p>	<p>(Wk3) Introduce the force of gravity – describe and explain. Explore its effects on objects dropped from a height. Make predictions and record observations. Write a conclusion about its effects.</p> <p>Create a glossary of scientific vocabulary.</p>
<p>How does air-resistance affect falling objects?</p>	<p>(Wk8) Introduce the force of air resistance as an opposing force – describe effects, advantages/disadvantages. Plan investigation to compare the effects of shape on air-resistance. Make predictions and record results/observations. Write a conclusion about its effects.</p>
<p>What are the effects of water resistance?</p>	<p>(Wk9) Introduce water resistance as an opposing force - describe effects, advantages/disadvantages. Plan investigation to compare the effects of shape on water resistance. Make predictions and record results/observations. Write a conclusion about its effects.</p>
<p>How can mechanisms be used to reduce the force needed to make something move?</p>	<p>(Wk10) Explore how levers, pulleys and gears work to reduce the force needed to move something. Build a lever and gears and describe ow they work.</p>

Growth	Possibilities	Health	Community
Develop an understanding of the world they live in. How discoveries made have impacted on the modern world and the effect physics has on their day to day life.	Children will use their natural curiosity to investigate the forces they have around them on a day to day basis.	Children will understand the importance of safety when carrying out scientific investigations, protecting both themselves and others.	Children will develop an understanding of the importance of Eco-safety and keeping our local area clean, including rivers and seas and the impact it can have on the community as well as the wider world.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past Give a broad overview of life in Britain and some major events from the rest of the world Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Use dates and terms accurately in describing events 	Children will know; <ul style="list-style-type: none"> Angles, Jutes and Saxons came from Denmark and Germany They came to conquer new land and settle. Features of an Anglo Saxon village. Some jobs from the daily life in an Anglo Saxon village. Know primary and secondary sources of evidence. 	Children will learn who the Anglo Saxons were and where they came from; where Anglo Saxons settled in Britain; about Anglo Saxon Village life; about archaeological discoveries and how they formed our view of the Anglo Saxons.
		Writing Opportunity	Resources
		Describe life in Anglo Saxon times.	<ul style="list-style-type: none"> Artefacts
Key Questions / Learning Journey Steps		Implementation	
Who were the Anglo Saxons?		<ul style="list-style-type: none"> Learn about where they came from, who they were, why they came and how they changed Britain. Label and colour a map and write an explanation. 	
What was life like in Anglo Saxon Britain?		<ul style="list-style-type: none"> Research life in an Anglo-Saxon village - features of a village and what daily life involved. Label a map of a village and describe its features, the houses, jobs and role of children. 	
What does Sutton Hoo tell us about the Anglo Saxons?		<ul style="list-style-type: none"> Examine the artefacts that were found at Sutton Hoo burial site and research their significance. Children will use inference to draw conclusions about who was buried here. 	

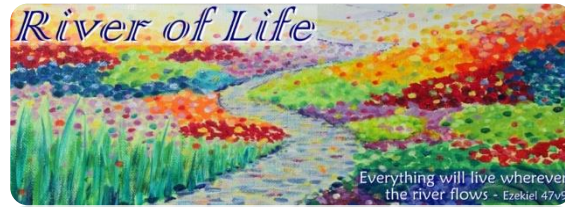
Growth	Possibilities	Health	Community
Developing an understanding of how different aspects of their country (homes) have evolved and changed for children before modern times.	Children can become archaeologists regardless of gender.	Children will understand that a healthy lifestyle would have been led in a different way to the present day.	Understanding how some societies can be organised so that everyone works for the benefit of all.
Relevant RRSA Article	Article 17: Every child has the right to reliable information from a variety of sources.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Develop a range of practical skills to create products. Cut materials with precision and refine the finish with appropriate tools. Ensure products have a high quality finish, using art skills where appropriate. 	Children will know; <ul style="list-style-type: none"> What makes a complete circuit. Know the components of a circuit and their functions. Know the symbols of parts of a circuit. Know the purpose of alarms 	Children will have a well-rounded understanding of circuits, and how these can be applied to trigger an alarm when certain steps are taken.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation of completed product. 	Resources <ul style="list-style-type: none"> TDTA resources Electrical resources (wires, batteries etc) Pencils Wooden lollipop sticks Cardboard Glue Tape Coloured pens Scissors

Key Questions / Learning Journey Steps	Implementation
What is the use of an alarm?	<ul style="list-style-type: none"> Children will be shown various different vehicles, and will discuss the alarming requirements for each one. They will compare how different vehicles would need different alarms.
What is an alarm system and how do they work?	<ul style="list-style-type: none"> Children will discuss how alarms work (linked to Computing from A1). They will look at different types of switch and sensor and what the benefits or drawbacks of each one could be. Following this, they will look at electrical circuits and have a go at making a full circuit including a switch.
Can I make a vehicle that has an alarmed element?	<ul style="list-style-type: none"> Children will design a vehicle, including an alarmed element (for example when opening a door or putting too much pressure on it). Children will be given various resources to construct their vehicle, and will be reminded that the alarmed element must be hidden. They will make sure the product is user friendly and works how they hoped it would.
How could I improve my vehicle?	<ul style="list-style-type: none"> Children will complete an evaluation sheet and outline the positive and negative elements of their vehicle, as well as identifying what they would do differently in future.

Growth	Possibilities	Health	Community
Children will develop their knowledge of how changes in infrastructure can impact levels of success.	Children will understand the importance of developing different skills and how all jobs have an important role in a society, e.g. engineers and chef's and dieticians.	Children will understand the importance of working safely with construction equipment.	Children will understand the importance of being a member of a community and keeping safe.
Relevant RRSA Article	Article 24: 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.		

RIVER OF LIFE



Everything will live wherever
the river flows - Ezekiel 47:9



"Life is like riding a bicycle. To keep your
balance, you must keep moving."

Albert Einstein - Physicist

Dreams are the stepping stones that
take us across the river of life.

Anon.

Water is life, and clean water means health.

Audrey Hepburn - Actress

