



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 4	Topic Title/Theme: Climbing High	Term: Spring
Entry Point: Introduction to mountains and their importance.	Exit Point: Children should have a secure understanding of the different landscapes we live and thrive in, linked to the varied multicultural backgrounds around the world and how people and survive in these different locations.	Visits/Visitors or Special Arrangements: <ul style="list-style-type: none"> Hindu Temple
Topic Overview: Within the subjects, there will be a theme of physically, personally and spiritually reaching heights. Children will learn about the formation of mountains, where these mountain ranges are found around the world and how people have conquered these mountains for recreation and livelihood. They will also explore their own aspirations and learn how they can achieve personal heights and overcome obstacles through adopting a growth mindset. The children will also explore how worshippers within the religion of Hinduism achieve their spiritual goals through prayer and reincarnation. The children will be learning new sewing techniques and building on their existing skills, through the design and making of mountain animals puppets. Opportunities to develop and improve their drawing skills will also be given in art, where they will focus on representing the human form. In science, the children will compare the key characteristics of living things and investigate the characteristics of materials.		Outdoor Learning: Forest School <ul style="list-style-type: none"> Stereotypes Fire lighting Knot work
		Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music MFL 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, patient, realistic confident, 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.	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 using the internet. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	RE	Geography	Geography	DT	DT	Science	RE	Geography	Geography	Art	Art
Living things and their habitats: Classification	Hinduism – beliefs (Gods)	Mountains (plate tectonics, formation)		Making puppets		States of matter	Hinduism – beliefs (prayer and worship)	Mountains across Europe		Collage (Matisse, Françoise Gilot)	
PSHE / Outdoor Learning			PE			Computing			Music / MFL		

PSHE – Spring 1

Statutory Guidance	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • What constitutes a healthy diet? • Understand calories and nutritional content. • Principles of planning and preparing a range of healthy meals. • Characteristics of a poor diet. • Risks associated with unhealthy eating. (Tooth decay, obesity) 	<ul style="list-style-type: none"> • PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • PW41 Begin to make informed lifestyle choice. • CI 24 Work collaboratively towards common goals. • CI25 Research agreements and make decisions in discussions to achieve positive results. • HW8 Recognise stereotyping and discrimination. • PW25 Identify the range of jobs. • PW27 Reflect on skills needed in jobs. • PW29 Face new challenges positively. 	<ul style="list-style-type: none"> • Name the food groups (carbohydrates, proteins, dairy, fats) • Name sources of protein. • Identify risks in preparing food (hygiene and safety such as knives). • List some jobs needed in food preparation. 	Children will learn more about a balanced diet, sources of nutrition and the work taken and skills needed to create menus and dishes that are healthy but also nice! They will be able to justify their choices using the knowledge they have.
		<p align="center">Writing Opportunity</p> <ul style="list-style-type: none"> • Mind Map • Job Description 	<p align="center">Resources</p> <ul style="list-style-type: none"> • 3D PSHE resources
Key Questions / Learning Journey Steps		Implementation	
How do I make sure I eat a balanced diet?		<ul style="list-style-type: none"> • List ingredients on pizza under plant / animal and discuss. • Pupils design own pizza using both plant and animal food sources. 	
How do I make sure I eat a balanced diet?		<ul style="list-style-type: none"> • Pupils design own pizza using both plant and animal food sources. • Discuss balanced diet and food groups using Eat Well plate. 	
Why do protein rich foods benefit me?		<ul style="list-style-type: none"> • List sources of protein. • Benefits of protein. • Discuss the sources and ensuring we get enough. Why is the protein slice the size it is? • Why is protein needed for exercise? 	
What are the important skills needed in the preparation of food?		<ul style="list-style-type: none"> • Mind map of people who deal with food and the skills needed. • Discuss and create a class list. Anyone in the class work with food? Look at gender stereotypes. • (Discuss with School Cook about balanced food?) 	
What are the important skills needed in the preparation of food?		<ul style="list-style-type: none"> • Children to imagine the cook is leaving and use template to write a job advertisement with description. Add skills and qualifications needed. 	
How can I create a balanced meal?		<ul style="list-style-type: none"> • Children use skills learned to create a menu for one day at school that has a pizza with meat and meat free and desert options. 	
How can I create a balanced meal?		<ul style="list-style-type: none"> • Create menu and add simple sentences to justify. 	

Growth	Possibilities	Health	Community
	Children will understand the role of people who work with food and the skills needed. They will learn how to plan and prepare a menu.	Children will understand what a healthy diet it and why certain foods are important for their health.	Children will understand the role of lunchtime staff within their school and work with them to plan a menu.
Relevant RRSA Article	Article 12 - I have the right to say what we think and to be listened to.		

PE – Spring 1 Volleyball

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member. Throw and catch with control and accuracy. 	Children will know: <ul style="list-style-type: none"> Some rules for volleyball. The dig shot. Making the ball bounce scores a point. 	Children develop their skills at volleyball with increasing competitiveness applying rules to a game and skills needed to win.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> Using PE planning.

Key Questions / Learning Journey Steps	Implementation
How do I win a point?	<ul style="list-style-type: none"> Children warm up by passing ball and calling out names of children in group whilst keeping ball moving at all times. Forfeit if dropped. In pairs, children start with activity of rolling ball back and forth. Then, throwing the ball into opponent's area aiming to make it bounce twice. Introduce dig shot.
Can I throw more accurately?	<ul style="list-style-type: none"> Start lesson with stuck in the mud and clap and catch. Repeat last weeks game and now introduce a net. Children make the ball bounce at least once in the opponent's half (underarm throw/dig) Shake it off for cool down activity.
Can I hit a target?	<ul style="list-style-type: none"> Children throw and catch competing with themselves for amount of throws and catches in one minute (discuss how to improve whilst travelling). Aim for the hoop activity. Children in pairs throwing ball into opponent's hoop. Increase number of hoops and defence.
How to tactics help me throw and catch?	<ul style="list-style-type: none"> Knee tag warm up activity. In pairs, children bounce ball once whilst opponent catches after one bounce. In pairs, children throw the ball in different ways (2 hands, one hand, high, low, fast, slow). Repeat activity in groups of 4 (aim for the opponent to not catch the ball).
How can I pass the ball within the rules?	<ul style="list-style-type: none"> Throw, catch, move and balance in copy cat pairs. Children develop their knowledge of the dig shot. Working in pairs to rally the ball.
Can I play volleyball?	<ul style="list-style-type: none"> Children play quick feet. Children throw the ball in the air for partner to catch within four bounces. Children apply key skills to games in pairs with underarm throws, dig shots and aiming to make the ball bounce.

Growth	Possibilities	Health	Community
Children will be developing new skills and understanding of basketball.	Children will know that basketball is a sport that can be played professionally or that they can take part in local clubs as a hobby.	Children will improve their fitness and learn about the importance of exercise.	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.
Relevant RRSA Article	Article 29 – We all have the right to develop our talents and abilities.		

Computing – Spring 1 ESafety			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. 	Children will know; <ul style="list-style-type: none"> What features a secure password has. An example of a weak password. Information you can get from an online profile. 	The lesson will support children in understanding the need for security in passwords and the information they share. Often by having multiple profiles, people can give out information such as birthdays, house locations, hobbies and friends and allow someone to build up a picture of them and their life off-line.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Self-image and Identity.
Key Questions / Learning Journey Steps		Implementation	
What ways can I keep my personal information private?		<ul style="list-style-type: none"> Children look at examples of online social media profiles and the data that can be sourced from them. Children discuss passwords and security and then also digital consent; agreeing to data storage and to age restrictions. 	
What features does a strong password have?			
How do online services manage access and my data?			

Computing – Spring 1			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively. 	<ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Understand how online services work. 	Children will know: <ul style="list-style-type: none"> Ways in which an image can be edited. Crop and lasso an image Media use fake and edited images. How to copy and paste imaged to create edited pictures. 	During this term, children learn skills on editing an image and apply these to their understanding of the wider world to help them identify images that may have been edited and where they are likely to see these. Children also learn that how this can impact the view/audience.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> NCCE computer website and lessons.
Key Questions / Learning Journey Steps		Implementation	
How can I change a digital image?		<ul style="list-style-type: none"> NCCE Lesson 1 over 2 weeks. Children look at how basic images can be edited and they are introduced to cropping in Paint. net NCCE lesson 2 Children identify changes that have been made to an edited image. Children discuss why someone would change the composition of an image. Children look at composition editing and use their 'lasso' select tool to change faces on an image. 	
In what ways can I change the composition of an image?			

Describe how images can be changed for different uses?	<ul style="list-style-type: none"> • NCCE lesson 3 • Children discuss why images are changed to adapt to different scenarios. • Children change colour and effect on an image to affect the impact.
How do I change an image?	<ul style="list-style-type: none"> • NCCE lesson 4 • Children discuss positive and negative effects that retouching has on an image (relate to relevant media, newspaper etc.) • Children use cloning and recolour and magic wand to re- touch an image.
How do I recognise an image has been changed?	<ul style="list-style-type: none"> • NCCE lesson 5 • Children sort images into fake and real. • Children use Pixabay to download images and combine to create fake composition
Can changes be made for good?	<ul style="list-style-type: none"> • NCCE lesson 6 • Children create an edited images using cutting and pasting their own face on different images.

Growth	Possibilities	Health	Community
	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis by learning new skills.	Children will learn about the reliability and safety of information on the internet.	Children will learn about how the internet links different communities world-wide and the impact of sharing unreliable information.
Relevant RRSA Article	Article 17 – We all have the right to be given safe and honest information.		

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Use digital technologies to compose pieces of music Use sound to create abstract effects Recognise the notes EGBDE and FACE on the musical stave Play notes on an instrument with care so that they are clear Pronounce words within a song clearly (rap) Compose and perform melodic songs Maintain a simple part in a group Show control of voice 	Children will know; <ul style="list-style-type: none"> What a backing track is. The app to use on an iPad to create backing track. Create lyrics for a song Perform 	Stop – The children will learn about rap music. They will rap songs with clear pronunciation and will compose a beat and lyrics to create their own rap song in groups. They will focus on rhythm, dynamics and pitch, ensuring that they make appropriate choices. Lean On Me - use musical notation to play and improvise using a glockenspiel
		Writing Opportunity n/a	Resources <ul style="list-style-type: none"> Charanga Glockenspiels

Key Questions / Learning Journey Steps	Implementation
What is rap music? Can you pronounce words clearly in a rap song? Video 1 – Simple rap – pronounce words Video 2 – Rap parts in a group – one line each Video 3 – rap in different pitches – low and high	<ul style="list-style-type: none"> Look at music genres – rap focus Musical vocabulary – pitch, pulse, rhythm, dynamics, genre, tempo, lyrics and melody, solo and expressive. Is rap music expressive? How? Learn part of the rap
Can you compose using digital technology? Video 1 – Composition – creating a beat	<ul style="list-style-type: none"> Use an app to compose music Explore beats and rhythms Create a short tune and rap
Can you compose lyrics for a rap song? Video 2 – Creating lyrics for the beat Video 3 – Lyrics and beat together	<ul style="list-style-type: none"> Listen to the tune Come up with lyrics that fit with the theme ‘bullying’ Perform new lyrics with control of voice – in groups Maintain a part within a group Put lyrics together to create a full song.
Can you recognise notes on a musical stave? Can you play your instrument with care?	<ul style="list-style-type: none"> New song Recap musical stave Play instruments with care
Can you improvise using a glockenspiel? Video 1, 2 and 3 –silver challenge 1,2 and 3	<ul style="list-style-type: none"> Improvise using Charanga Complete all challenges Perform improvisations

Growth	Possibilities	Health	Community
Chn will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Chn will develop their understanding of rock music from the past.	Children will listen to different songs that allow them to express themselves.	The chn will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	Article 29 – We all have the right to develop our talents and abilities.		

Science – Spring 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> Make systematic and careful observations and comparisons recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Provide explanations using scientific language Use precise scientific language 	Children will know; <ul style="list-style-type: none"> Name features living things have in common. Invertebrates have backbones and invertebrate don't. Name some categories of living things (mammals, birds, reptiles etc). Identify some features of the categories. Know that a classification key sorts animals. 	Children will learn about how living things are the same and how they are different, with a variety of core characteristics. Many of these features will dictate where and how the animal lives. This will link with a project on snow leopards linked to our class text. These common features of animals allows us to group them in a variety of ways and this can be done scientifically using a classification key.
		Writing Opportunity Descriptions of organisms' features.	Resources <ul style="list-style-type: none"> Images of plants and animals Classification keys
Key Questions / Learning Journey Steps		Implementation	
What features do living things have in common?		<ul style="list-style-type: none"> Discuss and identify the 7 life processes. In groups, describe and give examples for each process. Discuss how all living things are grouped. Put common plants and animals into groups based on their similarities and explain. Discuss role of scientists. 	
What features do animals have in common?		<ul style="list-style-type: none"> Look at the classification groups for common animals. Match animal pictures to classification group descriptions by identifying features. Describe how animals are grouped by describing their common features. Illustrate descriptions showing features clearly. 	
How can characteristics be used to identify animals		<ul style="list-style-type: none"> Comprehension based on identifying characteristics of animals 	
How can characteristics be used to identify animals?		<ul style="list-style-type: none"> Examine how classification keys work for common animals. Complete a classification key to identify individual animals from around the world. As a class, generate effective questions to separate and identify a group of animals. Create own classification keys for given animals. 	
How can plants be identified from their characteristics?		<ul style="list-style-type: none"> Learn about the classification groups for plants. Create own classification keys for given plants. 	
What variety of plants and animals can be identified in our local area?		<ul style="list-style-type: none"> Carry out a survey of the school grounds and local community to identify plants and animals. Create own classification keys to identify them. Discuss importance of local environment. 	

Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live.	Careers in Science.		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,
Relevant RRSA Article	Article 24 - We all have the right to live in a clean environment.		

RE (Spring 1 and Spring 2)

Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice Identify the main features and patterns of an act of worship and talk about the importance of worship for believers Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers. 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Show an understanding that personal experiences and feelings influence attitudes and actions. 	Children will know; <ul style="list-style-type: none"> A Mandir is a religious place of worship. Key objects of a Puja try. Name some Hindu gods and goddesses. Know that reincarnation is the cycle of death and rebirth. Hindu religion has origins from India. River Indus is important to Hindu faith. 	Children develop an understanding of the origins and key beliefs in the Hindu faith and how this impacts and affects how people behave. Children will get the chance to explore a Hindu temple and ask questions.
		Writing Opportunity Explanation of either celebration.	Resources <ul style="list-style-type: none"> Video clips Artefacts

Key Questions / Learning Journey Steps	Implementation
What do Hindus believe?	<ul style="list-style-type: none"> Learn about the origin of Hinduism. Identify key beliefs and link back to India. Create a mind-map of key beliefs.
How do Hindus worship?	<ul style="list-style-type: none"> Complete reading comprehension.
How do the qualities of Hindu gods differ?	<ul style="list-style-type: none"> Look at a variety of Hindu gods and goddesses. Children pick one god or goddess and draw picture listing key attributes.
How do the qualities of Hindu gods differ?	<ul style="list-style-type: none"> Look at qualities and what do they mean. Create cards for favourite Gods and Goddesses.
What qualities can I represent in a god?	<ul style="list-style-type: none"> Children create their own god/goddess to represent and reflect a quality with abilities and attributes.
Why is worship important to Hindus?	<ul style="list-style-type: none"> Learn about different prayer rituals and ceremonies carried out at Hindu temples. https://www.bbc.com/bitesize/clips/zh2hyrd https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-ks3-my-life-my-religion-hinduism-inside-hindu-temple/zb2t39 Describe images of important artefacts used in Puja.
How do Hindus' beliefs affect their behaviour? (including trip to Hindu temple in Spring 2, with reflection lesson)	<ul style="list-style-type: none"> Beliefs and values: Reincarnation, Karma and Moksha. Draw and label cycle of birth, life, death and rebirth.

Growth	Possibilities	Health	Community
Children should develop their knowledge of the world in which we live and important celebrations in other cultures.	Children should become aware that people live differently.	Children should learn to be thankful.	Children should understand the importance of celebrating together in different communities.
Relevant RRSA Article	Article 30 – We all have the right to practice our own culture, language and religion.		

Geography			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including mountains, volcanoes and earthquakes. 	<ul style="list-style-type: none"> Use a range of resources to identify the key physical and human features of a location. Describe key aspects: physical geography, including: mountains, volcanoes and earthquakes. 	Children will know; <ul style="list-style-type: none"> Names of layers of the Earth. 4 types of mountain. What a tectonic plate is. Know that a volcano has a life cycle; dormant, active, extinct. Earthquakes are a release of energy caused by two tectonic plates moving together. Transform, convergent and divergent. 	Children will link their knowledge of the structure of the earth to the physical features that are found on it. These include different types of mountain and events such as volcanoes and earthquakes. These will be linked in the following term to the human uses of mountains to give children an understanding that whilst many are dangerous and inhospitable environments, they are still important to the lives of many people around the world to live and explore.
		Writing Opportunity	Resources
		Explanation text	<ul style="list-style-type: none"> iPads – Google Earth Digimaps Atlases

Key Questions / Learning Journey Steps	Implementation
How does the structure of the earth affect its physical features?	<ul style="list-style-type: none"> Examine the structure of the earth and label a diagram.
What effect do the movements of tectonic plates have	<ul style="list-style-type: none"> Printed pictures of mountains and a description of each. Children to pair picture to correct description.
What effect do the movements of tectonic plates have?	<ul style="list-style-type: none"> Describe how tectonic plates move - use pieces of paper to demo Fabric and balloon demo Kit Kat demo
Why are there different types of mountains?	<ul style="list-style-type: none"> Identify the different types of mountains and how they are formed. Match pictures and statements. Write an information text.
What effect do the movements of tectonic plates have?	<ul style="list-style-type: none"> Describe the effects on the physical geography of the earth – earthquakes Examine where earthquakes happen in the world. Describe the effects on these areas.
Where on earth are volcanoes?	<ul style="list-style-type: none"> Look at the locations of key active, dormant and extinct volcanoes in relation to fault lines. Formation of mountains as volcanoes on land and under the sea. Structure of volcanoes.

Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live.		Children will learn about how people keep themselves safe during earthquakes and tsunamis.	Children will understand the importance of a community working together to improve safety in areas hit by earthquakes and tsunamis.
Relevant RRSA Article	Article 28 – We all have the right to a good quality education.		

DT			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Select from and use a wider range of materials and components Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others 	<ul style="list-style-type: none"> Apply appropriate cutting and shaping techniques within the perimeter of material. Understand the need for a seam allowance. Join textiles with appropriate stitching. Select appropriate techniques to decorate. 	Children will know: <ul style="list-style-type: none"> Back stitch, over stitch and running stitch. Cutting round the perimeter of a template. Embellishments are added to enhance a design. Needle, eye, thread. 	Children learn techniques to join fabric (stitching and gluing) and add embellishments to enhance a design. They will understand the need for increasing accuracy in cutting and stitching to ensure the quality of the final product.
		Writing Opportunity	Resources
		Instructions	<ul style="list-style-type: none"> Felt Needles Thread Accessories
Key Questions / Learning Journey Steps		Implementation	
How do I make something out of fabric?		<ul style="list-style-type: none"> Incredible inventors – Sir Richard Arkwright (engineer, invented the water frame) Comprehension on textiles and stitching. 	
How do I join fabric?		<ul style="list-style-type: none"> Explore different types of stitches and sewing skills. (back stitch, over stitch and running stitch using scrap fabric.) Children complete DT proforma with stitching types. 	
What will your puppet look like?		<ul style="list-style-type: none"> Design own puppet using planning sheet. Generate ideas for cutting, shaping and stitching. 	
How will you make your puppet?		<ul style="list-style-type: none"> Make the puppet and add embellishments and decorations. 	
How could you develop your puppet?		<ul style="list-style-type: none"> Evaluate their puppets. 	
Growth	Possibilities	Health	Community
Children will develop the important life skill of sewing and how it can be applied in their own lives.	Children should be given opportunities which broaden their horizons by learning new skills.		
Relevant RRSA Article	Article 29 – We all have the right to develop our talents and abilities.		

PSHE – Spring 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Families are important for children growing up because they give love, security and stability. The characteristics of healthy family life; commitment to each other including times of difficulty, protection in care and time together. Stable caring relationships of different types are at the heart of a happy families. Other families, in school and wider world, sometimes look different to their family. We should respect those differences. There is a range of normal emotions and the scale all humans experience is in relation to different experience. How to recognise and talk about their own and other emotions including a varied vocabulary. 	<ul style="list-style-type: none"> CI15 Work cooperatively showing fairness and consideration to others. PW32 Talk about their views on issues that affect themselves and issues. PW34 Develop strategies to manage and control strong feelings and emotions. PW42 Identify strategies to respond to negative behaviour. PW44 Emaphthise with another viewpoint. PW45 Form and maintain appropriate relationships with a range of different people. HW13 Listen to and show consideration for other people’s view. 	Children will know; <ul style="list-style-type: none"> The range of emotions. Different words for emotions. What families provide. What is empathy. What mementoes are and for. 	Children will learn about the normal range of emotions and how different life situations and experiences can make these stronger within us. They’ll learn about empathising with others and supporting people in different situations. This also includes the different family structures in class and how they can still provide for the children in them.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Mind map 	<ul style="list-style-type: none"> PHSE 3D Dimensions lesson plans.
Key Questions / Learning Journey Steps		Implementation	
Why is it important to seek good advice and where can you get it?		<ul style="list-style-type: none"> Complete statement about themselves; I feel sad when.... and put in worry box. Given an anonymous slip of paper and children give advice to the class to solve. Create a class board of advice. Feel empathy for others. 	
Why is a good thing to have, share, and value other people’s opinions?		<ul style="list-style-type: none"> Introduce and discuss labels strong agree / disagree and agree / disagree. In each corner. Choose a statement and children pick a group. Select 5 children in a neutral group with no opinion activity. Discuss with each other throughout activity. 	
How can you help someone who has lost someone close to them?		<ul style="list-style-type: none"> Talk about emotions felt within the story ‘Badger’s Parting Gifts’ that expresses the story of death. 	
How is it helpful to have reminders of their loved one?		<ul style="list-style-type: none"> Explain common feelings and the use of reminders, memories and mementoes and get pupils to share such as holidays, memories, events and music. Link to poppies. 	
What is a family?		<ul style="list-style-type: none"> Ask children about examples of what they class as a family unit. Roles within them and what they provide; care, support and love. 	
What is a family?		<ul style="list-style-type: none"> Lego bricks represent family unit and by removing bricks, the unit can change but the parts within it still provide. Link with the fact some children have two homes and the agreements and challenges that can come. Discuss with children. 	

<p>There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important.</p>		<p>All children should be healthy in mind and be able clearly express emotions.</p>	<p>Children should develop an understanding of the importance of a varied community and what it means to be a positive member of a community</p>
<p>Relevant RRSA Article</p>	<p>Article 13: We all have the right to share what we think with others.</p>		

PE – Spring 2 Golf / Boccia

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop control and balance. Demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Lead others and act as a respectful team member. 	Children can: <ul style="list-style-type: none"> Name different clubs and why they are used. Tick-Tock technique. Children can name the jack as a target. Children know Boccia is an inclusive sport. 	Children return to golf to develop their accuracy and are introduced to new sport Boccia whilst understanding how sports can be adapted to suit requirements of a player.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> Tennis rackets Tennis balls Tennis nets

Key Questions / Learning Journey Steps	Implementation
How do I control a rolling ball?	<ul style="list-style-type: none"> Children play follow the leader using stretches and movements at different heights and speeds. Children jump into hoops (hole in one). With a large ball, roll the ball to a cone with increasing accuracy/distance.
How easy is it to move a ball?	<ul style="list-style-type: none"> Children play tag with heroes and balls (heroes roll the ball to tagged person to tag them). Partner pass with the golf balls with increasing distance and increasing accuracy with throws into a line of hoop (one handed, two handed, standing and seated)
How do I putt the ball?	<ul style="list-style-type: none"> Children introduced to the putter with tik tok technique. Children learn how to stand accurately and hold the club accurately. Children learn about the safety rules for the safe use of clubs. Children putt the ball towards cones.
How do I hit the ball further and higher?	<ul style="list-style-type: none"> Children play tiger says warm up using golf terms (fairway, rough, bunker, water). Practice putting around the clock. Children need to control the putt into different hoops scoring different points. Children introduced to the chipper to hit the ball at a greater distance and height.
What is boccia?	<ul style="list-style-type: none"> Play Spiderman tag to warm up. Roll the ball in groups to a person in their group. Passing using focus on target. Children are introduced to Boccia balls, teams and the inclusivity element of the sport.
How can I win by impacting on others?	<ul style="list-style-type: none"> Blindfolded sitting football warm up. Children develop their accuracy in bowling, understanding force needed for travel. Play competitively with increasing accuracy.

Growth	Possibilities	Health	Community
Children will be developing new skills and understanding of tennis.	Children will know that tennis is a sport that can be played professionally or that they can take part in local clubs.	Children will improve their fitness and learn about the importance of exercise.	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.
Relevant RRSA Article	Article 15/31 - I have the right to take part in a range of activities.		

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, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. 	Children will know; <ul style="list-style-type: none"> Features of bullying behavior. Ways to spot changes in attitude and behaviour of others if they are being bullied. What is online reputation. 	The lesson will support children in understanding the need to be able to spot changes in people's behaviour in case their friends are being bullied, but also if people they interact with online become unkind or display negative behaviours. They will also identify ways on different types of technology that bullies can behave.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Online Bullying.
Key Questions / Learning Journey Steps		Implementation	
I can recognise when someone is upset, hurt or angry online.		<ul style="list-style-type: none"> Children discuss and create bank of ways online users might display symptoms of being bullied; what to look out for in other children. Look at online methods of bullying (chat, text, games) and how you can spot or identify when behaviour become negative. Look at being kind – what can I do to protect my online reputation? 	
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).			
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).			

Computing – Spring 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> Design and construct databases using applications designed for this purpose in areas across the curriculum. 	Children will know: <ul style="list-style-type: none"> What data is (temperature, sound, Co2) Data can record using sensors. Record and download data. Data helps us to answer questions. 	Data is gathered in many different ways about many different things and equipment can be used to gather, download and interpret data. Humans can use the data to answer questions about our wider world.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> Data Loggers NCCE website
Key Questions / Learning Journey Steps		Implementation	
How do I record answers to questions?		<ul style="list-style-type: none"> Lesson 1 Children look at data that can be gathered over time and around us. Reflect how data can answer questions. Watch video creating a tally of cars. Lesson 2 Children use data loggers to record light, temperature and sound. Lesson 3 Children record data using data loggers and record onto table then download data. Lesson 4 	
What data can be recorded using sensors?			
How can I record and download data?			
What does my data tell me?			

	<ul style="list-style-type: none"> • Children import and interpret my data.
How does my data answer my question?	<ul style="list-style-type: none"> • Lesson 5 • Children create questions that can be answered by their data.
What conclusions can I draw?	<ul style="list-style-type: none"> • Lesson 6 • Children edit the view and display of data and complete their report.

Growth	Possibilities	Health	Community
Children will develop their knowledge about how different computer programs can be used in everyday life.	Children should be given the opportunity to apply new skills to everyday situations and understand how they will be useful in their future lives.	In ESafety the children learn about how to ensure their mental health is protected but also support others who they might see are worried or showing signs of being bullied.	
Relevant RRSA Article	Article 28 – We all have the right to a good quality education.		

MFL			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Use a translation dictionary or glossary to look up new words. Read and understand the main points in short written texts. Write short phrases from memory with spelling that is readily understandable. Take part in discussions and tasks. Make comparisons between life in countries or communities where the language is spoken and this country. 	Children will know; <ul style="list-style-type: none"> How to say the names of family members. How to write the names of family members. 	Family – The children will continue applying the knowledge, skills and understanding of the language covered in ‘presenting myself.’ They will say the nouns in French for members of their family and will continue to count, reaching 70 to enable students to say the age of various family members. They will also tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.
		Writing Opportunity <ul style="list-style-type: none"> Writing within relevant areas of the subject and lessons. 	Resources <ul style="list-style-type: none"> Language angels YouTube Flashcards BBC website
		Key Questions / Learning Journey Steps	
What are the typical celebrations in France?		<ul style="list-style-type: none"> Intercultural understanding - Typical celebrations in France Lesson 4 Numbers to 100 	
How do you introduce your family in French?		<ul style="list-style-type: none"> Phonics activity in back of book – sounds l, in, ille, ique. Elision – when a word ends in a vowel. Dictionary task – family members Lesson 1 Introduce family member nouns Reading task – short text, circle and translate. 	
What are the names of your family members?		<ul style="list-style-type: none"> Lesson 2 Recap lesson 2 pp Begin to look at Mon, ma, mes (lesson 2 pp also.) Draw table where family members are put into correct category of mon, ma and mes. Il/ elle s’appelle activity – print pictures of family members and write mon, ma or mes next to it. 	
Who is in your family?		<ul style="list-style-type: none"> Lesson 3 Introduce question ‘do you have a brother or sister’? Speaking Listening exercise Brother/ sister activity – include il/elle s’appelle. Give children fiction cards to discuss their family. 	
Who is in your family? Can you present information about your family ?		<ul style="list-style-type: none"> Lesson 5 Writing task - Write presentation about fictional family – names, ages and family position. 	
Can you say numbers from memory to describe your family?		<ul style="list-style-type: none"> Lesson 6 Speaking task – present about family End of unit assessment 	

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

Science – Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Using results to draw simple conclusions Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Associate the rate of evaporation with temperature. 	<p>Children will know;</p> <ul style="list-style-type: none"> Particle arrangement in different states. Energy causes particles to change. Heating and cooling changes the state of materials. Some changes are reversible (water / ice / vapour) and some are not. Water vapour is a gas. Gas has weight. 	<p>Children will learn through investigating and practical demonstrations how and why materials change state. They'll understand that some changes are reversible and some are not and how the presence of energy is the key component to these changes.</p>
		<p>Writing Opportunity</p> <p>Explanation text</p>	<p>Resources</p> <ul style="list-style-type: none"> Materials Small bottles of carbonated drink

Key Questions / Learning Journey Steps	Implementation
What processes are involved in the water cycle?	<ul style="list-style-type: none"> Recap the water cycle from Year 3 Geography. Label and annotate diagram of water cycle. Revisit key words; evaporation, condensation, precipitation.
What is the difference between a solid, liquid and gas?	<ul style="list-style-type: none"> Recap previous learning – what is a material? Sort materials into solids, liquids and gases (practically). Learn about arrangement of particles – practical demonstration. Match statements and diagrams. Describe properties in books.
How can the properties of gases be observed?	<ul style="list-style-type: none"> Plan investigation into the weight of carbon dioxide in different fizzy drinks. Carry out investigation, record results and write conclusion.
What makes materials change state?	<ul style="list-style-type: none"> Explore how heating and cooling affects materials properties. Practical demonstrations with ice and chocolate. Draw and annotate diagram.
What processes are involved when water changes state?	<ul style="list-style-type: none"> Observe water changing state – practical demonstrations. Describe processes using correct vocab. Draw and label diagram and describe observations.
How can the evaporation of water be investigated?	<ul style="list-style-type: none"> Plan Investigation into how temperature affects the rate of evaporation. Carry out investigation and draw conclusions.

Growth	Possibilities	Health	Community
The children will develop their knowledge of how the natural world around them works in relation to materials.	Scientific research as a career.		
Relevant RRSA Article	Article 28 - We all have the right to a good quality education.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Describe and understand key aspects of mountains, volcanoes and earthquakes. Use range of mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Ask and answer questions about the physical and human characteristics of a location. Use digital and computer mapping. Describe key aspects of mountains and land use. 	Children will know; <ul style="list-style-type: none"> Names of some mountain ranges. Human uses of mountains (farming, hunting, skiing, walking etc). Key features of mountains that many share (snow line, valley, peak, tree line.) That tourists can promote mountains in good and bad ways. 	Last half term, the children learned about the physical features of the earth and how some of them are formed. They link this to human aspects by looking at how we have adapted and developed to make often very dangerous and hostile climates more suitable for humans, but also how we have had a positive and negative effect on these areas too.
		Writing Opportunity	Resources
		Short explanations using PEE	<ul style="list-style-type: none"> Atlases iPads

Key Questions / Learning Journey Steps	Implementation
Where can mountain ranges be found?	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3 Children to use Google Earth to find where different mountain ranges are. Label a map of tectonic plates with different mountain ranges. Look at facts about famous mountains. Complete table with information.
What are the features of a mountain range? (2 lessons)	<ul style="list-style-type: none"> Recap the different types of mountains and how they look different. Children to label a mountain range with correct vocabulary
Why do people choose to live on mountains? (2 lessons)	<ul style="list-style-type: none"> Children to label a mountain range with correct vocabulary for human use; relate to the geographical features and how this impacts on the human use.
How does tourism affect mountain regions? (2 lessons)	<ul style="list-style-type: none"> Why do people visit mountain ranges? Who/what does tourism affect? Match and list environmental, social and economic effects.

Growth	Possibilities	Health	Community
Children should develop an understanding of different ways to live and how people chose to use the land around them.	Children will learn about the possibilities of exploring and travelling around the world.		Children will understand how visitors to an area can affect the community positively and negatively.
Relevant RRSA Article	Article 28 – We all have the right to a good quality education.		

Art				
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Comment on artwork using visual language • Create images • Replicate techniques used by artists • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Using thick and thin brushes to produce shapes, textures, patterns and lines. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	Children will know; <ul style="list-style-type: none"> • Matisse created The Snail. • Francoise Gilot is an artist. • Objects are made up of a variety of shapes. • That collage is created by layering up medium. • The brain creates sense out of abstract images. • Art can be different. 	Children will learn about styles that artists use and be able to comment and give feedback on their opinions of it. They'll be able to use a variety of medium to create their own artwork, taking inspiration from others.	
		Writing Opportunity		Resources
		<ul style="list-style-type: none"> • Comprehension • Evaluation 	<ul style="list-style-type: none"> • Graphite pencils • Photographs • Glue 	

Key Questions / Learning Journey Steps	Implementation
How does an image show human form?	<ul style="list-style-type: none"> • Look at 'The Dance' by Matisse. Discuss how he has described movement through the use of simple figurative forms and has recorded the position of each part of the dancers' bodies. • Complete an evaluation of Matisse images.
How does an image show human form?	<ul style="list-style-type: none"> • Children sketch human form using abstract block art (squares and rectangles) • Discuss familiarity.
How can an image show more human form?	<ul style="list-style-type: none"> • Use graphite pencils to create simplistic sketches of human form and position • Introduce skill of blending and curved lines to create more human form.
What makes an image of recognisable?	<ul style="list-style-type: none"> • Create a collage taking influence from 'The Snail' by Matisse. Using a rabbit image, create blocks and then into a collage.
Is that me?	<ul style="list-style-type: none"> • Discuss examples of the work of Francoise Gilot that show distorted facial features. • Using photographs of themselves, children cut a series of straight or curved lines on the reverse side and reassemble the pieces to produce a distorted facial image.
What media and techniques can be used to develop your image?	<ul style="list-style-type: none"> • Discuss the facial images produced in the previous session and ask the children to suggest ways to develop their work using different media and techniques.

Growth	Possibilities	Health	Community
Children will develop their knowledge of famous artists and understanding of different styles of art. They will develop their own artistic skills.	Children will understand the possibilities of careers within art and how they can apply their artistic skills to their everyday lives.		
Relevant RRSA Article	Article 29 – We all have the right to develop our talents and abilities.		

Climbing High



Always aim high,
work hard and care
deeply about what
you believe in.

Hillary Clinton

