



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 2</b>	<b>Topic Title/Theme:</b> Healthy Life, Happy Life	<b>Term:</b> Spring
<b>Entry Point:</b> Children start by placing themselves on a map and comparing to Africa, and then a country (Uganda) within it. Children will write a letter to a rural Ugandan child to compare their lives.	<b>Exit Point:</b> Children will tie dye a pair of socks to demonstrate traditions in colouring fabric.	<b>Visits/Visitors or Special Arrangements:</b> Visit to a Mosque
<b>Topic Overview:</b> Children will learn about how to live a healthy life style in particular with reference to their diet and spend a lot of this term comparing then and now, here and there etc. They will learn about the healthy eating pyramid and which foods they should eat in moderation and then compare our diet now to that of historical people, including Henry VIII and how his lifestyle could have been better. As the children begin to compare on a bigger scale, they'll learn about Africa and how the physical and human features differ from the UK, focusing on Uganda specifically and they'll be introduced to Islam for the first time as a comparison between what they know about Christian traditions and key elements of the Islamic faith. In science, children learn about animals and their young as well as understanding their life-cycles and how they change as they grow.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>Pancakes and cooking safely outdoors.</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>Computing</li> <li>Science</li> </ul>

Curriculum Drivers			
Growth	Possibilities	Health	Community
<b>compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,</b>	<b>open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,</b>	<b>Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,</b>	<b>Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,</b>
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	History	History	Art	Art
Animals including Humans	Small area of non-European country - Uganda	Islam – Muslim Weddings and Naming Ceremony			Food tech – Healthy packed lunch		Animals including Humans	Famous people – Kings and Queens – focus on Henry VIII and Queen Elizabeth II		Textiles – tie dye and printing onto fabric.	
PSHE		PE				Computing			Music		



**PSHE – Spring 1**

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>PW17 Manage basic personal hygiene</li> <li>PW16 Make simple choices that improve their health and well-being e.g. healthy eating</li> <li>HW6 Recognise and manage risk in everyday activities</li> <li>PW12 Recognise that some substances can help or harm the body</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Having a bath or shower keeps us clean</li> <li>A fact about our skin</li> <li>How to keep our teeth clean (including brushing, flossing and using mouthwash)</li> <li>A substance that is harmful and a substance that helpful for our bodies</li> <li>Know to be with an adult when taking helpful substances (medicine)</li> </ul>	<p>Children will know why it's important to keep themselves clean by bathing/showering and brushing their teeth. The children will also understand the differences between helpful substances (medicine) and harmful substances (cleaning products).</p>
		<b>Writing Opportunity</b>	<b>Resources</b>
		Mind map	<ul style="list-style-type: none"> <li>Whiffy Wilson Story</li> <li>Bath time resources e.g. bubble bath</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Why is keeping clean important?	<p>Lesson 1 – Bath-time</p> <ul style="list-style-type: none"> <li>Know the importance of and reasons for bathing and showering</li> <li>Know how to manage basic personal hygiene</li> <li>Read Whiffy Wilson story</li> <li>Bath-time objects – When would we use these?</li> </ul>		
What's special about our skin?	<p>Lesson 2 – Marvelous Skin</p> <ul style="list-style-type: none"> <li>Discuss facts about our skin properties.</li> <li>Discuss how skin changes over time.</li> <li>Watch FunKey film.</li> </ul>		
How Can We Keep Teeth Healthy?	<p>Lesson 3 – Brushing Up!</p> <ul style="list-style-type: none"> <li>Discuss when and how often we should brush our teeth.</li> <li>Discuss what we should use to clean our teeth.</li> <li>Recap steps to brush teeth.</li> <li>Sing 'Brush, brush, brush your teeth' song.</li> </ul> <p>Lesson 4 – Bright White!</p> <ul style="list-style-type: none"> <li>Discuss other methods of cleaning teeth in addition to brushing teeth.</li> <li>Discuss how to use floss and mouthwash.</li> </ul> <p>Lesson 5 – Top Teeth</p> <ul style="list-style-type: none"> <li>Discuss food pyramid and food groups –Which food groups should we eat more/less of?</li> <li>Discuss how school helps us to be healthy e.g. school dinners, milk, snack, healthy packed lunch policy.</li> </ul> <p>Link to DT/Science- Heathy Eating</p>		
Why should we take medicine?	<p>Lesson 6 - Magic Medicine</p> <ul style="list-style-type: none"> <li>Compare cleaning products and medicine.</li> <li>How do we know a product is harmful? Hazard symbols.</li> <li>Explore different products with a hazard symbol on.</li> </ul>		

Growth	Possibilities	Health	Community
Children will learn to respond to consequences of their behavior and learn from their actions.	Children will learn about the importance of communication in building and maintaining friendships.	Children will learn how to socialise effectively with others.	Children will understand they can have many friends in a variety of settings.
<b>Relevant RRSA Article</b>	<b>Article 3:</b> The best interests of the child must be a top priority in all decisions and actions that affect children.		

PE - Spring 1

PE - Spring 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>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</li> <li>Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Balances to perform</li> <li>Different jumps</li> <li>A sequence of actions</li> </ul>	Children will develop their balance, co-ordination and flexibility. They will learn different balances and jumps, as well as create some for themselves. The children will finish this block by linking movements together to create a sequence.
		<b>Writing Opportunity</b>	<b>Resources</b>
			<ul style="list-style-type: none"> <li>Mats</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
How can I perform a range of actions with control and coordination.		<ul style="list-style-type: none"> <li>Warm up: While jogging on the spot, perform these actions.</li> </ul>  <ul style="list-style-type: none"> <li>Copy Cats: Follow the leader in a mirror image.</li> <li>Group work: In a group of 6-8, each child decides on a movement. The children create a sequence by link the movements together.</li> <li>Cool down: Static stretching.</li> </ul> 	
What are the 9 key shapes in gymnastics?		<ul style="list-style-type: none"> <li>Warm up: Watch the teacher. Children to move around the space. Teacher to give visual cues for different actions e.g. hand on the head means freeze.</li> <li>Teach the 9 key shapes:                             <ul style="list-style-type: none"> <li>-straight, tuck, star, dish, arch, pike and straddle.</li> </ul> </li> <li>Key shapes game: Children to travel around the space. Teacher to say the name of one of the key shapes. Children to show this key shape on a mat.</li> <li>Link shapes together: Children to create a sequence using the shapes they have learnt. They should include two at a low level (floor), two at a medium level and two at a high level (stood up).</li> <li>Dynamic warm down: Children to move around the space performing these actions.                             <ul style="list-style-type: none"> <li>- High knees, heel flicks, jogging, walking, walking hamstrings or high skipping.</li> </ul> </li> </ul>	
How can I show control when moving?		<ul style="list-style-type: none"> <li>Warm up: Children to move on the spot in different ways (e.g. walk, jog, run, hop, star jumps).</li> <li>How to land: Children to perform a small jump in their space and land with the following technique:                             <ul style="list-style-type: none"> <li>- Land with feet together.</li> <li>- Land on the balls of the feet, then press heels into the floor.</li> <li>- Head facing forward.</li> <li>- Knees slightly bent - up to 90 degrees.</li> <li>- Back straight.</li> <li>- Arms straight in front of body - this encourages good posture.</li> <li>- Hold the landing position (see diagram) for 3 seconds before standing up.</li> </ul> </li> <li>Animals of different speed: Children to move around the space as animals.</li> </ul>	

	 <ul style="list-style-type: none"> <li>• Cool down: Class stretch in a circle.</li> </ul>
Can I demonstrate a balance?	<ul style="list-style-type: none"> <li>• Warm up: Static stretches.</li> <li>• Children to practice these different balances: -Arch balance, front support and crab balance.</li> <li>• Partner balances: arabesque, front support, straddle support, T-bridge</li> <li>• Cool down: Static stretches</li> </ul> 
How can I link shapes together?	<ul style="list-style-type: none"> <li>• Warm up: Traffic lights game.</li> <li>• Funny walks game. All the children create a funny walk. One child demonstrates to the class and the rest copy. Repeat.</li> <li>• Recap the 9 key shapes.</li> <li>• Children to link the key shapes using different ways of travelling.</li> <li>• Cool down: Static stretching.</li> </ul>
How can I combine travelling, balances and stillness?	<ul style="list-style-type: none"> <li>• Warm up: Children to draw letters using their bodies and moving around the space.</li> <li>• Spot balance: <ul style="list-style-type: none"> <li>- Balance on the spot - stand on 1 foot.</li> <li>- March on the spot.</li> <li>- Jog on the spot.</li> <li>- Jump on the spot.</li> <li>- Sprint on the spot.</li> <li>- Balance in different ways - bend and stretch the body in different directions.</li> </ul> </li> <li>• Children to create their own sequence which should contain a balance, a roll, a jump and a body shape.</li> <li>• Cool down: Static stretches.</li> </ul>

Growth	Possibilities	Health	Community
Children will learn to develop their balance, co-ordination and flexibility.	Children will learn that they could join a sports club.	Children will learn the benefits of regular exercise.	Children will learn to communicate with others in a supporting manner.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to play, relax and take part in a wide range of activities.		

Computing – Spring 1 E-Safety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people can choose different pictures online to what they actually look like in real life.</li> <li>I can explain why someone might want to change their appearance online.</li> <li>I can describe ways in which people might make themselves look different online.</li> <li>I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.</li> <li>I know who I can go to for help.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>What an avatar is.</li> <li>What an online identity is.</li> </ul>	Children will begin to understand the concept that the world wide web is accessible to many other people and therefore rules that we have in life to stay safe, are also important when online.
		<b>Writing Opportunity</b>	<b>Resources</b>
			<ul style="list-style-type: none"> <li>Project Evolve PPT</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
How can I stay safe online?		<ul style="list-style-type: none"> <li>Discuss what an avatar is and why it is used.</li> <li>Talk about why we protect our identity online.</li> <li>Children to design their own avatar and then guess whose avatar belongs to who.</li> <li>Children to recognise that avatars are safer online than photographs of themselves.</li> <li>Children to say what they do online and discuss how this makes them feel.</li> </ul>	

Computing – Spring 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that music is created and played by humans</li> <li>I can use a computer to experiment with pitch and duration</li> <li>I can use a computer to create a musical pattern using three notes</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Music can be created on a computer.</li> <li>What an emotion is.</li> <li>Music can be created by computers.</li> </ul>	Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally. Children will look at patterns and purposefully create music.
		<b>Writing Opportunity</b>	<b>Resources</b>
			<ul style="list-style-type: none"> <li>NCCE unit: Making Music</li> <li>iPads – Chrome Music Lab</li> <li>Whiteboards</li> <li>Whiteboard pens</li> <li>Whiteboard rubbers</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
How does music make us feel?		<ul style="list-style-type: none"> <li>Listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst.</li> <li>Use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</li> </ul>	
What are rhythms and patterns?		<ul style="list-style-type: none"> <li>Create patterns and use those patterns as rhythms.</li> <li>Use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</li> </ul>	
How can music can be used?		<ul style="list-style-type: none"> <li>Explore how music can be used in different ways to express emotions and to trigger their imaginations.</li> </ul>	

	<ul style="list-style-type: none"> <li>Experiment with the pitch and duration of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</li> </ul>
What are notes and tempo?	<ul style="list-style-type: none"> <li>Use a computer to create and refine musical patterns.</li> </ul>
How do I create digital music?	<ul style="list-style-type: none"> <li>Choose an animal and create a piece of music using the animal as inspiration.</li> </ul>

Growth	Possibilities	Health	Community
Children will learn to persevere when faced with a challenging activity.	Children will create music using technology.	Children will use a respectful volume to allow others to work sensibly.	Children will learn to support others and accept help when needed.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.		

**Music – Spring 1**

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject intent
<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Make and control long and short sounds, using voice and instruments</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Pitch is high and low</li> <li>Volume is loud</li> <li>Beat is the pulse that never changes</li> <li>Musical notes</li> <li>Notes on a glockenspiel</li> </ul>	I wanna play in a band. The children will focus on playing instruments and the describing music using the inter-related dimension of music. They will use musical language to describe songs and play music on a glockenspiel. They will copy simple tunes and then create their own compositions with either 2 or 3 notes.
		Writing Opportunity	Resources
			<ul style="list-style-type: none"> <li>Charanga</li> <li>Glockenspiels</li> </ul>

Key Questions / Learning Journey Steps	Implementation
Can you identify musical instruments in a song?	<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>What instrument is this PP</li> <li>Charanga warm up games</li> <li>Sign language</li> </ul>
Can you identify a musical note?	<ul style="list-style-type: none"> <li>Playing instruments – notation – listen to 1 note and play back.</li> <li>Sign language</li> </ul>
Can you play a tune with 1 note?	<ul style="list-style-type: none"> <li>Playing instruments – notation – play glockenspiel correctly.</li> <li>Play solo and with a group</li> <li>Sign language</li> </ul>
Can you copy a tune with 2 notes?	<ul style="list-style-type: none"> <li>Playing instruments – copying a tune</li> <li>Compose using composition grid on Charanga – 2 notes</li> <li>Sign language</li> </ul>
Can you compose your own piece of music using a glockenspiel?	<ul style="list-style-type: none"> <li>Use composition grid as a class – 2 notes</li> <li>Begin to compose independently – 3 notes for HA children</li> <li>Sign language</li> </ul>
Can you perform your own composition?	<ul style="list-style-type: none"> <li>Final performance</li> <li>Sign language</li> </ul>

Growth	Possibilities	Health	Community
Children will begin to listen and appraise music from other cultures. This will allow them to develop their knowledge of the world around them.	Giving children the opportunity to listen to music from around the world will broaden their choices and allow differences to be explored.	Children will listen to different songs that allow them to express themselves.	Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them to share these experiences with other's and spread knowledge.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> We have the right to share what we learn, think and feel, with others.		



**Science – Spring 1 and 2**

<b>National Curriculum</b>	<b>Procedural Knowledge</b>	<b>Semantic Knowledge</b>	<b>Overall Subject Intent</b>
<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Steps of the life cycle of a butterfly.</li> <li>Animals, including humans change as they grow.</li> <li>What things change in humans.</li> <li>Animals need water, food, air and shelter to survive.</li> <li>Examples of healthy foods.</li> <li>Examples of unhealthy foods.</li> <li>Exercise increases their heart rate.</li> </ul>	Children will understand how animals including humans change as they grow. They will explain how their needs change at different stages of the life cycle. Children will understand the importance of being healthy to help us grow.
		<b>Writing Opportunity</b>	<b>Resources</b>
		Life cycle explanation text Investigation – germs.	<ul style="list-style-type: none"> <li>Glitter</li> <li>Hand lotion</li> <li>Soap</li> <li>Pepper</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
How do animals change as they grow?	<ul style="list-style-type: none"> <li>Animals and their young matching activity - names of young</li> <li>Life cycle of an animal (butterfly)</li> <li>Explain changes in animals as they grow</li> </ul>
How do humans change as they grow?	<ul style="list-style-type: none"> <li>Order pictures to show human life cycle (baby, toddler, child, teenager, adult, elderly)</li> <li>Discuss/write about what happens at each stage of the life cycle.</li> </ul>
What are the basic needs of humans and animals?	<ul style="list-style-type: none"> <li>Discuss what animals need to survive.</li> <li>Match objects to the correct animal (rabbit – hay).</li> <li>Pet fact file</li> </ul>
What does a good diet consist of?	<ul style="list-style-type: none"> <li><b>Reading Comprehension – Healthy Eating</b></li> </ul>
What does a good diet consist of?	<ul style="list-style-type: none"> <li>Design a healthy menu</li> </ul>
Why do humans need exercise?	<ul style="list-style-type: none"> <li>Explore exercise activities.</li> <li>Discuss pulse and how to find it.</li> <li>Sort exercises into those that would increase/decrease our heart rate.</li> <li>Complete exercises that increase heart rate and feel pulse increasing.</li> </ul>
Why do I need to keep clean?	<ul style="list-style-type: none"> <li>Discuss what personal hygiene is.</li> <li>Give examples of how to have good personal hygiene (clean clothes/brush teeth/ wash hands)</li> <li>Discuss which objects we touch every day and how many other people touch these.</li> <li>Use glitter/hand lotion to show how germs spread.</li> <li>Complete pepper/soap experiment.</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will understand how they will change as they grow.	Children will understand that anyone can care for animals, others and themselves.	Children will know how to eat a balanced diet.	Children will learn to be responsible members of the community.
<b>Relevant RRSA Article</b>	<b>Article 24: Health and health services</b> – Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of small area in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Africa is a continent.</li> <li>What a continent is.</li> <li>Uganda is a country in Africa.</li> <li>Some differences between the UK and rural Uganda.</li> </ul>	Children will look at the similarities and differences between their lives and the lives of children living in rural Uganda. They will reply to a letter from a Ugandan child.
		<b>Writing Opportunity</b> Write a letter comparing and contrasting their lives with the life of a Ugandan child.	<b>Resources</b> <ul style="list-style-type: none"> <li>Espresso</li> <li>Globe</li> <li>Videos</li> <li>Digimaps</li> </ul>

Key Questions / Learning Journey Steps	Implementation
What are the human and physical features of Africa? (2 lessons)	<ul style="list-style-type: none"> <li>Discuss rural and urban features and complete sorting activity.</li> <li>Google maps-locate Africa</li> <li>Locate and teach about the continent of Africa (Africam)</li> </ul>
What are the human and physical features of Africa?	<ul style="list-style-type: none"> <li><b>Reading Comprehension - Africa</b></li> </ul>
Where is Uganda?	<ul style="list-style-type: none"> <li>Use Google maps to locate</li> <li>Locate Uganda and UK.</li> </ul>
What would my life be like in rural Uganda?	<ul style="list-style-type: none"> <li>Learn about the life of school children in Uganda – watch video.</li> <li>Sort speech bubbles into similar/different interests.</li> </ul>
What would I tell someone in Uganda about me? (2 lessons)	<ul style="list-style-type: none"> <li>Write a letter comparing life in the UK to life in Uganda</li> </ul>

Growth	Possibilities	Health	Community
Children will learn to empathise with children from different backgrounds.	Children will learn it is possible to travel and explore other countries.	Children will learn the importance of fresh water.	Children will learn how different communities live and make comparisons.
<b>Relevant RRSA Article</b>	<b>Article 2:</b> The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<b>People, Places and Practices</b> - Naming ceremony - Marriage	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Islam is a religion.</li> <li>Followers of Islam are Muslims.</li> <li>Muslims worship in a mosque.</li> <li>A similarity and difference between Islamic and Christian weddings.</li> </ul>	Children will learn about how Muslims celebrate weddings and compare and contrast this with how Christians celebrate weddings. They will also learn about Aqeeqah and Bismallah.
		<b>Writing Opportunity</b>	<b>Resources</b>
			<ul style="list-style-type: none"> <li>Visit to a mosque</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What do you believe?		<ul style="list-style-type: none"> <li>Encourage children to share beliefs</li> <li>Emphasise that no belief should be excluded</li> <li>Email CL with a bullet point list to summarise discussion</li> </ul>	
How are Muslim babies welcomed into the world?		<ul style="list-style-type: none"> <li>Learn about the naming ceremony (Aqeeqah)</li> <li>Order pictures/text.</li> <li>Make Aqeeqah card.</li> <li>Visit a mosque</li> <li>Reading Comprehension – Bismallah</li> </ul>	
How do followers of this religion celebrate marriage?		<ul style="list-style-type: none"> <li>Learn about how Muslims celebrate weddings and sort images into before, during and after the ceremony.</li> <li>Look at Muslim marriage and compare to a Christian marriage.</li> </ul>	
What do you believe? (5-10mins)		<ul style="list-style-type: none"> <li>Encourage children to share beliefs</li> <li>Emphasise that no belief should be excluded</li> <li>Email CL with a bullet point list to summarise discussion</li> </ul>	

Growth	Possibilities	Health	Community
Children should understand that rites of passage can be celebrated differently within different religious communities.	Children should understand that there are different religions that they could choose to follow.	Children should reflect upon different ways of celebrating the rites of passage.	Children should learn about the different celebrations which might occur within their community.
<b>Relevant RRSA Article</b>	<b>Article 14:</b> Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Assemble or cook ingredients.</li> <li>Cut materials safely using tools provided.</li> <li>Design products that have a clear purpose and an intended user.</li> <li>Suggest improvements to existing designs.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Jethro Tull invented the Seed Drill.</li> <li>We should eat five portions of fruit and vegetables every day.</li> <li>We should eat lots of healthy food.</li> <li>Unhealthy food is a treat.</li> <li>Before preparing / eating food, we must wash our hands.</li> </ul>	Children will design, make and evaluate a healthy packed lunch. They will make healthy food choices to ensure they are eating a balanced diet.  Links to science/PSHE.
		<b>Writing Opportunity</b> 'What I Need' list (bullet points) Evaluation	<b>Resources</b> <ul style="list-style-type: none"> <li>Consumables</li> <li>Chopping boards</li> <li>Peelers</li> <li>Knives</li> <li>Scales</li> <li>Paper plates</li> <li>Paper cups</li> <li>Disposable cutlery</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What makes a packed lunch healthy?		<ul style="list-style-type: none"> <li>Incredible Inventor – Jethro Tull (the seed drill)</li> <li>Research – Children to sort pictures of packed lunch food into 'healthy' and 'unhealthy' groups.</li> <li>Give children options of food to choose (e.g. fruit yogurt and chocolate yogurt) – Which is the healthy choice?</li> <li>Design – Children to design a healthy packed lunch (a sandwich, a vegetable snack, a yogurt, a piece of fruit, a treat and water)</li> </ul>	
How can I stay safe when preparing food?		<ul style="list-style-type: none"> <li>Discuss what must be done before preparing food (wash hands). Why is this important?</li> <li>Model how to use the equipment safely (peeling and chopping carrots, spreading butter on bread)</li> <li>Children to make and eat packed lunch.</li> </ul>	
How can I stay safe when preparing food?		<ul style="list-style-type: none"> <li>Children to make and eat packed lunch.</li> </ul>	
Did you enjoy your healthy packed lunch?		<ul style="list-style-type: none"> <li>Children to say what they liked about their packed lunch and one thing they would improve.</li> </ul>	

Growth	Possibilities	Health	Community
Children will experience cooking for themselves.	Children will understand that they can make their own healthy choices.	Children will understand the benefits of eating a well-balanced diet.	Children will understand that fruit can be bought from a local supplier or self-grown.
<b>Relevant RRSA Article</b> <b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, 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 – Spring 2**

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>The benefits of physical exercise</li> <li>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.</li> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<ul style="list-style-type: none"> <li>HW4 Recognise and respect similarities and differences between people</li> <li>PW14 Reflect on the similarities and differences between people</li> <li>PW13 Recognise the simple physical changes to their bodies experienced since birth</li> <li>PW10 Make positive real-life choices</li> <li>PW11 Recognise why healthy eating and physical activity are beneficial</li> <li>PW16 Make simple choices that improve their health and well-being e.g. healthy eating</li> <li>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>We should exercise for 60 minutes (1 hour) every day.</li> <li>Exercise strengthens our muscles.</li> <li>Body part names</li> <li>Our needs change as we grow.</li> </ul>	Children will recognise similarities and differences between boys and girls. They will learn that as they grow, their bodies change and so do their needs. Children will understand why exercise is important to live a healthy and happy life.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> <li>Mind map</li> </ul>	<ul style="list-style-type: none"> <li>Beanbags</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Are boys better than girls or girls better than boys?		<b>Lesson 1- Similarities and Differences- Boys v Girls</b> <ul style="list-style-type: none"> <li>What is the same about boys and girls?</li> <li>What is different about boys and girls?</li> <li>Can only boys play football? Can only girls wear jewellery?</li> <li>Read a statement. Children to decide whether it matches to 'boy', 'girl' or 'both'.</li> <li>Reflect on the physical differences between boys and girls and how different parts of their bodies develop and change as they grow.</li> </ul>	
What are the main physical differences between boys and girls?		<b>Lesson 2: The Human Body-Body Bits</b> <ul style="list-style-type: none"> <li>Sing 'Head, Shoulders, Knees and Toes'</li> <li>Play 'Simon Says'. Discuss body parts.</li> <li>Children to label the outline of the human body (e.g. legs, head). Children given cards of less well-known body parts to label (e.g. forearm).</li> <li>Ask pupils if they can think of any differences in girls' and boys' bodies (e.g. girls often have long hair, boys have short hair)</li> </ul>	
Who has the right to touch us?		<b>Lesson 3: Growing Up-All Grown Up</b> <ul style="list-style-type: none"> <li>Explain that as we grow, we change and develop. Children to think of examples.</li> <li>Children to sequence pictures of people of different ages (youngest to oldest)</li> <li>Children to match statements to the pictures.</li> <li>Discuss physical changes but also emotional changes.</li> <li>Reiterate the message 'It is ok to say no.'</li> </ul>	
What will you do when you're older?		<b>Lesson 4: Changing Needs-I Need</b> <ul style="list-style-type: none"> <li>What would a kitten need from its mother?</li> <li>What do babies / young children need? Watch FunKey film.</li> <li>What do young adults / teenagers need?</li> <li>Children to create a list of needs for different times in their lives (e.g. baby, toddler, child). Discuss how their needs have changed.</li> </ul>	

	<ul style="list-style-type: none"> <li>Needs change as we grow.</li> </ul>
	<p><b>Lesson 5: Physical Activity-Mighty Muscles</b></p> <ul style="list-style-type: none"> <li>Pupils to sit with a beanbag on their head. Does it feel heavy or light?</li> <li>Pupils to drop the beanbag. Explain that there are over 600 muscles in their bodies and they used 34 to drop the beanbag. Watch FunKey film.</li> <li>Watch BBC clip.</li> <li>Model how our arms stay strong because of our muscles.</li> <li>T to hold a heavy object to demonstrate what happens to our muscles (feel more tired, the object feels heavier). Exercise strengthens our muscles.</li> <li>How should we look after our muscles? Diet, warming up and cooling down when exercising, regular exercise.</li> </ul>
How much exercise is enough?	<p><b>Lesson 6: Exercise- Workout!</b></p> <ul style="list-style-type: none"> <li>Children to complete short sequence of high intensity movements</li> <li>Children to place hands on chest to feel their heart beating faster and recognize they are slightly out of breath</li> <li>How much exercise should we do every day?</li> <li>Children to sort pictures into activities that would raise their heart rate and those that would not.</li> <li>Using pictures, children to plan their perfect weekend (mixture of relaxing activities / exercise).</li> <li>Groups share ideas. Is there enough physical activity in your perfect weekend?</li> </ul>

Growth	Possibilities	Health	Community
Children will understand how they change physically and emotionally as they grow.	Children will understand they can make their own healthy choices.	Children will understand that regular exercise is part of living an active and healthy lifestyle.	Children will identify similarities and differences between themselves and others.
<b>Relevant RRSA Article</b>	<b>Article 3:</b> The best interests of the child must be a top priority in all decisions and actions that affect children.		

**PE – Spring 2**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>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</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>An attacker tries to score a goal.</li> <li>A defender stops a goal from being scored.</li> </ul> <p><b>Writing Opportunity</b></p> <p>N/A</p>	<p>Children will learn about team work and tactics. They will develop their throwing and catching skills and confidence when handling a ball.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Beanbags</li> <li>Small balls</li> <li>Handballs / soft balls</li> <li>Cones</li> <li>Balls</li> <li>Bibs</li> <li>Hoops</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
<p>How can I move into a space with a ball?</p>	<ul style="list-style-type: none"> <li>Warm up: Children to jog around the area (high knees, heel flicks, high skipping)</li> <li>Children to be given a ball one between two (one attacker, one defender). Attacker dribbles the ball to the centre line, defender to tag the attacker before they get there</li> <li>Teams of four (3 attackers, 1 defender) – Aim: attackers pass the ball without defender intercepting</li> <li>Cool down: Stretching</li> </ul>		
<p>How can I travel with the ball?</p>	<ul style="list-style-type: none"> <li>Warm up: Children dribble the ball around the space. On 'stop', children balance the ball of the palm of their hand.</li> <li>Groups of 5/6 form a circle – Child in the middle throws the ball, ball is thrown back</li> <li>Whole class (3-5 attackers, remaining children are defenders) – All defenders have a ball. Attackers need to knock the ball out of the area. If successful, defender stands at the side.</li> <li>Cool down: Children walk around the area, stop and shake a body part</li> </ul>		
<p>How can I throw and catch a ball accurately?</p>	<ul style="list-style-type: none"> <li>Warm up: Traffic lights</li> <li>Children to work in a pair and roll a ball back and forth</li> <li>One soft / light ball per child. Throw and catch in the air. Say 'Go', children to throw and catch as many times as they can in one minute</li> <li>Groups of 10 (two teams of 4, 2 target players) - Aim: A goal is scored if the ball is passed to the target player and they catch it.</li> </ul>  <ul style="list-style-type: none"> <li>Cool down: Children to move around the around the area (high knees, heel flicks, jogging etc.)</li> </ul>		
<p>How can I shoot accurately at a target?</p>	<ul style="list-style-type: none"> <li>Warm up: Stuck in the mud</li> <li>Children in pairs (1 ball) – Throw and catch</li> <li>Children in pairs (one catcher / one feeder). Feeder throws one ball to catcher and shortly after a second ball. Catcher to catch and throw back.</li> <li>Groups of four (one defender, three attackers) – Aim: Attackers to keep the ball from the defender</li> <li>Cool down: Children walk around the area, stop and shake a body part</li> </ul>		

How can I defend a goal?	<ul style="list-style-type: none"> <li>• Warm up: Everybody is it</li> <li>• Children in pairs (one dropper and one catcher) – Dropper drops the ball; catcher catches it after it has bounced once</li> <li>• Play Island Handball. Aim: Score goals by throwing the ball through the opponent's goal.</li> <li>• 4v2 – Groups of 6 (4 attackers, 2 defenders). Aim: Attackers to pass (underarm), defenders to intercept</li> <li>• Cool down: Tall, wide and small stretches</li> </ul>
How can I score a goal?	<ul style="list-style-type: none"> <li>• Warm up: Make them reach</li> <li>• Play 'On your Knees'</li> <li>• Groups of 4 (3 attackers, 1 defender). Aim: to score points by touching the cones with the ball as many times as they can.</li> <li>• Cool down: Tall, wide and small stretches</li> </ul>

Growth	Possibilities	Health	Community
Children will learn how to overcome fear of the ball. Children will learn to celebrate others' winnings.	Children will discuss and develop tactics of how to win a game.	Children will understand the importance of exercise.	Children will work together as a team to achieve a shared goal.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		



## Computing – Spring 2 E-Safety

Computing – Spring 2 E-Safety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain who I should ask before sharing things about myself or others online.</li> <li>I can describe different ways to ask for, give, or deny my permission online.</li> <li>I can explain why I have a right to say 'no'.</li> <li>I can identify who can help me if something happens online without my consent.</li> <li>I can explain how it may make others feel if I do not ask their permission.</li> <li>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>To ask permission before posting online.</li> <li>To speak to a trusted grown up if they get yucky feelings when online.</li> </ul>	Children will learn how to stay safe online by asking permission before posting online content. They will know to tell a trusted adult if they get yucky feelings when online.
		<b>Writing Opportunity</b>	<b>Resources</b> <ul style="list-style-type: none"> <li>Project Evolve PowerPoints</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
How can I stay safe online?		<b>Reaching Out</b> <ul style="list-style-type: none"> <li>Introduce the word 'communicate' – What does it mean?</li> <li>Ask children to think of people they know well and people they know, but not well</li> <li>Who might you communicate with online who you don't know well? Is it ok to talk to these people? What might they want to talk about?</li> <li>It is ok to talk to some people we don't know well depending on the context (e.g. It could be useful to my learning)</li> <li>What types of technology do you know? Who would you use these to communicate with? (e.g. Facetime for family)</li> <li>Explain how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</li> </ul>	
What should I post online?		<b>To Post or Not to Post</b> <ul style="list-style-type: none"> <li>What can we post online? Reiterate – Once it's there, it's there forever.</li> <li>What should you think about before you post something online? (e.g. Is it true? Do I have permission?)</li> <li>How would you feel if someone shared something about you without your permission?</li> <li>Complete STEM sentences together</li> <li>Who could help you if something is posted online without your permission? Children to identify their trusted grown-ups</li> <li>Look at helpful websites and links.</li> </ul>	
When should I give or ask for permission?		<b>Should I or Shouldn't I?</b> <ul style="list-style-type: none"> <li>Introduce the word 'permission' letter by letter. Children to guess what letter will come next.</li> <li>Explain definition - Permission means to ask if it's ok to do something before you do it.</li> <li>When do we need to ask permission for something? (e.g. Going to a friend's house) What would happen if you didn't ask permission?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Reiterate <ul style="list-style-type: none"> <li>○ You should ask permission</li> <li>○ People should ask you for permission</li> <li>○ It's ok to say 'no' (deny permission). This can be done politely.</li> </ul> </li> <li>• If unsure about permission who can you ask? Children to identify trusted grown-ups.</li> </ul>
When can I say 'no'?	<p><b>It's Ok to Say No</b></p> <ul style="list-style-type: none"> <li>• Find words (feelings) in word search. When have you ever felt this way?</li> <li>• Read scenario, complete feelings words, discuss</li> <li>• Sometimes someone (including a friend) might ask you do something you don't want to. It is ok to say 'no'. Your friend will understand.</li> <li>• Share scenarios. Ask children, should they say 'yes', 'no' or speak to their trusted grown-up?</li> <li>• Children to identify who their trusted grown-ups are.</li> </ul>
Should you click, click, click?	<p><b>Should you click, click, click?</b></p> <ul style="list-style-type: none"> <li>• Discuss how things online might not be safe (even though they look appealing).</li> <li>• Watch BBC Teach video.</li> <li>• Know to speak to a trusted adult if they see a pop-up.</li> </ul>

## Computing – Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can record data in a tally chart.</li> <li>• I can use pictograms to answer simple questions about objects.</li> <li>• I can use a tally chart to create a pictogram.</li> <li>• I can answer 'more than/less than' and 'most/least' questions about an attribute.</li> <li>• I can choose a suitable attribute to compare people.</li> <li>• I can use a computer program to present information in different ways.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• What is data and an example.</li> <li>• They can present data in different ways. <ul style="list-style-type: none"> <li>- Tally charts.</li> <li>- Pictograms</li> <li>- Block diagram.</li> </ul> </li> </ul>	This unit introduces the children to the term 'data'. Children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Children will use the data presented to answer questions.
		<p><b>Writing Opportunity</b></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• NCCE unit: Data and Information – Pictograms</li> <li>• Purple Mash: 2Count</li> <li>• Whiteboards</li> <li>• Whiteboard pens</li> <li>• Whiteboard rubbers</li> </ul>

### Key Questions / Learning Journey Steps

### Implementation

How can I make a display data using a computer?	<ul style="list-style-type: none"> <li>• Create a tally chart to organise data, and represent the tally count as a total.</li> <li>• Answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'.</li> </ul>
How can I organise and interpret data using a pictogram?	<ul style="list-style-type: none"> <li>• Create pictograms manually and then progress to creating them using a computer.</li> <li>• Understand the advantages of using computers rather than manual methods to create pictograms.</li> </ul>
How can I organise data in different ways? How can I organise and interpret data using a pictogram?	<ul style="list-style-type: none"> <li>• Collect data to create a tally chart and use this to make a pictogram on a computer.</li> <li>• Explain what their finished pictogram shows by writing a range of statements to describe this.</li> </ul>
What is an attribute?	<ul style="list-style-type: none"> <li>• Tally objects using a common attribute and present the data in the form of a pictogram.</li> </ul>

	<ul style="list-style-type: none"> <li>• Answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.</li> </ul>
How can I use attributes to organise data?	<ul style="list-style-type: none"> <li>• Practise using attributes to describe images of people and the other learners in the class.</li> <li>• Collect data needed to organise people using attributes and create a pictogram to show this pictorially.</li> <li>• Draw conclusions from their pictograms and share their findings.</li> </ul>
How can I organise data using a block diagram? Is it safe to share data?	<ul style="list-style-type: none"> <li>• Use a pre-made tally chart to create a block diagram on their device.</li> <li>• Share their data with a partner and discuss their findings.</li> <li>• Consider whether it is always OK to share data and when it is not OK.</li> </ul>

Growth	Possibilities	Health	Community
Children will learn how to become independent online and how to do this safely.	Children will learn that they can use ICT as a means to do calculations.	Children will understand that it is ok to say no.	Children will collect data from the people around them.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> 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.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Henry VIII was king in the past.</li> <li>Henry VIII had six wives.</li> <li>Elizabeth II is our current queen.</li> <li>Elizabeth II is the longest reigning monarch.</li> </ul>	Children will learn about Henry VIII's life style. They will learn about his wives' gruesome fate and his want of a son. They will discuss whether Henry VIII was healthy or unhealthy and reason why. They will learn about Queen Elizabeth II and key events in her life.
		<b>Writing Opportunity</b> Fact file about Henry VIII's wives.	<b>Resources</b> <ul style="list-style-type: none"> <li>YouTube links.</li> <li>Images of Henry VIII and Queen Elizabeth</li> <li>Timeline</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Who is Henry VIII?		<ul style="list-style-type: none"> <li>Introduce Henry VIII.</li> <li>Learn about his family (parents, siblings, children) and complete family tree.</li> </ul>	
Who were Henry VIII's wives?		<ul style="list-style-type: none"> <li>Introduce wives.</li> <li>Discuss marriage, children and how/if they died.</li> <li>Listen to the song on YouTube.</li> <li>Complete a fact file about his wives.</li> </ul>	
How Henry VIII healthy?		<ul style="list-style-type: none"> <li>Learn about Tudor food.</li> <li>Compare food that poor/wealthy Tudors would have eaten.</li> <li>Discuss why Henry VIII's diet was unhealthy.</li> </ul>	
Who is Queen Elizabeth II?		<ul style="list-style-type: none"> <li>Show children a photo and ask 'who is this?'</li> <li>Introduce Elizabeth II.</li> <li>Learn about her family (parents, siblings, children) and complete family tree.</li> <li>Reading Comprehension – Queen Elizabeth II (verbal).</li> </ul>	
What are some key events in Queen Elizabeth's life?		<ul style="list-style-type: none"> <li>Learn about when Elizabeth II was born; when she got married; when her children were born; and when she became queen.</li> <li>Order these events on a timeline.</li> </ul>	

Growth	Possibilities	Health	Community
Children will learn about morals around how to treat others.	Children will learn that sometimes they might have to make decisions that will affect others.	Children will understand that choices they make regarding diet can impact on their health.	Children will learn that members of our community celebrate royal events.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Use dip dye techniques.</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Tie-dye is an art form.</li> <li>Tie-dye techniques include spiral, stripes and polka-dots.</li> </ul>	Children will learn about the art form tie-dye. They will experiment with different methods, spiral, polka-dot and spiral. They will choose one of the taught techniques to tie-dye an item of clothing.
		<b>Writing Opportunity</b>	<b>Resources</b> <ul style="list-style-type: none"> <li>Dye</li> <li>Socks</li> <li>Elastic bands</li> <li>Fabric squares</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What is tie-dye?		<ul style="list-style-type: none"> <li>Reading Comprehension – Yoshiko Wada</li> </ul>	
How do I create different patterns using dye?		<ul style="list-style-type: none"> <li>Introduce three tie-dye techniques – stripes, spiral and polka-dot</li> <li>Children to try all techniques to tie-dye a small piece of fabric.</li> </ul>	
		<ul style="list-style-type: none"> <li>Children to create sketch patterns of their tie-dye and plan the colours and images they would choose.</li> </ul>	
		<ul style="list-style-type: none"> <li>Children to choose one techniques to tie-dye a pair of socks.</li> </ul>	
Did my tie-dye work?		<ul style="list-style-type: none"> <li>Children to evaluate theirs and one other tie-dye finished products in their class.</li> </ul>	

Growth	Possibilities	Health	Community
Children will learn everyone is unique and important.	Children will know that everyone can be an artist.	Children will learn the importance of creativity and resilience.	Children will learn that art takes different forms around the world.
<b>Relevant RRSA Article</b>	<b>Article 29 goals of education:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

# Healthy Life, Happy Life



“Those who have health  
have hope, and those who  
have hope have  
everything”  
Arabian Proverb

