



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 1	Topic Title/Theme: Houses and Homes	Term: Spring
Entry Point: Children to bring in photos of where they live. Display in classroom and discuss.	Exit Point: Compare and contrast where we live, to how people used to live over a period of history covered in class.	Visits/Visitors or Special Arrangements: <ul style="list-style-type: none"> • Beamish
Topic Overview: This term the children will be learning about different homes around the world and from Victorian times. They will begin to understand why they are built from different materials and conduct an experiment on suitability of materials for different purposes (Three Little Pigs). This will link in with our English text – Let’s build a house. The children will visit a local church to understand the different parts of the church and what they are used for. The children will begin to understand their impact on the environment and the importance of recycling.		Outdoor Learning: <ul style="list-style-type: none"> • Map drawing of local area • Materials hunt outdoors Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education • Music • Computing • Science

Curriculum Drivers

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

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Geography	Geography	RE	RE	DT	DT	Science	Art	Art	History	History
Materials and states of matter (Weather and seasons)	My local area (drawing own maps of school) – My home different types of home		Local Church – walk to St. Ninians – place of worship and special objects – Easter/lent (how is it celebrated in church)		Weaving - tablemat	Weaving - tablemats	Materials and states of matter (Weather and seasons)	Painting – brushstrokes + Kandinsky (Art Scheme of work – Y1) – How can the community area (e.g. Park) be made brighter with art?		Local history – homes, what was my house and my school like in the past (includes objects inside)	
PSHE			PE			Computing			Music		

PSHE – Spring 1			
Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). what constitutes a healthy diet (including understanding calories and other nutritional content). that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. 	<ul style="list-style-type: none"> PW16 Make simple choices that improve their health and well-being e.g. healthy eating PW17 Manage basic personal hygiene PW10 Make positive real-life choices PW11 Recognise why healthy eating and physical activity are beneficial HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health PW14 Reflect on the similarities and differences between people HW2 Recognise right and wrong, what is fair and unfair and explain why HW4 Recognise and respect similarities and differences between people Ci2 Recognise the difference between right and wrong and what is fair and unfair 	Children will know; <ul style="list-style-type: none"> Handwashing gets rid of germs. We need to eat a healthy diet. Exercise is good for our bodies. 	This term children will learn how to keep their bodies safe and healthy.
		Writing Opportunity <ul style="list-style-type: none"> Mind map 	Resources <ul style="list-style-type: none"> See Dimensions individual lesson resources.
Key Questions / Learning Journey Steps		Implementation	
What are the benefits of hand washing and why is it important?		<ul style="list-style-type: none"> Core 1, Unit 2, Lesson 4 – Meet Grub! Introduce chartacer – Grub. Pass Grub around and sing germ song to Ring o’ring o Rosies. 	
What are the benefits of eating meals together?		<ul style="list-style-type: none"> Core 1, Unit 1, Lesson 1 – Healthy Eating Vote Green! Read The Enormous Turnip. Focus on important message of story – all helped each other and enjoyed the meal together. Discuss sharing a meal together at home. 	
How can we eat healthily?		<ul style="list-style-type: none"> Core 1, Unit 1, Lesson 2: Healthy Eating-Meat Eaters 	
What foods are healthy?		<ul style="list-style-type: none"> Core 1, Unit 1, Lesson 3: Healthy Eating-Party Time! 	
What is exercise?		<ul style="list-style-type: none"> Core 1, Unit 1, Lesson 4: Physical Activity-Get Physical! 	
Why is it important to respect everybody?		<ul style="list-style-type: none"> Core 2, Unit 3, Lesson 2: Comparisons -All the Same 	

Growth	Possibilities	Health	Community
Children will gain the confidence to speak out about their feelings and share their opinion.	Children will broaden their communication skills by listening and contributing ideas.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children will understand what it means to be a positive member of a community on a local scale (in their class, school, local area, and on the internet.)
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information.		

PE – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> Copy some movements. Explore different ways of moving a ball. Stop a ball moving in other ways. Comment on others' actions. Talks about how their body feels during activity. Understand that physical activity is good for them. 	Children will know; <ul style="list-style-type: none"> That a ball can be moved with different parts of their body. What balance means. Dribbling a ball. 	Children will learn how to balance and move a ball in different ways using a variety of equipment.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Basket Balls Footballs

Key Questions / Learning Journey Steps	Implementation
Football How can I control a ball?	<ul style="list-style-type: none"> Warm up: The ball is hot. Main: Play know the ball – different ways of bouncing the ball. Challenge: slide the ball between goals.. Cool down: shake it out..
Football How can I use the space carefully?	<ul style="list-style-type: none"> Warm up:.balance and move on the spot Main: Play copy cats balancing on the spot Challenge: Truck and trailer game Cool down: Tall, wide small stretches.
Football How can I stop when moving at different speeds and directions?	<ul style="list-style-type: none"> Warm up:.Watch the teacher – visual signals to perform an action. Main: change direction in a space. Challenge: How to stop/leave collect and swap. Cool down: Circle stretches ball swap.
Football How can I control a ball when moving?	<ul style="list-style-type: none"> Warm up:.Look after the ball/ take a ball for a walk. Main: Find a partner and give them a ball. Challenge: Use a hand to dribble a ball. Cool down:Tall, wide, small, stretches.
Football How can I keep control of a ball whilst dribbling?	<ul style="list-style-type: none"> Warm up: Touch, head shoot Main: ball walk/dribbling Challenge:Dribvbling through cones. Cool down: circle stretch
Football How can I incorporate football skills into a game?	<ul style="list-style-type: none"> Warm up: Tide the room relay Main: Races Challenge: key skills game Cool down: Static stretches

Growth	Possibilities	Health	Community
Children will develop physically, and learn the importance of exercise.	Children will develop a 'willing to have a go' attitude.	Children will understand how exercise positively impacts their health and wellbeing, mentally and physically.	Children will build good relationships and cooperation skills within the class.
Relevant RRSA Article	Article 24: You have the right to information to help you stay well.		

Computing – Spring 1 E-Safety

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> Understand online risks and how to be safe online. Identify trusted adults. 	Children will know; <ul style="list-style-type: none"> Not to share personal information. What kind things are online. Tell a trusted grown up. 	Children can talk about what they should do if someone is unkind to them online and how personal information should be kept private.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Project evolve online reputation lesson. Project evolve anti-bullying lesson.
Key Questions / Learning Journey Steps		Implementation	
What information should I share online?		<ul style="list-style-type: none"> Look at scenario of what people have shared online. Discuss what is ok to share and what is not ok to share. On two pieces of flipchart paper, make an ok to share page and a not ok to share page. 	
How can I be kind online?		<ul style="list-style-type: none"> Look at a series of scenarios. For each slide have a positive behavior and a negative behavior. Which one would make us happy? 	

Computing – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	Children can: <ul style="list-style-type: none"> Identify different kinds of technology. Identify differences between a laptop and a desktop computer. Identify main parts of a laptop and a desktop computer. Use a mouse to move the cursor. Type words using keyboard. Leave a space using a spacebar. 	Children will know; <ul style="list-style-type: none"> Examples of technology around us. What is a screen, trackpad, mouse, keyboard and what they can be used for. 	Children will become familiar with different kinds of technology in their everyday lives and begin to learn parts of a computer/laptop and how they can use them.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Typing simple sentences. 	NCCE Unit
Key Questions / Learning Journey Steps		Implementation	
What is technology?		<ul style="list-style-type: none"> What does the word technology mean? Show some examples of technology? Share definition. Quiz – is this technology? Technology hunt around the classroom. 	
What are the main parts of a computer?		<ul style="list-style-type: none"> Recap – what is technology? Introduce desktop computers and laptop computers. Look at screen, keyboard, mouse on both devices. Look at differences between desktop computer and laptop computer e.g. laptop has a trackpad. 	
How can we log in?		<ul style="list-style-type: none"> Recap – main parts of computer. Use trackpad to click on box. Use keyboard to type log in. 	
How can we use a mouse/trackpad?		<ul style="list-style-type: none"> Recap main parts of a computer. 	

	<ul style="list-style-type: none"> • Introduce using a trackpad. Show picture of a mouse to compare. • Introduce double clicking onto a program. • Use a program to draw a picture using the trackpad.
How can we use a computer keyboard?	<ul style="list-style-type: none"> • Recap mouse and what it is used for. • Introduce keyboard. • Using Word, children use the text box tool to type their name.
How can I use the spacebar?	<ul style="list-style-type: none"> • Recap trackpad and keyboard. What are they used for? • Play What am I? – trackpad or keyboard • Introduce space bar. • Children to type – I can hop.

Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to start to understand the role technology plays in the world they live in.		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 24: You have the right to information to help you stay well.		

Music – Spring 1 and 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Respond to different moods of music in different ways Create and choose sounds in response to different starting points Use their own voices in many different ways Copy and perform simple rhythm patterns 	Children will know; <ul style="list-style-type: none"> Rhythm is the repeated pattern of sound in the music. Show a beat. Pulse is a steady beat. 	The children will learn rap songs, performing them with actions and rhythm. They will learn about reggae music and perform a song in the style of reggae.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Charanga

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
How is this song performed?	<ul style="list-style-type: none"> Listen and appraise – <i>Hey You!</i> Use your body to find the pulse
How are they similar? How are they different?	<ul style="list-style-type: none"> Listen and appraise – <i>Me, Myself and I</i> Compare and contrast to <i>Hey You!</i>
How would you describe the pulse?	<ul style="list-style-type: none"> Listen and appraise – <i>Fresh Prince of Bel Air</i> Clap out the pulse
How does the music make you feel?	<ul style="list-style-type: none"> Listen and appraise – <i>Rapper’s Delight</i> Use correct musical language to describe the song
How would you move your body in time to the music?	<ul style="list-style-type: none"> Listen and appraise – <i>U Can’t Touch This</i> Think of actions to perform the song
How can perform the song well?	<ul style="list-style-type: none"> Listen and appraise – <i>It’s Like That</i> Perform <i>Hey You!</i> to an audience
How is this song performed?	<ul style="list-style-type: none"> Listen and appraise – <i>Rhythm In the way we walk</i> Use your body to find the pulse
What instruments can you here?	<ul style="list-style-type: none"> Listen and appraise – <i>The Planets</i> by Gustav Hoist Learn about different instruments in the orchestra
How would you describe the pulse?	<ul style="list-style-type: none"> Listen and appraise – <i>Tubular Bells</i> by Mike Oldfield Clap out the pulse
How does the music make you feel?	<ul style="list-style-type: none"> Listen and appraise – <i>The Banana Rap</i> Use correct musical language to describe the song
How would you move your body in time to the music?	<ul style="list-style-type: none"> Listen and appraise – Happy by Pharrel Williams Think of actions to perform the song
How can perform the song well?	<ul style="list-style-type: none"> Listen and appraise – <i>When I’m 64</i> by The Beatles Perform <i>Banana Rap</i> to an audience
Christmas songs	<ul style="list-style-type: none"> Christmas performance

Growth	Possibilities	Health	Community
To develop an awareness of different styles of music. To become a well-rounded musician.	To overcome insecurities and be willing to have to go.	Children to understand how music can express feelings and emotions in different ways.	Children to collaborate together and take pride in a musical performance in front of their community.
Relevant RRSA Article	Article 17: You have the right to get information that is important to your wellbeing.		

Science – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to suggest answers to questions. 	Children will know; <ul style="list-style-type: none"> A material is what an object is made out of. Recycling is good for the environment. The words soft, hard, rigid, flexible, strong, shiny, smooth, rough to describe different materials. Transparent means see through. 	Pupils will be able to identify different materials, describe their properties with a range of vocabulary and suggest a use for some materials giving reasons why.
		Writing Opportunity	Resources
		Write labels to describe the properties of different materials.	<ul style="list-style-type: none"> Range of materials (including recyclable) Pictures of materials Labels / Junk / Videos Feely bags The Three Little Pigs Hairdryer / Brick / Straw / Sticks
Key Questions / Learning Journey Steps		Implementation	
What are different materials used for? (2 lessons)		<ul style="list-style-type: none"> Have pre-prepared labels of different materials. Go on a treasure hunt around the school looking for objects made from that material. Listen to the materials song https://www.youtube.com/watch?v=xOKr462HLc0 Sort pictures into what they are made of (e.g. wood, plastic, glass, metal, paper, fabric) onto a diagram. 	
What is recycling?		<ul style="list-style-type: none"> What is recycling? What do we recycle in school? Sort out junk material for recycling. Take photos. 	
Why do we recycle?		<ul style="list-style-type: none"> Watch a David Attenborough video on the effects of plastic pollution on wildlife. Design a poster. 	
How can we describe different materials?		<ul style="list-style-type: none"> Introduce words to describe materials – soft, hard, rigid, flexible, strong, shiny, smooth, rough. Look at objects and describe. Give the children pictures of materials. Children to think of a word to describe its properties (e.g. wood – hard) 	
How can we describe different materials?		<ul style="list-style-type: none"> Children to feel different materials and describe how they feel. Cut out different materials and place on a hand template. 	
What is transparent and opaque?		<ul style="list-style-type: none"> Investigate the best materials for windows in a house. Children to have a house template and fill in the house with different materials for windows. Learn the words transparent and opaque. Windows need to be transparent. 	
How are different materials suitable for building a house?		<ul style="list-style-type: none"> Read the story of the Three Little Pigs. What materials did the three pigs use to build the house? Predict which material will be the most stable when blown with a hairdryer. Children to conduct experiment and children to observe. Children to cut and stick pictures ranking the strongest material to the weakest. 	

Growth	Possibilities	Health	Community
Children will begin to understand the importance of recycling and its impact on the environment.	Children will begin to understand how they need to be responsible for the environment.	Children will begin to understand why some products are made of certain materials and how it impacts on their safety.	Children will begin to recognize how their actions can positively affect the wider community.
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.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: house, flats, bungalows, caravan. Devise a simple map. 	Children will know; <ul style="list-style-type: none"> A house has windows, doors, walls and a roof. Flats, bungalow, semi-detached and terraced are types of houses. A map shows where things are. 	Pupils will use the starting point of their own houses to learn about different kinds of houses. Pupils will learn that maps can be used for different purposes and draw a simple map of their journey to school.
		Writing Opportunity <ul style="list-style-type: none"> Label parts of a house Label a simple map of journey to school 	Resources <ul style="list-style-type: none"> Espresso Google Maps
		Key Questions / Learning Journey Steps	
What does a house look like?		<ul style="list-style-type: none"> Children to send in photos of their house via Class Dojo. Look at photos of houses. What do they all have e.g. windows, doors, walls, roof. Children to draw a house and label main features. 	
What houses can we see in our local community?		<ul style="list-style-type: none"> Walk around the field – what can we see? Flats, bungalow, semi-detached house, terraced house. Look at different kinds of houses. Children to describe the houses they saw. 	
What is a map?		<ul style="list-style-type: none"> Children to look at a variety of maps and design a simple map of their own using human features. 	
How can I draw a map of my journey to school?		<ul style="list-style-type: none"> Talk about what we see on our way to school. Draw a map of our journey to school. 	

Growth	Possibilities	Health	Community
Children will begin to accept there are many ways to live and how the differences make us unique and important.	Children will be given the opportunity to learn about life in a different culture.	Children will begin to understand that having a safe environment to live in is essential for living a successful and happy life.	Children will learn to develop an importance of community.
Relevant RRSA Article	Article 24: I have the right to nutritious food, clean water, a clean environment and to see a doctor if I'm ill.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
People, places and practices Places of worship, teachers and leaders - The church Artefacts and symbols The alter The tabernacle Bread Wine Candles The cross	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	Children will know; <ul style="list-style-type: none"> A church can be used for weddings, baptisms, praying and singing. Some churches have stained-glass windows. A cross is a Christian symbol inside a church. 	Pupils will learn how Christians use churches for a variety of purposes and begin to know some of their features.
		Writing Opportunity Write a caption for a picture of church.	Resources <ul style="list-style-type: none"> Trip to the Church Art materials for stained glass window

Key Questions / Learning Journey Steps	Implementation
What activities take place in a church?	<ul style="list-style-type: none"> Discuss what activities take place in a church by looking at a picture. Chn to draw pictures of what activities take place inside a church.
What are the features of a church? (outside)	<ul style="list-style-type: none"> Pupils to use secondary sources to describe what a church looks like on the outside e.g. crosses, bells, graveyards etc. Design a stained glass window featuring a cross.
What are the features of a church? (inside)	<ul style="list-style-type: none"> What are a church's features – stained glass window, pulpit, lectern, aisle etc. Chn to label a picture of a church.
What are the features of a church?	<ul style="list-style-type: none"> Visit St. Ninian's - a church in the local area.

Growth	Possibilities	Health	Community
	Children will develop an awareness of a place of worship.	Children will begin to understand how religion and meditation can help mental wellbeing.	Children will learn about the importance of the church in their community.
Relevant RRSA Article	Article 14: I have the right to follow my own religion.		

PHSE – Spring 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 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"> PW20 Recognise how their behaviour affects other people PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying Ci1 Recognise the difference between good and bad choices HW3 Recognise how attitude and behaviour, including bullying, may affect others HW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying PW18 Recognise that there are people who care for and look after them PW22 Seek help from an appropriate adult when necessary HW1 Know how to keep safe and how and where to get help HW6 Recognise and manage risk in everyday activities 	<p>Children will know;</p> <ul style="list-style-type: none"> Bullying happens over and over again. Bullying can be physical, emotional or verbal. To tell a trusted grown up. <p>Writing Opportunity</p> <p>Mind map</p>	<p>Pupils will learn what bullying is and how it is unkind behaviour. Pupils will learn the differences between secrets and surprises. Children will learn how to get support from their trusted grown up.</p> <p>Resources</p> <ul style="list-style-type: none"> See Dimensions individual lesson resources.

Key Questions / Learning Journey Steps	Implementation
What is a bully?	<ul style="list-style-type: none"> Core 2, unit 2, lesson 1 Read The Ugly Duckling story. Discuss who was being mean to the ugly duckling. Learn that bullying happens over and over again.
How does bullying affect other people?	<ul style="list-style-type: none"> Core 2, unit 2, lesson 2 Discuss if anyone has ever been mean to us and how it made us feel.
What are good and bad choices?	<ul style="list-style-type: none"> Core 2, unit 2, lesson 3 Read different scenarios. Discuss which are bullying and which are not bullying.
How does bullying affect other people?	<ul style="list-style-type: none"> Core 2, unit 2, lesson 4 Watch funky film. Discuss mean words that a bully might use to describe someone. Use a graffiti wall to write kind words.
What is a good and a bad secret?	<ul style="list-style-type: none"> Core 1, unit 5, lesson 4 Use a discussion to talk about secrets e.g. I am getting a pony for my birthday. Discuss if all secrets are good secrets. Sometimes we should tell a trusted grown up a secret that is making us upset.
Who can I ask for help?	<ul style="list-style-type: none"> Core 1, unit 5, lesson 5 Discuss who would be a trusted grown up in their family and within society.

Growth	Possibilities	Health	Community
Children will gain the confidence to speak out about their feelings and share their opinion.	Children will broaden their communication skills by listening and contributing ideas.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children will understand what it means to be a positive member of a community on a local scale (in their class, school, local area, and on the internet.)
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information.		

PE – Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Moves freely and with pleasure and confidence in a range of skilful ways. 	Children will know; <ul style="list-style-type: none"> That a space means they have room around them. That co-operation means sharing. 	Pupils will develop their ability to co-operate and share with others when playing team games.
		Writing Opportunity	Resources
		N.A	<ul style="list-style-type: none"> Balls Cones Beanbags/quoits Hoops Marker Spots Parachute

Key Questions / Learning Journey Steps	Implementation
How can we play games with others?	<ul style="list-style-type: none"> Warm up: on the spot Skills: play high 5's Game: truck and trailer and commando caterpillar Cool down: tall, wide and small stretches
How can we share and be kind to each other when playing games?	<ul style="list-style-type: none"> Warm up: leave it Skills: share with a friend Game: take the ball for a walk and bumper cars Cool down: lay still
How can we find a space?	<ul style="list-style-type: none"> Warm up: tidy your room Skills: can you kick it? Game: duck duck goose Cool down: shake it out
How can we take turns and share equipment?	<ul style="list-style-type: none"> Warm up: show me a... animals Game: cone collectors Game: get in order Cool down: tall and small
How can we play games in pairs?	<ul style="list-style-type: none"> Warm up: the Mr Man game Skills: twin movers Game: it's up to you and through the gates Cool down: move around the space
How can we play games in groups?	<ul style="list-style-type: none"> Warm up: group numbers Skills: twin movers Game: parachute games Cool down: tall, wide and small stretches

Growth	Possibilities	Health	Community
Children will develop physically, and learn the importance of exercise.	Children will develop a 'willing to have a go' attitude.	Children will understand how exercise positively impacts their health and wellbeing, mentally and physically.	Children will build good relationships and cooperation skills within the class.
Relevant RRSA Article	Article 24: You have the right to information to help you stay well.		

Computing – Spring 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 and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies. 	<ul style="list-style-type: none"> Understand online risks and how to be safe online. Identify trusted adults. 	Children will know; <ul style="list-style-type: none"> To tell a trusted grown up. 	Children will learn that sometimes things will upset them online. They will be taught to tell a trusted grown up.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project evolve managing online information lesson.
Key Questions / Learning Journey Steps		Implementation	
What can I do if something upsets me online?		<ul style="list-style-type: none"> Look at scenario of Mr Jones. He looks for a recipe online but has been tricked. Why do you think the person posted the trick recipe online? How do you think Mr Jones feels? What could Mr Jones do now? 	

Computing – Spring 2 Digital Writing

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> Type letters into Word Processor. Use backspace, enter and spacebar keys. Use B, <i>I</i> and <u>U</u> to change font. Use toolbar to change font type and font size. Use undo and redo to remove and add text. 	Children will know; <ul style="list-style-type: none"> A keyboard has keys. A spacebar leaves a space. A backspace deletes text. A toolbar can change font style and font size. Undo takes text away. Redo brings it back. 	Children will learn about different parts of a keyboard and begin to use Word Processor to type.
		Writing Opportunity	Resources
		Typing	<ul style="list-style-type: none"> NCCE
Key Questions / Learning Journey Steps		Implementation	
How can I create writing on a computer?		<ul style="list-style-type: none"> Talk partners – what can we use to write? Look specifically at a keyboard – buttons are called keys. Log into computer and open word. Type letters a, b, c, d, e and f. Children type a sentence. Explore backspace, enter and spacebar. What do they do? 	
How can I add and remove text?		<ul style="list-style-type: none"> Recap the use of the keyboard. Model typing in a sentence. Introduce back space. Model removing text using backspace arrow. Activity – children type in Ted is big. Delete big and replace with a different word. 	
How can I edit my text using the toolbar?		<ul style="list-style-type: none"> Look at backspace bar – talk partners – what is this and when would we use it? Introduce tool bar. Type Ted using bold, italic, underline. 	
How can I make changes to text?		<ul style="list-style-type: none"> Recap bold, italic, underline. Type Ted is brown. Highlight text and change font. Highlight text and change size. 	
Why have I used specific tools?		<ul style="list-style-type: none"> Play who am I – linked to tools and keys. 	

	<ul style="list-style-type: none"> • Look at undo and redo. • Fold paper – undo, redo. • Type some letters. • Click undo- takes all the text away. Click redo- brings all the text back. • Reflection – what tools did you use? Why?
Should I use a pencil or keyboard?	<ul style="list-style-type: none"> • Recap undo and redo. • Type ted hasbrown fur. • What is wrong? How can I edit? Use arrow keys and space bar. • If you made this mistake on paper, how would you fix it? • Which way was quicker? • Complete class table – same and different – e.g. same: I can leave a space on paper and on the computer. Different: On paper, I write with a pencil. On a computer, I type with keys.

Growth	Possibilities	Health	Community
Children will learn to apply their knowledge to different contexts. Children will learn how to keep themselves safe on the internet.	Children will be willing to have a go independently.	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 including what it means to use the internet safely and how their actions can have a lasting impact for others.
Relevant RRSA Article	Article 17: You have the right to get information that is important to your wellbeing from computers.		

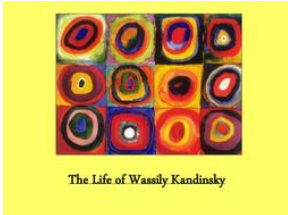
Science – Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials 	<ul style="list-style-type: none"> Observing closely, using simple equipment Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	Children will know; <ul style="list-style-type: none"> The seasons are Autumn, Winter, Spring and Summer. There is more daylight in Summer. A frog life cycle is frogspawn, tadpole, froglet, frog. Waterproof materials keep things dry. 	Children will begin to study materials and their different uses. They will recognize that materials have a specific purpose because of their properties. Children will begin to recognize the signs of spring and how the weather changes.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Labelling pictures. Writing captions. 	<ul style="list-style-type: none"> Sponge Tin foil Cling film Water tray

Key Questions / Learning Journey Steps	Implementation
Which materials are waterproof? (2 lessons)	<ul style="list-style-type: none"> What does waterproof mean? Which materials are waterproof? Chn to predict which material will be the most waterproof – kitchen roll, plastic wallet, felt and tin foil. Conduct experiment. Place a small teddy in a glass jar. Cover with material and an elastic band. Use a teat pipette to drop on water. Discuss what happens to the teddy. Complete a sheet with drawings of jars with a teddy in. Stick material over the jar. Draw position of water for the material.
How do days change across each season?	<ul style="list-style-type: none"> Recap on what the different seasons are named. Focus on how the day changes over the different seasons – more sunlight. Complete pictogram.
What are the signs of spring?	<ul style="list-style-type: none"> List the different signs of spring. Go on a spring hunt outside. Look at pictures from Spring. What can you see? What happens in spring? With a partner complete signs of spring sheet EG birds singing, worm holes, new plants growing etc In Book write I went on a spring hunt and found....
How does new life start to appear in spring?(2 lessons)	<ul style="list-style-type: none"> Life cycle of a frog. Make a frog mobile.

Growth	Possibilities	Health	Community
		Children will begin to understand why some products are made of certain materials and how it impacts on their safety.	
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.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Shape textiles using templates. Design products that have a clear purpose and an intended user. 	Children will know; <ul style="list-style-type: none"> That weaving is in and out or over and under. 	Children to design a placemat for their house using weaving.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> What they need list Evaluation 	<ul style="list-style-type: none"> Ribbon Tablemats Strips of paper Proforma
Key Questions / Learning Journey Steps		Implementation	
What are tablemats made of?		<ul style="list-style-type: none"> Look at tablemats that have been woven. What are tablemats used for? How can an item be made to suit its purpose? 	
How can materials be woven?		<ul style="list-style-type: none"> Chn to weave strips of paper inbetween muga fence. 	
How can materials be woven? (2 lessons)		<ul style="list-style-type: none"> Chn to practice weaving in felt. 	
What will my product look like? (3 lessons)		<ul style="list-style-type: none"> Chn to design, make and evaluate woven tablemat. 	
Growth	Possibilities	Health	Community
Children will develop a new skill.		Children to develop an enjoyment of making a product for a purpose.	
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists 	<ul style="list-style-type: none"> Explore different drawing and painting tools Explore simple pattern Use primary and secondary colours Talk about drawings and paintings and say what they feel Mix colours randomly Use some control when drawing 	Children will know; <ul style="list-style-type: none"> Primary colours mix to make purple, green and orange. Lines can be straight, wavy, curved. 	Children to produce a piece of artwork in the style of Wassily Kandinsky using a variety of brushstrokes.
		Writing Opportunity	Resources
		Label colour wheel	<ul style="list-style-type: none"> paint colour wheel paintbrushes pencil
Key Questions / Learning Journey Steps		Implementation	
How can we create different lines?		<ul style="list-style-type: none"> Chn to use a range of pencils to create lines of different thickness and shapes. 	
How can we create different lines		<ul style="list-style-type: none"> Explore how different types of paintbrush can produce a range of brushstrokes. Chn to produce an example of each. 	
How can we use primary colours to make secondary colours?		<ul style="list-style-type: none"> What are the primary colours? Discuss colour mixing. Children to produce secondary colours through colour mixing using paint. 	
How can we paint work in the style of Wassily Kandinsky?		<ul style="list-style-type: none"> Introduce Kandinsky – who was he? What did he do? Look at examples of his work Chn to recreate Kandinskys circle artwork using paint. 	
		 <p>The Life of Wassily Kandinsky</p>	

Growth	Possibilities	Health	Community
Children will learn to become independent when mixing and producing a piece of artwork colour.	Children will develop their creativity and recognize that artwork is accessible to all.	Children to develop an enjoyment of producing a piece of artwork.	Children will begin to understand how art can have a positive impact on themselves and others around them.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Identify old and new from pictures. Observe and handle artefacts, and use this to ask and answer questions. Ask further questions about what they have heard or seen. Develop a simple awareness of the past. Identify some differences between past and present. 	Children will know; <ul style="list-style-type: none"> Schools and homes were different in the past. The past has already happened. Some things Victorian children did. 	Children will develop a simple awareness of homes and schools in the past and how they have changed over time.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Recount of trip Labelling artefacts Comparison of schools 	<ul style="list-style-type: none"> Household items from the past <ul style="list-style-type: none"> Iron Telephone Carpet beater... Books Toys from the past Costumes Foil String Polystyrene cups Chalks Slates
Key Questions / Learning Journey Steps		Implementation	
When did key events happen?		<ul style="list-style-type: none"> Complete timeline 	
What was school life like in the past?		<ul style="list-style-type: none"> Watch Victorian lesson and discuss. Mock Victorian lesson – register (yes ma’am), split boys and girls, ring bell for playtime, chalk board writing. Children to have a picture of a Victorian school stuck in their books. Children to write a sentence(s) describing what a Victorian school was like in the past. 	
How were toys different in the past?		<ul style="list-style-type: none"> Look at a range of artefacts (toys). Look at a range of toys from today. Children to discuss and sort toys. Children to make a cup and ball toy. 	
Trip to Beamish			
How were houses and homes different in the past? (2 lessons)		<ul style="list-style-type: none"> Labelling photos of the pit cottage. 	
Growth	Possibilities	Health	Community
Children will develop a thirst for knowledge which allows them to increase their understanding of the world and how it has changed over time.	Children will be given the opportunity to observe and take part in life from the past. They will understand how technology has impacted life throughout history, in particular in school and at home.	Children will begin to understand how health has improved over time.	Children will learn to follow rules and be respectful on a school trip.
Relevant RRSA Article	Article 28: You have the right to a good quality education.		

Houses and Homes



'The ache for home lives in all of us, the safe place where we can go as we are and not to be questioned.'

Maya Angelou

'If you want to conquer fear, don't sit at home and think about it. Go out and get busy.'

Dale Carnegie

