



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 5	Topic Title/Theme: Life in the Rainforest	Term: Spring
Entry Point: Begin reading 'The Explorer' by Katherine Rundell	Exit Point: Rainforest picnic and visit to Sunderland Winter Gardens	Visits/Visitors or Special Arrangements: Sunderland Winter Gardens
Topic Overview: The children will explore the geographical features of the continent of South America and the countries within it, before focusing on Brazil and its capital city Rio de Janeiro. They will then learn about the world's climate zones, biomes and vegetation belts, focusing on the features of the rainforest. The children will explore rainforest features and conditions first hand by visiting Sunderland Winter Gardens. In Art, the children will produce a painting on a rainforest theme in the style of Chris Ofili, using primary and secondary colours and colour mixing. In DT the children will learn about a healthy balanced diet and focus on preparing and making a biscuit based on Argentinian ingredients. In science, the children will study the development of humans from conception to old age, then explore our Solar System and the role played by the Earth, Moon and Sun.		Outdoor Learning: Children swim throughout Year 5 so there is no outdoor learning.
		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, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk12	Wk13
Geography	Geography	Science	Science	Art	Art	RE	Geography	Geography	Science	DT	RE
Human and physical geography within a region of South America and the UK		Animals Including Humans		Painting		Islam	Climate zones, biomes and vegetation belts.		Changes as humans	Food tech - biscuits	Islam
PSHE / Outdoor learning			PE / Swimming			Computing			Music / MFL		

PSHE – Spring 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • Know the characteristics and mental and physical benefits of an active lifestyle. • Know the risks associated with an inactive lifestyle (including obesity). • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> • PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene • PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour • PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle • PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends • PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • PW66 Reflect on the many different types of relationships that exist 	Children will know; <ul style="list-style-type: none"> • Puberty involves physical changes such as growth of breasts, genitals and hair. • Puberty involves emotional changes affecting mood and behavior. • A balanced diet and exercise is needed to be healthy. • Smoking is addictive, contains harmful chemical and can lead to fatal illness. • Legal substances such as glue and aerosols can be harmful and cause death. 	Building on previous knowledge in Year 3 and 4 about living things, in Year 5, the children develop a further understanding about Children will have a good understanding of themselves and their bodies and how their choices throughout life can affect this.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> • 3D Dimensions
Key Questions / Learning Journey Steps		Implementation	
What changes happen to our bodies during puberty?		Core theme 1: Unit 1: Lesson 2 Children learn about changes to their bodies and get the opportunity to ask questions.	
How can I live a healthy lifestyle?		Core theme 1: Unit 1: Lesson 3 – Healthy lifestyles. Describe what being healthy is. Describe the impact of healthy eating and exercise.	
What damage can smoking do to your body?		Core theme 1: Unit 5: Lesson 3 – Healthy choices. Dangers of smoking and how to stop.	
Which everyday substances can be harmful?		Core theme 1: Unit 5: Lesson 4 – Substance abuse. Identify dangerous substances and describe their effects.	
How can the whole of me be healthy?		Core Theme 1 Unit 1 Lesson 1: Physical, Emotional and Mental – identifying all areas in which they need to be healthy and who could help them.	

Growth	Possibilities	Health	Community
Children will learn about how they change physical and mentally as they grow.		Children will learn how to make healthy lifestyle choices regarding diet and exercise. They will learn about harmful substances and the effects they can have on their health.	The children will learn about different types of relationships and how to show tolerance and acceptance.
Relevant RRSA Article	Article 12: You have the right to give your opinion, and for adults to listen and take it seriously Article 28: You have the right to a good quality education. Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them too.		

PE - Spring 1 Gymnastics

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances. Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	Children will know: <ul style="list-style-type: none"> V sit, shoulder balance, knee support, pike support, straddle Teddy bear roll, egg roll, pencil roll, forward roll, backward roll 	Children will explore, improvise and combine movement ideas effectively, using skills in different ways, performing confidently with clarity and a sense of rhythm.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Benches Mats Cones Marker spots Apparatus
Key Questions / Learning Journey Steps		Implementation	
Can I show flexibility and technique when performing gymnastic elements?	<ul style="list-style-type: none"> Children will warm up by getting their arms loose and showing the range of movement they have in their arms They will then work in pairs and play 'gymnastics copy cats', mirroring shapes made with their bodies The children will then work in small groups to find a way to cross the hall using gymnastics style movements Children will then cool down using static stretches 		
How can I travel and change shape in gymnastics?	<ul style="list-style-type: none"> Warm up game: follow the leader Children will then work in pairs on a mat and be shown various balances (V sit, shoulder balance, knee support, pike support, straddle) and practise these. They will also practise various methods of moving around the room. Cool down: static stretches 		
Can I create a sequence?	<ul style="list-style-type: none"> Warm up: speed bounce over a cone Children will be shown various rolls and must practise these with a partner, ensuring they remain safe throughout They will then create a sequence, linking together balances and rolls they have learnt in this and previous lessons Some pupils will perform their sequence to the class Cool down: dynamic cool down 		
How do I show rhythm and creativity when constructing a routine?	<ul style="list-style-type: none"> Warm up: head to toe – static stretches Children will practise landing following a jump (feet together, balls of feet, head facing forward); they will work in pairs to critique and support one another They will then work out how to make their sequence into a routine by keeping in time with the rhythm of music. They will practise their routine during the lesson, ensuring it has an appropriate flow. Cool down: static stretches 		
Can I perform in front of an audience?	<ul style="list-style-type: none"> Warm up: spell the word Children will have time to practise their routine from previous weeks Children will then perform their routines for their peers, and accept comments Cool down: static stretching – pupil led 		

Growth	Possibilities	Health	Community
Children will show emotional growth through critique of themselves and others, and remain resilient during this	Children will develop a new skill that many benefit them in the future	Children will show an awareness of the importance of keeping fit and healthy	Children will develop an understanding of teamwork
Relevant RRSA Article	Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

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 	<ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. 	Children will know: <ul style="list-style-type: none"> Their online identity is how they portray themselves online through profiles. They will understand that they must not share all personal information online. 	Children will show an understanding of what their online identity constitutes, and how they can protect themselves online. They will have an awareness of how they need to adapt their online identity based on the situation, and will be confident in doing so.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Self-image and Identity.
Key Questions / Learning Journey Steps		Implementation	
How can I ensure my online identity is safe and responsible?		<ul style="list-style-type: none"> Children will look back at the profiles previously used and discuss if they feel each person has made responsible choices relating to their online identity. They will then be split the young people into smaller groups to look through the profiles in more detail, before annotating them with responsible choices they should make when sharing their identity online. For example, sharing less personal information, choosing profile pictures more carefully etc. Discuss the children’s suggestions and why these would be more responsible choices when sharing things related to identity online. Finally, within their groups, children will write a set of top tips for sharing identity online using ‘My top tips for sharing identity online’. 	

Computing – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<ul style="list-style-type: none"> Children can create a formula in a spreadsheet to convert m to cm. Children can apply this to creating a spreadsheet that converts miles to km and vice versa. Children can use a spreadsheet to work out which letters appear most often. Children can use the ‘how many’ tool. Children can use these calculations to solve a real-life problem. 	Children will know: <ul style="list-style-type: none"> Flat file database is a collection of data organised into a single table. Databases are composed of records, which are sets of specific data, and that records are formed from fields (one specific piece of data). 	Children will understand what a database is, and how it can be used, including in a real life context. They will be confident creating, searching and using such databases, be they paper based or computer based.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> NCCCE resources
Key Questions / Learning Journey Steps		Implementation	
What is a paper based data base and how can I use it?		<ul style="list-style-type: none"> Children will create a paper version of a record card database. Using a template, they will create a data set linked to a theme (eg. animals) They will complete records for each one and then physically sort the cards to answer questions about the data, 	
How is a paper based database different to a computer database?		<ul style="list-style-type: none"> Children will be introduced to computer based data bases and examine how data can be recorded and viewed. 	

	<ul style="list-style-type: none"> • They will learn about records and fields, and use this knowledge to order records in different ways. • They will compare this to the paper databases created in lesson 1.
How can databases be used?	<ul style="list-style-type: none"> • Children will investigate how records can be grouped, using both paper and computer based data bases. • They will use the 'grouping' and 'sorting' tools to answer questions about the data.
Can I search a database easily for comparisons?	<ul style="list-style-type: none"> • Children will be introduced to the search techniques within a database. • Children will consider what makes a useful chart, and how charts can be used to compare data that has been previously searched for. • They will then create charts from their own data.
When and why are databases used in real life?	<ul style="list-style-type: none"> • Children will be given access to a real life database to ask and answer questions in the context of a flight search based on set parameters. • They will take on the role of a travel agent and present their findings, showing how they arrived at their chosen options.

Growth	Possibilities	Health	Community
Children will develop a new skill that will benefit them in the future and increase their understanding of computing in a wider context.	Children will be inspired to think about jobs in the future that may require them to use databases.	Children will be aware of staying safe online.	
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

MFL			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Understand basic grammar appropriate to the language being studied, feminine/masculine/neuter 	<ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Write short texts on familiar topics. Take part in conversations to seek and give information. Give accounts of the culture of the countries where the language is spoken 	Children will know: <ul style="list-style-type: none"> Spelling and spoken nouns- janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre How to say the date in French- day, date, month Recognise question and answer with the date of their birthday 	Children will develop their speaking, listening, reading and writing skills talking about dates. They will repeat and recognise the months of the year in French. Children will ask the date in French and can attempt to give the date in French They will practice asking when somebody has a birthday and say when they have their birthday.
		Writing Opportunity Sentences replying to a letter from a French friend. Answering questions on – how they are feeling, name, age, where they live, if they have siblings and the date of their birthday	Resources <ul style="list-style-type: none"> Songs- months of the year and days of the week Pictures and visual prompts. Language Angels
Key Questions / Learning Journey Steps		Activity	
Can I name the months of the year in French?		<ul style="list-style-type: none"> Learn French words for 12 months of the year LISTENING AND READING Look at use of acute accent- pronunciation- PHONICS Identify words for months READING 	
Can I identify the months of the year in French?		<ul style="list-style-type: none"> Recap months in French- practice speaking SPEAKING Learn French song for months of the year Listening activity- identifying months LISTENING 	
Can I say what date it is?		<ul style="list-style-type: none"> Practise months. Introduce questions and response for date Identify correct date- READING Write given dates in French with vocab cards for support - WRITING 	
Can I say when my birthday is?		<ul style="list-style-type: none"> Introduce questions and response for birthday- look at use of possessive pronoun mon and ton -GRAMMAR. Practise Unscramble words to make sentences of children saying date of their birthday-WRITING 	
Can I read and understand simple sentences?		<ul style="list-style-type: none"> Recap vocabulary. READING exercise- short extract of child introducing themselves. Children to answer questions based on text. READING 	
Can I write basic sentences?		<ul style="list-style-type: none"> Look at letter of questions sent from a French child. Discuss and translate. Go through responses verbally. SPEAKING Using word bank, children to write letter responding to questions 	
What symbols, products and objects represent France?		<ul style="list-style-type: none"> Look at Symbols, Products and Objects which represent culture of France- French Flag, Eiffel Tower, Fleur de Lys, Tour de France, National Anthem, Louvre- discuss their importance. Children create and information poster on 4 of things 	

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

Science – Spring 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	Children will know: <ul style="list-style-type: none"> Humans are mammals that give birth to live young which develop and reproduce. All animals except mammals lay eggs. Amphibians and insects go through metamorphosis. Fertilization is when a sperm cell from a male and an egg cell from a female fuse together. Internal fertilization takes place in mammals, birds and insects. External fertilization takes place for amphibians and fish. 	The children will recap some of the previous learning about animal categories and features and begin to recognise and compare how different groups of animals change during their life cycle. They will also understand and compare how different animals and plants reproduce.
		Writing Opportunity	Resources
		Labelling diagrams.	Images

Key Questions / Learning Journey Steps	Implementation
What are the stages in the life cycle of a mammal?	<ul style="list-style-type: none"> Review previous learning: classification of animals and characteristics of different animals. Examine mammalian life cycle and describe each stage. Create life cycle and annotate.
What are the stages in the life cycle of a bird?	<ul style="list-style-type: none"> Examine bird life cycle and describe each stage. Compare to mammals. Create life cycle and annotate.
What are the stages in the life cycle of an amphibian?	<ul style="list-style-type: none"> Examine frog life cycle and describe each stage. Compare to mammals and birds. Create life cycle and annotate.
What are the stages in the life cycle of an insect?	<ul style="list-style-type: none"> Examine butterfly life cycle and describe each stage. Compare to mammals, birds and amphibians. Create life cycle and annotate.
How do animals reproduce?	<ul style="list-style-type: none"> Explore the differences between the processes of fertilization, embryo development and birth. Compare processes in a table for animals studied.

Growth	Possibilities	Health	Community
The children will learn about their own growth and development and also about other living things.		The children will learn about the physical, mental and emotional changes they will go through.	The children will understand the importance of their parents and carers throughout their development.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Name and locate some of the countries and cities of the world and their identifying human and physical characteristics Name and locate the countries of North and South America and identify their main human and physical characteristics Describe and understand key aspects of human geography including settlements, land use and the distribution of natural resources. Use the eight points of a compass, four figure grid references and a key to communicate knowledge of the UK and the world. 	Children will know: <ul style="list-style-type: none"> Position of South America on world map. Some key countries within South America. Main physical and human features – rivers, mountain ranges, population, capital cities. Physical and human features of Rio de Janeiro – topography, climate, population, economy, tourism, landmarks. Grid references of major landmarks. 	The children will be able to describe the key physical and human features of the continent of South America, and explore how these features impact on life within one of its major capital cities.
		Writing Opportunity <ul style="list-style-type: none"> Travel guide to Rio. 	Resources <ul style="list-style-type: none"> Atlases Digi-maps
Key Questions / Learning Journey Steps		Implementation	
What are the main geographical features of South America?		<ul style="list-style-type: none"> Use atlases/maps to locate South America. Describe its location using different reference points. Name countries within the continent and compare size, position (coastal, land-locked etc.) Colour and label map with physical features – countries, rivers, mountain ranges, climate etc. Explore and compare the human and physical features of different countries – capital cities, population, major landmarks etc. Research geographical facts about 4 countries. List facts around map. 	
What are the main geographical features of Rio de Janeiro?		<ul style="list-style-type: none"> Research the key features of Rio de Janeiro using photographs, videos and brochures. Focus on the contrasts between different areas of the city - favelas and tourism. Make notes and select images about key facts and features. 	
What would it be like to visit Rio de Janeiro? (2 lessons)		<ul style="list-style-type: none"> Write a travel guide for Rio. Include details about all areas of the city. 	
How do the key features of Rio de Janeiro compare to Newcastle? (3 lessons)		<ul style="list-style-type: none"> Locate key physical and human features using 6 figure grid references on city centre maps of Newcastle and Rio. Include compass points and technical terminology. Complete table to compare similarities and differences between Newcastle and Rio. 	

Growth	Possibilities	Health	Community
Children will develop an acceptance of how people in South America live and the variety of ways in which people live their lives and	Children will be inspired to learn about and have the ambition to visit different places and appreciate other cultures and ways of life.	Children will learn about the risks of living in a large city. They will develop an understanding of how people stay safe and earn a living.	Children will learn about different communities within Brazil and Rio, their shared beliefs and how they live together.

how those differences make us unique and important.			
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists. 	Children will know: <ul style="list-style-type: none"> Pastel colours are pale, with high value and low saturation. Neon colours are extremely bright. Adding black to a colour will make it darker, and adding white will make it lighter (shades). Mixing two primary colours makes a secondary colour, and mixing a primary and secondary make a tertiary colour. 	Children will show an awareness of how different artists use paint in different ways, and will develop their understanding of how colours are made and used. They will comment on how effectively colours have been created, mixed and used before replicating some art of their own.
		Writing Opportunity Evaluation of Chris Ofili Art work	Resources <ul style="list-style-type: none"> Paint Paint brushes Paint pallets Paint charts
		Key Questions / Learning Journey Steps	
Can I evaluate art?		<ul style="list-style-type: none"> Children will be presented with various Chris Ofili paintings, and will comment on their thoughts regarding it, including use of colour, emotions conveyed, etc. Children will write about the similarities and differences between the pieces, and comment on themes that are presented in each. 	
How do I change the shade of a colour?		<ul style="list-style-type: none"> Children will be given paint charts showing colours in different shades, and we will discuss how and why different shades may be used. Children will comment on which shades are their favorite and why; do they like each colour in a similar shade, or does it vary? Vocabulary such as 'pastel' and 'neon' will be used and discussed. Children will then be given three colours of paint: black, white and a primary colour. They will create a paint chart of their own by adding small amounts of black or white to their colour to create different shades, experimenting with how different amounts effect the colour. 	
Can I mix colours effectively?		<ul style="list-style-type: none"> Children will investigate the colour wheel, including primary, secondary and tertiary colours. They will explore how the mixing of the primary colours can lead to the creation of secondary colours, and how mixing secondary colours can lead to tertiary. Children will create a colour wheel by mixing the colours in equal volume. 	
Can art be replicated and adapted?		<ul style="list-style-type: none"> Having been exposed to various Chris Ofili works, children will be asked to design their own painting, based around the theme of the rainforest. They will produce several different designs, before making an informed decision as to the most appropriate piece to create. Children will reimagine a piece of work by Chris Ofili to create their own artwork, using their colour mixing knowledge and skills to produce a high quality piece. 	
Can I evaluate my work?		<ul style="list-style-type: none"> Children will evaluate their paintings in comparison to their designs. They will highlight things that went well, as well as issues that arose during the process. They will comment upon how they would change their designs and artwork in future, as well as explaining the themes that will be evident within their work, and how they 	

think they met this target.

Growth	Possibilities	Health	Community
Children will be exposed to a new style of art, which they will then be able to comment on and replicate.	Children will be able to create colours in their own palette, reflecting their own ideas.		Children will have an awareness that their own feelings about something may not reflect the feelings of others, and that this is replicated within communities and is not always a negative.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Muhammed's life including: Receipt of the Qur'an, persecution and the flight to Medina Muhammed's return to Mecca <ul style="list-style-type: none"> Principal beliefs The Qur'an The Five pillars (prayer, worship and pilgrimage[hajj]) Muhammed as the "last" prophet People places and practices Pilgrimage Artefacts and symbols The Rosary (Subha) 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. Show an understanding of the role of a spiritual leader. 	Children will know: <ul style="list-style-type: none"> Who is Allah. Who is Muhammad. The religious text is called the Qur'an. The Five Pillars of Islam reflect the core beliefs and practices of the faith. 	Children develop an understanding of the Islamic faith, learning about Muhammed, the Qur'an and the Five Pillars.
		Writing Opportunity	Resources
		Sequencing the life of Muhammed – write a biography. Write one of the stories of Mohammad	<ul style="list-style-type: none"> Names of Allah Stories about Muhammed The Qur'an The Five Pillars
Key Questions / Learning Journey Steps		Implementation	
What are the key features of the Islamic faith?		Familiarise with terms within the Islam faith from previous learning. Create a mindmap of elements within it.	
Who is Allah?		Look at the different names for Allah. Display as a mobile. Read The Hundredth Name and discuss why the boy wanted to find the missing name.	
Who is Muhammad?		Sequence the events in the life of Prophet Muhammad. Discuss some of the stories about Muhammad and how they illustrate his wisdom and kindness.	

Growth	Possibilities	Health	Community
Children will develop morally and spiritually by understanding different beliefs and have a greater understanding of the world around them.	Children will understand that there are different ways to live.		Children will understand how different people in their community live and what they believe.
Relevant RRSA Article	Article 30 – We all have the right to practice our own culture, language and religion.		

PSHE – Spring 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Marriage in England and Wales is available to both opposite sex and same sex couples. The ceremony through which a couple get married may be civil or religious. The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> Ci15 Work co-operatively, showing fairness and consideration to others. HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help. HW15 Listen to, reflect on and respect other people's views and feelings. PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support. PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. PW64 Identify how to find information and advice through help lines. PW66 Reflect on the many different types of relationships that exist. 	Children will know: <ul style="list-style-type: none"> Confidential information is only for those who need to know it. Secret information is not shared at all. Important to listen to other people to get all opinions/ideas. Listen and talk to others to solve problems. Different relationship types. 	The children will understand the importance of good communication between themselves and others in order to better understand situations and deal with problems. They'll also begin to discuss and recognise different family structures and relationships and also the ways in some people may try to influence or impact on their decision making as they grow up.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> 3D Dimensions
Key Questions / Learning Journey Steps		Implementation	
What are the different types of relationships people can have?		E&R: Lesson 3 Learn about same sex relationships and homophobia.	
What secrets are safe to keep?		Core Theme 2 Unit 1 Lesson 1: Confidentiality – Secret Info Types of information that are confidential and secret. What information can be shared and who with.	
What makes a good listener?		Core Theme 2 Unit 1 Lesson 2: Listening – I'm All Ears Importance of listening.	
When should I share?		Core Theme 2 Unit 1 Lesson 3: Responding – Scenarios How to listen to both sides of a story to solve conflicts/problems.	
What is extremism and radicalization?		Core Theme 3 Unit 4 Lesson 4 Vulnerability: Easily Influenced Recognising extremism and who is vulnerable to radicalization.	

Growth	Possibilities	Health	Community
Children will learn to be better listeners in order to improve their learning and relationships with others.		Children will understand the importance of listening to instructions or warnings with regards to safety.	Children will be able to listen to the views and ideas of others in their community and improve their relationships.
Relevant RRSa Article	Article 12: You have the right to give your opinion, and for adults to listen and take it seriously Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		

PE – Spring 2 Cricket

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, jumping, passing etc). • Work alone or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for the game. • Uphold the spirit of fair play and respect in all competitive situations 	Children should know: <ul style="list-style-type: none"> • Fielder, batter, stumps, wicket • Score points by completing runs • How to use a cricket bat to hit a cricket ball 	Children will develop their kinesthetic awareness, as well as how to work well in a team. They will develop an understanding of the rules of cricket and the best tactics for success.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> • Ball • Cones • Whistle • Stumps
Key Questions / Learning Journey Steps		Implementation	
How can I ensure I throw and catch effectively?		<ul style="list-style-type: none"> • Warm up: on or under • Skill development: hot hands – throw and catch the ball with a partner as quickly as possible • Key skills game: children work in groups of 8 (one pair bat, one pair bowls, two pairs field). They should aim to get as many runs as possible in a set amount of time. • Cool down: static stretches 	
Can I hit a target?		<ul style="list-style-type: none"> • Warm up: tail tag • Skill development: double catch – children work in pairs with two balls and attempt to throw the balls backwards and forwards to one another. • Skill development: take aim – children work in groups of 4; each pair takes it in turns to try and hit the stumps • Game: mini cricket – groups of 8 v 8 • Cool down: dynamic stretches 	
Can I hit a target?		<ul style="list-style-type: none"> • Warm up: leave, catch, bounce • Skill development: hot hands – throw and catch the ball with a partner as quickly as possible • Key skills game: children work in groups of 8 (one pair bat, one pair bowls, two pairs field). They should aim to get as many runs as possible in a set amount of time. • Game: mini cricket – 8 v 8 • Cool down: static stretches 	
How can I use the bat effectively?		<ul style="list-style-type: none"> • Warm up: dynamic warm up • Skill development: copycats – leader makes shapes with their body and a ball, staying on the spot. Partner must copy. • Key skills game: the forward defensive shot – explain the method of the shot then practice six shots per person. • Game: place the shot 3 – the batter must try and hit the ball between two cones. • Cool down: dynamic stretching 	
What are the rules in basketball?		<ul style="list-style-type: none"> • Warm up: chain tag • Skill development: 3 to collect – one feeder, one fielder and one timer. Fielders must collect three balls as fast as they can. • Game: tournament - pairs • Cool down: static stretches 	

Growth	Possibilities	Health	Community
Children will show emotional growth through critique of themselves and others, and remain resilient during this	Children will be inspired to undertake further training in regard to cricket.	Children will understand the importance of staying fit and healthy.	Children will develop an understanding of teamwork.
Relevant RRSA Article	Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Computing – Spring 2 ESafety

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 	<ul style="list-style-type: none"> Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. 	Children will know: <ul style="list-style-type: none"> That permission from the bill-payer should always be sought prior to making an in-app purchase. That some purchases can lead to recurring payments. 	Children will be safety conscious and aware of how best to protect themselves online.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Health, Wellbeing and Lifestyle
Key Questions / Learning Journey Steps		Implementation	
Why would I have to pay for apps and how can I make sure it's legitimate?		<ul style="list-style-type: none"> Children will discuss in-app purchases: what they are, why they pay, positive/negatives. Children will be given a news article regarding in-app purchases, and must consider what the father and daughter could have done to change the course of action, as well as thinking about the consequences. Children will share some key advice they would have given the father and daughter, and understand the importance of getting permission from the bill-payer before making an online purchase. 	

Computing - Spring 2

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"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation Set events to control other events by 'broadcasting' information as a trigger. 	Children will know: <ul style="list-style-type: none"> Which devices can and can't record video and why Different filming techniques The limitations of editing video on a recording device 	Children will establish skills relevant in a fast changing modern world, which they will be able to apply throughout their education in a variety of contexts. They will establish pros and cons of different methods of recording video.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> iPads iMovie
Key Questions / Learning Journey Steps		Implementation	
What is video?		<ul style="list-style-type: none"> Children will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Children will begin by explaining what the medium of video is before analysing and comparing examples of videos. 	
How can I use different filming techniques?		<ul style="list-style-type: none"> Children will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles, considering how different camera angles can be used for different purposes. 	
Why would I use a storyboard?		<ul style="list-style-type: none"> Children will use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work. 	

Can I use a storyboard to plan a video?	<ul style="list-style-type: none"> • Children will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. • Children will use their storyboards to film the first scene of their videos.
Which editing techniques are most appropriate for my video?	<ul style="list-style-type: none"> • Children will film the remaining scenes of their video, and then import their content to video editing software. • They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.
How can I improve my final product?	<ul style="list-style-type: none"> • Children will complete their video by removing unwanted content and reordering their clips. • They will then export their finished video and evaluate the effectiveness of their edits. Finally, they will consider how they could share their video with others.

Growth	Possibilities	Health	Community
Children will develop a new skill that will benefit them in the future and increase their understanding of computing in a wider context.	Children will be inspired to think about jobs in the future that may require them to use video editing software.	Children will be aware of staying safe online.	
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

Music			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Create short, musical patterns Clap rhythms Play notes on an instrument with care so that they are clear Pronounce words within a song clearly 	Children will know: <ul style="list-style-type: none"> Improvising is making it up as you go How to play 5 notes on the glockenspiel How to use correct vocabulary to describe music 	Classroom Jazz – The children will learn to play the glockenspiel to Jazz style music. They will play notes and copy written music to play tunes accurately. Make you feel my love – The chn will use their previous glockenspiel skills to compose and improvise music. They will appraise a song each week and will then improvise/ compose their own music.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Charanga Glockenspiels Whiteboards
Key Questions / Learning Journey Steps		Activity	
Can you play a simple tune on the glockenspiel?		<ul style="list-style-type: none"> Discuss features of Jazz music Begin to play the glockenspiel Follow classroom jazz 1 	
Can you play the glockenspiel with care?		<ul style="list-style-type: none"> Play glockenspiel – simple tune Partners support by saying the notes then swap (whiteboards?) Listen and appraise peers 	
Can you play the glockenspiel accurately?		<ul style="list-style-type: none"> Follow notes on classroom Jazz 1 Play easy and medium part Listen and appraise peers 	
How can you improvise effectively using an instrument?		<ul style="list-style-type: none"> New song – make you feel my love Introduce improvisation Listen and copy back Create riffs – new riff each time Perform 	
How can you improvise effectively using an instrument?		<ul style="list-style-type: none"> New song – make you feel my love Improvise Perform 	
Can you choose elements of music to compose an effective piece?		<ul style="list-style-type: none"> Create own sequence of music Practice sequence Play sequence from memory 	
Can you choose elements of music to compose an effective piece?		<ul style="list-style-type: none"> Create own sequence of music Practice sequence Play sequence from memory 	

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 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Science – Spring 2

National Curriculum	Procedural Knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models. Present findings in written forms, displays and other presentations. Describe the changes as humans develop to old age 	Children will know: <ul style="list-style-type: none"> Stages in human development: infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood/old age. Boys are taller and heavier than girls during first year. Line graphs show changes over time. During puberty, changes are specific to gender and some that are the same. Changes to expect from adulthood to old age – grey hair, wrinkly skin, reduced cognitive function etc. 	The children will build on their knowledge of lifecycles to understand the changes in development specific to humans, and will know the changes that they can expect to go through.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Labelling diagrams Explanations 	<ul style="list-style-type: none"> Images Data Graph paper

Key Questions / Learning Journey Steps	Activity
How do humans change as they develop to old age?	<ul style="list-style-type: none"> Look at stages of human development to old age. Complete timeline and annotate.
How does the growth of boys and girls compare in their first year?	<ul style="list-style-type: none"> Compare pictures of a baby every month over the first year of their life. Identify changes. Compare data for the average height and weight of boys and girls each month during their first year by drawing line graphs. Write an explanation of their findings.
What are the developmental milestones during childhood?	<ul style="list-style-type: none"> Learn about the milestones in development during childhood (2-12 years) Match descriptions to ages and stages.
What changes do adolescents go through during puberty?	<ul style="list-style-type: none"> Recap what they know about puberty. Group changes according to whether they happen to boys, girls or both. Complete Venn diagram of changes.
How do humans change from adulthood to old age?	<ul style="list-style-type: none"> Look at photos of people from adulthood to old age. Put in order and identify changes. Research questions about changes and describe – what to expect in old age.

Growth	Possibilities	Health	Community
Children will understand the physical growth of humans and animals, and the changes that can occur.	Children will be inspired to learn more about the human body and the changes it can go through at various times throughout someone's life.	Children will show an understanding of the human body as a physicality, and demonstrate awareness of the changes that take place, primarily what is 'normal'.	Children will develop a deeper understanding of those around them, and that the changes in their body could contribute to changes in behaviour.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

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: climate zones, biomes and vegetation belts Human geography, including: the distribution of natural resources including energy, food, minerals and water; land use. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including night and day) Describe geographical diversity across the world. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Identify and describe how the physical features affect the human activity within a location. 	Children will know: <ul style="list-style-type: none"> Latitude lines are horizontal Longitude lines are vertical Coordinates created from latitude and longitude 5 climate zones Climate influenced by latitude. 7 major biomes influenced by climate 4 layers of rainforest 	Children will have a more in-depth understanding of how maps and atlases can be used to identify locations in the world through the use of coordinates. They will build on understanding about latitude to explain how it affects the world's climate and biomes.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Information text about biomes 	<ul style="list-style-type: none"> Maps iPads OS maps Online videos/pictures
Key Questions / Learning Journey Steps		Implementation	
How do we identify where different locations are in the world?		<ul style="list-style-type: none"> Identify longitude and latitude lines, the Equator, and hemispheres – describe their purpose. Identify coordinates of different locations in the world. (2 lessons) 	
Why are there different climate zones in the world?		<ul style="list-style-type: none"> Identify the 5 major climate zones: polar, temperate, Mediterranean, arid and tropical. Watch videos of various climate zone, discussing the key features of each. Label on a world map using own key and identify countries within each zone. Write a short explanation of the key features of each zone, linking them to latitude. (2 lessons) 	
What effect does climate have on the nature and location of biomes?		<ul style="list-style-type: none"> Identify the major biomes: rainforest, desert, savannah, grassland, temperate forest, boreal forest and tundra. Show videos of different areas, discuss key features. Label on a world map using own biome key. Write definitions. (2 lessons) 	
Why are rainforests important?		<ul style="list-style-type: none"> Rainforest workshop at Sunderland Winter Gardens. Deforestation debate – look at reasons for and against deforestation in the Amazon. Write own opinion and justify using PEE. 	

Growth	Possibilities	Health	Community
Children will develop an understanding of the wide variety of environments in which different animals and humans live.	Children will develop an understanding of the wide range of environments in the world and the features associated with each.	Children will learn about the potential dangers of some world environments.	Children will learn about global environmental issues, particularly deforestation. They will learn about the effects and what people can do to slow it down
Relevant RRSA Article	Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) Measure accurately and calculate ratio of ingredients to scale up or scale down from a recipe Demonstrate baking techniques Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	Children will know: <ul style="list-style-type: none"> Sustainable and ethical farming means people are paid a fair wage. Hand washing is an effective way of avoiding food poisoning. Foods such as cocoa, coffee, nuts and some fruits are grown in South America. 	Children will have an understanding of the different ingredients that can be grown ethically in South America, as well as how to combine a range of ingredients to create a biscuit.
		Writing Opportunity <ul style="list-style-type: none"> Writing a recipe. 	Resources <ul style="list-style-type: none"> Wooden spoons Oven Mixing bowls Ingredients for alfajores Baking trays
Key Questions / Learning Journey Steps		Implementation	
<ul style="list-style-type: none"> Can I identify a healthy, balanced diet? 		<ul style="list-style-type: none"> Investigate children's own food diaries. Identify food groups/balanced plate/food pyramid. Explain what each food group does – write a short explanation, giving examples. Give children South American recipes and ask them to highlight sections based on different food groups. Questions: is it a healthy, balanced meal? Why are there more of certain food groups? How could it be improved? Would this affect taste? 	
<ul style="list-style-type: none"> Which ingredients are easily accessible in Brazil? 		<ul style="list-style-type: none"> Children will investigate various ingredients and will discuss whether they think they are readily available in Brazil, or whether they would have to be imported. Discussions will surround ethical sourcing of ingredients, as well as the impact on climate (eg. planes and shipments of ingredients) 	
<ul style="list-style-type: none"> How do I prepare food safely? 		<ul style="list-style-type: none"> Reading activity linked to food safety and microorganisms. 	
<ul style="list-style-type: none"> Can I prepare a Brazilian snack and evaluate my final product? 		<ul style="list-style-type: none"> Children will prepare ingredients based on previous learning, writing a recipe. Evaluate using given criteria and reflect on finished product and process. 	

Growth	Possibilities	Health	Community
Children will make their own decisions. They will work co-operatively with other adults and their peers.	Children will learn cooking skills which is an essential life skill	Children will learn about a healthy balanced diet and the long and short term benefits of this.	Children will learn where things are grown (Britain / abroad)
Relevant RRSA Article	Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Muhammed's life including: Receipt of the Qur'an, persecution and the flight to Medina Muhammed's return to Mecca <ul style="list-style-type: none"> Principal beliefs The Qur'an The Five pillars (prayer, worship and pilgrimage[hajj]) Muhammed as the "last" prophet People places and practices Pilgrimage Artefacts and symbols The Rosary (Subha) 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Express their own values and remain respectful to those with different values. 	Children will know: <ul style="list-style-type: none"> The Qur'an is the word of God passed to Muhammad. The Qur'an teaches people how to live their lives. Muhammad preached the 5 pillars as a guide to how all Muslims should live. Five Pillars – Shahada (one God), Salah (prayer), Zakat (donate), Sawm (fasting), Hajj (pilgrimage). 	Children continue to develop an understanding of the Islamic faith beyond stories and learn about Muhammed, the Qur'an and the Five Pillars, reflecting on how this impacts on the lives of Islamic followers and their beliefs.
		Writing Opportunity	Resources
		Explanation of the five pillars.	<ul style="list-style-type: none"> Names of Allah Stories about Muhammed Quotes from the Qur'an The five Pillars
Key Questions / Learning Journey Steps		Implementation	
What is the Qur'an?		Look at and discuss verses from the Qur'an. Discuss these and reflect upon their importance for the Muslim way of life. Illustrate to make a poster.	
What are the five Pillars of Islam? (2 lessons)		Explore the five pillars and what they mean to Muslims. Devise five beliefs that affect the way you live.	

Growth	Possibilities	Health	Community
Children will develop morally and spiritually by understanding different beliefs and have a greater understanding of the world around them.	Children will understand that there are different ways to live.		Children will understand how different people in their community live and what they believe.
Relevant RRSA Article	Article 30 – We all have the right to practice our own culture, language and religion.		

Life in the Rainforest

