



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 6</b>	<b>Topic Title/Theme: How Precious Life Is</b>	<b>Term: Spring</b>
<b>Entry Point:</b> Children will consider their strengths and weaknesses to make a plan for themselves over the term. They will look at what is precious to them and what makes them precious.	<b>Exit Point:</b> Children will complete their SATs and consider how they have developed in preparation for them. They will celebrate their achievements in terms of how they have worked.	<b>Visits/Visitors or Special Arrangements:</b> <ul style="list-style-type: none"> <li>Chef into school for DT</li> </ul>
<b>Topic Overview:</b> The lessons in this term are more discrete and will be taught weekly rather than in blocks. Art and Design Technology will have a primary focus in the teaching with children using collage skills and thinking about how to make a health and balanced meal. PSHE focuses on mental health and supporting yourself and others during times of pressure and changes in life that can trigger unhealthy responses such as addiction and online bullying.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>Children will be working as part of a team and completing challenges involving knots, building, construction and hazard awareness.</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>MFL</li> <li>Computing</li> </ul>

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 be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Art	Art	Art	Art	RE	Science	DT	DT	DT	DT	RE
Animals including humans	Collage –Picasso				Judaism (Easter)	Living things	Savoury dishes				Christianity
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"> <li>• Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Simple self-care techniques.</li> <li>• Isolation and loneliness can affect children.</li> <li>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</li> <li>• 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</li> <li>• PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> <li>• HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</li> <li>• HW10 Recognise the factors influencing opinion and choice, including the media</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• People who are under 25 who are cyberbullied are twice as likely to self-harm.</li> <li>• Consequences are the things that happen as a result of an action.</li> <li>• Addiction is a compulsive need for something.</li> <li>• Alcohol, drugs and tobacco can all be addictive.</li> </ul> <p><b>Writing Opportunity</b></p> <p>Children to add information to their mind maps each week to show their understanding and the key information they have learned.</p>	<p>Children will develop an overall understanding of why they need to keep mentally healthy and the things that can cause their mental health to suffer. They need to consider the impact of relationships on their health and how these may change over time. The main focus of the learning will be on drugs and the importance of being mentally strong enough to say NO because they understand the consequences of their actions.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• PSHE 3D dimensions lesson plans and accompanying resources.</li> <li>• Young minds website.</li> <li>• PSHE mind maps.</li> </ul>

Key Questions / Learning Journey Steps	Implementation
<p>How can we keep mentally fit?</p>	<p><u>Core 1 Unit 1 Lesson 5 - Healthy Minds - Young Minds</u>                      List ways to keep mentally healthy.                      Have a joke competition to make each other laugh and discuss that laughing and sharing fun moments is one of the best ways to keep mentally healthy.                      Allow children the opportunity to explore <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a></p>
<p>What sort of things can trigger mental health issues and how best can these be dealt with?</p>	<p><u>Core 2 Unit 4 Lesson 4 - Mental Wellbeing - Mind Business</u>                      Sort problems into mental and physical illnesses.                      Lead a general discussion about what the children think would be more difficult to live with – mental or a physical issue. Talk about possible triggers that could cause mental health issues. Share the quote, “Children and young people under 25 who are victims of cyberbullying are more than twice as likely to self-harm and enact suicidal behavior, according to a new study.”                      • Watch the clip <a href="https://bit.ly/2MNzZpa">https://bit.ly/2MNzZpa</a> and discuss the impact of cyberbullying and what action they should take if they are being bullied.</p>
<p>How do relationships change as you grow older?</p>	<p><u>Core 2 Unit 4 Lesson 2 – Healthy Relationships – Support and Care</u>                      Discuss how relationships with friends might change as we get older and why – how will we cope with this – remind chn that it is normal to happen – link to idea of them moving secondary school and changing friendship groups</p>

	Use the example of a pet and talk about how you show that you love a pet and how you care for it
How can I keep myself healthy?	<u>Core 1 – Substance Related Abuse – Lesson 1 Don’t RUGS</u> Show image of pink elephant. Then tell children they can’t think of it. Discuss how hard it is to not do something when told. Where else might this apply in life? Discuss situations where children have been told no because it isn’t safe but have still done it. Discuss importance of making wise choices. Show list on board and discuss what we should say yes to. Talk about less obvious ones from the list e.g. watching TV and why we might say yes/no to this. YES things keep us healthy, but no things might not.
Are the consequences worth the risk?	<u>Core 1 – Substance Related Abuse -Lesson 2 – D Risk Ugs</u> Discuss consequences. Play consequences game and children to come up with three good consequences and three bad consequences. Complete a risk and consequence table – discuss why with some things it simply isn’t worth taking the risk. Read ‘Silly Sally and the Smoke Monster’ • Using the template provided of the Smoke Monster, pupils are to find five facts related to smoking that would help deter anyone from starting to smoke and add them to the Smoke Monster to create a warning poster for Sally and her friends. What message does each of the posters give – why do you think this is important?
Why is addiction difficult to overcome.	<u>Core 1 – Substance Related Abuse -Lesson 3 – DR USING UGs</u> Discuss addiction and what children can become addicted to. Watch animation of Lisa’s story and discuss the children’s reactions and feelings about this. Children to write a letter to Lisa reacting to her story. Look at the FROM this TO THIS pictures and discuss how the man’s life has changed due to alcohol addiction. Give 5 reasons to just say no!.

Growth	Possibilities	Health	Community
Children will develop their knowledge of the world in which they live and the relationships they have. They will consider positive and negative aspects of these to help them to grow in confidence to make the right decisions.	Children will understand there are various roles and careers to support others in maintaining their mental health.	Children will consider the importance of a healthy mind.	
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

**PE – Spring 1 - Lacrosse**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis].</li> <li>Apply basic principles suitable for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>The net can be used to catch the ball in lacrosse.</li> <li>You can run when you have the ball in lacrosse.</li> <li>Space and passing.</li> <li>How to score.</li> </ul>	Children will learn new skills within the unfamiliar game of lacrosse. From playing the games, they will develop an understanding of how it links to other invasion games and the skills that can be transferred.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	<ul style="list-style-type: none"> <li>Lacrosse Sticks</li> <li>Bibs</li> <li>Hoops</li> <li>Tennis Balls</li> <li>Videos of lacrosse matches</li> </ul>

Key Questions / Learning Journey Steps	Implementation
How do I handle a lacrosse stick?	<ul style="list-style-type: none"> <li>Introduce the lacrosse stick to the children. Throwing and catching.</li> <li>In pairs one child rolls the ball away from the child holding the stick. They chase after the ball and scoop it up, cradling it and turning to run back.</li> </ul>
How do I throw and catch accurately in lacrosse?	<ul style="list-style-type: none"> <li>Revisit throwing the ball to each other and catching. Underarm then throw with stick.</li> <li>Aiming practice. Children in groups of 4-5 with three sticks and two balls. Hoops placed against the wall. Each child takes a turn to throw and aim to hit inside the hoop with the ball.</li> <li>Piggy in the middle. 4-5 sticks and one ball per group. One player stands in the middle, the rest from two teams of two.</li> </ul>
How do I pass and receive on the move?	<ul style="list-style-type: none"> <li>In pairs the children revise passing at height. Then they practice moving to receive. One player passes the ball whilst the receiver indicates in which direction they are going to run (left or right).</li> <li>Set out areas for six groups of children. Tell them to give themselves each a number. Within their assigned space they must keep moving about and calling out their numbers in sequence. The ball starts with no.1, who then passes to 2, 3 at this point should be calling out their number and moving to a position to receive the ball etc.</li> <li>In fives have 2 children assume defending roles and 3 attacking roles. Place 1 hoop to act as a goal and explain that the children cannot shoot at goal if they are within 5m, or cannot properly see the goal (shooting blind).</li> </ul>
How do I play small-sided games of lacrosse?	<ul style="list-style-type: none"> <li>3 children (1 attack; 1 defend; 1 receive) Practise movement off the ball and tracking players when defending in this drill. One child has to pass to the other whilst another defends by blocking or intercepting the ball. Practise first without sticks, stress the importance of moving quickly and keeping on your toes.</li> <li>Teams must be made up of 5 players and subs can roll on and off (call for a substitution every two minutes). Explain that play will only stop on your whistle and that the key rules are that it's a non-contact sport and that you must pass the ball every four seconds.</li> </ul>

Growth	Possibilities	Health	Community
Children will be encouraged to be competitive and to understand the importance of challenging themselves and each other within game situations.	Children will play in mixed gender teams and will realise that both genders can be equally effective when competing in sporting events and that there are no boundaries to prevent them from competing against each other.	Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.	Children will work in teams and develop a sense of what it is like to work with others.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

### Computing – Spring 1 ESafety

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>Understand the effect of comments and show responsibility and sensitivity when online.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Online reputation is how they portray themselves online through profiles.</li> <li>What is appropriate and inappropriate to share online.</li> </ul>	Children will show an understanding of what their online reputation constitutes, and how they can protect themselves online. They will have an awareness of how they need to adapt their online reputation based on the situation, and will be confident in doing so.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	<ul style="list-style-type: none"> <li>Project Evolve – Online reputation</li> </ul>

Key Questions / Learning Journey Steps	Implementation
What is meant by online reputation?	<ul style="list-style-type: none"> <li>Complete what I know, what I share worksheets and discuss what we would and wouldn't share about ourselves.</li> <li>In groups children evaluate 'vloggers' information in terms of positivity.</li> <li>Identify things the children have shared online and whether they should do this and any changes they should make in the future.</li> </ul>
How can I protect my digital personality?	

### Computing – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>Use the Boolean operators  <math>() &lt; ()</math>  <math>() = ()</math>  <math>() &gt; ()</math>  <math>() \text{and} ()</math>  <math>() \text{or} ()</math>                      Not()                      to define conditions.</li> <li>Use the Reporter operators  <math>() + ()</math>  <math>() - ()</math>  <math>() * ()</math>  <math>() / ()</math>                      to perform calculations.                      Pick Random <math>()</math> to <math>()</math>                      Join <math>()</math> ().Letter <math>()</math> of <math>()</math>                      Length of <math>()</math>  <math>() \text{ Mod } ()</math> This reports the remainder after a division calculation                      Round <math>()</math>  <math>()</math> of <math>()</math>.</li> <li>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>What a spreadsheet is.</li> <li>The name of a cell is a letter followed by a number</li> <li>Formulae can be applied to a cell and the ways to do this</li> <li>Formulae start with an = symbol.</li> </ul>	Children will be introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. They will learn how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Children will use spreadsheets to plan an event and use this to create charts.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	Computer Suite Computing Lesson Plans with attached resources. NCCE website

Key Questions / Learning Journey Steps	Implementation
What is a spreadsheet?	Lesson 1 - What is a spreadsheet? <ul style="list-style-type: none"> <li>• Understand that a spreadsheet is a computer application which allows users to organise, analyse, and store data in a table.</li> <li>• Answer questions about a spreadsheet, and then create their own questions that can be answered using a given set of data.</li> </ul>
How do I build a set of data?	Lesson 2- Modifying spreadsheets <ul style="list-style-type: none"> <li>• Understand what data is.</li> <li>• Enter data into a spreadsheet</li> </ul>
How do I enter formula into a spreadsheet?	Lesson 3- What's the formula? <ul style="list-style-type: none"> <li>• Use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot).</li> <li>• Create formulas to use in their spreadsheet using cell references and identify that changing inputs will change the output of the calculation.</li> </ul>
How can I calculate and duplicate within a spreadsheet?	Lesson 4- Calculate and duplicate <ul style="list-style-type: none"> <li>• Recognise that data can be calculated using different operations: multiplication, subtraction, division, and addition and use these operations to create formulas in a spreadsheet.</li> <li>• Use average symbol</li> </ul>
How are spreadsheets used in real-life?	Lesson 5- Event Planning <ul style="list-style-type: none"> <li>• Plan and calculate the cost of an event using a spreadsheet using a predefined list to choose what they would like to include in their event.</li> </ul>
How do I present data in a spreadsheet?	Lesson 6- Presenting Data <ul style="list-style-type: none"> <li>• Create charts in Google Sheets and evaluate results.</li> </ul>

Growth	Possibilities	Health	Community
	Children will be introduced to possible uses of computers and how this can form part of a future career.	In all computing lessons, it is essential to emphasise the importance of being safe on-line.	Children will understand how communication, when used sensibly, can connect them to their community.
<b>Relevant RRSA Article</b>	<b>Article 28&amp;29:</b> I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

Music			
<b>National Curriculum</b>	<b>Procedural knowledge</b>	<b>Semantic knowledge</b>	<b>Overall subject intent</b>
<ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>Sing or play from memory with confidence.</li> <li>Maintain a part when performing as an ensemble.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Vocabulary to describe music</li> <li>Perform with and without singing</li> <li>Perform as a group</li> </ul>	Children will develop their confidence singing in groups and on their own, using songs You've got a friend in me and Happy. They'll also be more technical in describing, comparing and appreciating music.
		<b>Writing Opportunity</b>	<b>Resources</b>
			<ul style="list-style-type: none"> <li>Charanga</li> <li>Glockenspiels</li> <li>BBC Bitesize</li> </ul>
<b>Key Questions / Learning Journey Steps</b>		<b>Activity</b>	
How do you play instruments effectively?		<ul style="list-style-type: none"> <li>Give children instruments and just let them explore</li> <li>Evaluate what happened and how it could improve.</li> </ul>	
What vocabulary should you use to describe music?		<ul style="list-style-type: none"> <li>Mind map</li> <li>BBC bitesize – vocab videos</li> </ul>	
How can you perform without signing?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Learn to sing and sign</li> </ul>	
How can you perform as part of a group?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Learn to sing and sign</li> </ul>	
How can you perform as part of a group?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Learn to sing and sign</li> </ul>	
Can you put together a performance ?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Learn to sing and sign</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
The chn will gain an understanding of the history of a musical phenomenon. They will learn about different issues and the significance of the music at certain points.	The chn can share the knowledge they have learnt with others. They can listen to music they maybe wouldn't listen to and can have their own opinion. Their music choice may be influenced.	Children will listen to different songs that allow them to express themselves.	As Michael Jackson is a widely popular singer around the world, the chn will be able to learn the history and share knowledge with others.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		




**Science – Spring 1**

<b>National Curriculum</b>	<b>Procedural Knowledge</b>	<b>Semantic Knowledge</b>	<b>Overall Subject Intent</b>
<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The lungs and heart are the key organs in the circulatory system.</li> <li>The circulatory system delivers oxygen around the body</li> <li>Pulse rate increases with exercise</li> <li>Drugs can be good and bad</li> <li>Drugs which are taken to treat illnesses are known as medicines</li> <li>The affects smoking has on the human body</li> </ul>	<p>Children will learn about the parts of the circulatory system and its function. They will plan and complete an investigation about the affect exercise has on the human body, they will also learn about the impact drugs, tobacco and alcohol has on the human body. This will develop on from some of the PSHE lessons in Year 5.</p>
		<b>Writing Opportunity</b>	<b>Resources</b>
		<p>Information text on the functions of the circulatory system. Science investigation write up on exercise and heart rate.</p>	<ul style="list-style-type: none"> <li>Diagram of human circulatory system</li> <li>Stopwatches</li> <li>Pictures of the effects of smoking</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
What are the parts of the human circulatory system?	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system by labelling a diagram.</li> </ul>
What are the functions of the human circulatory system?	<ul style="list-style-type: none"> <li>Describe the functions of the heart, blood vessels and blood in an information text from the point of view of a red blood cell.</li> </ul>
How are water and nutrients transported within the body?	<ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans, in the context of the human body.</li> </ul>
How does diet and exercise impact on the human body?	<ul style="list-style-type: none"> <li>Recognise the impact of diet and exercise on the way bodies function by describing the effects of a healthy lifestyle. Introduce children to the investigative question and make predictions.</li> <li>Follow science investigation structure – prediction, fair test, equipment, method, results, conclusion, evaluation for exercise investigation – heart rate.</li> </ul>
What is the impact of drugs, alcohol and smoking on the body?	<ul style="list-style-type: none"> <li>Recognise the impact of drugs on the way bodies function in the context of drugs and alcohol.</li> </ul>
What is the impact of drugs, alcohol and smoking on the body?	<ul style="list-style-type: none"> <li>Complete comprehension questions one of which is based on pictures of a smoker verses a non- smoker's lungs and the feelings this invokes.</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Develop an understanding of how the body works and how we can keep healthy.	Children can see how we can improve our fitness levels through exercise and healthy living.	Developing an understanding of the importance of exercise and staying healthy.	
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Picasso is a famous cubist artist.</li> <li>Art which looks very realistic is known as realism.</li> <li>Cubism pieces of art look like they are made out of cubes and geometric shapes.</li> <li>Collage is layering of a material</li> </ul>	Children will learn about styles that artists use including cubism and realism and be able to comment and give feedback on their opinions of them. They'll be able to use a variety of medium to create their own artwork combining realism and cubism, taking inspiration from others and develop the simple collage skills from previous year groups.
		<b>Writing Opportunity</b> Short evaluation of the final piece	<b>Resources</b> <ul style="list-style-type: none"> <li>Sketchbooks</li> <li>Drawing pencils</li> <li>Coloured pencils and pens</li> <li>Paper</li> <li>Tissue</li> <li>PVA glue</li> <li>Gold and silver papers, foil papers, sweet wrappers etc.</li> <li>Chalk</li> <li>Cubist figurative images</li> <li>Collage materials</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Can a drawing be as accurate as a photo? (2 lessons) How do different artists approach portrait drawings?		<ul style="list-style-type: none"> <li>Use sketch books to comment on the work of different artists including Matisse, Picasso, Gainsborough, Modigliani, Schnabel, (Weatherman from BBC). Use the art work within a framework, where children must comment upon specific features.</li> </ul>	
How can we include realistic features? (Completed over a course of lessons.)		<ul style="list-style-type: none"> <li>Looking at how to divide up the face and then where features would be positioned. Work step by step to draw a realistic portrait</li> <li>Look at shapes of eyes and lips from photographs and practice drawing shapes and using tone/shading.</li> </ul>	
Can collage be art?		<ul style="list-style-type: none"> <li>Pictures of collages – artists and prices. Can children match the price with the picture? Which ones weren't done by artists?</li> </ul>	
How can we combine realism and Cubist art work? (3 lessons to create and evaluate.)		<ul style="list-style-type: none"> <li>Create a final piece combining realism and cubism using collage. Evaluate and compare against their original portrait.</li> </ul> 	

Growth	Possibilities	Health	Community
	Children will experiment with lots of different mediums in order to create their collages. Children can all be artists.	Children will take time to reflect positively on artwork and appraise others'.	
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>• The calendar</li> <li>- Passover</li> <li>- Pesach</li> <li>• Principal beliefs</li> <li>• Beliefs about the Messiah and the kingdom the Messiah will establish</li> <li>• Artefacts and symbols</li> <li>• Matzah, bitter herbs (maror), Green vegetable (Karpas), Haroset</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• Passover is an important Jewish holiday that commemorates the liberation of Hebrew slaves in Egypt, who were led out of Egypt by Moses.</li> <li>• Symbolic foods are served at the Seder, and some are featured on a special Seder plate.</li> </ul>	Children will explore the reasons why and how Jewish people celebrate Passover. They will be able to explain the symbolism of each item on a Seder plate and how they help Jews to remember what happened during Passover.
		<b>Writing Opportunity</b>	<b>Resources</b>
		Write about Passover explaining/informing. (i.e. explanation text, or non-chronological report)	Pictures or artefacts to show the Seder plate and foods for meal.
Key Questions / Learning Journey Steps		Implementation	
What is Passover? Who is the Messiah?		Find out about Jewish beliefs about the Messiah and the kingdom the Messiah will establish. Research to find answers to key questions. Make own conclusions from different images.	
What is the significance of Passover to Jewish people?		Learn about the Passover	
How do Jewish people celebrate Passover?		Hold a Passover celebration/meal – exploring the symbolism of the foods on the Seder plate. Play music and read simplified readings. Writing about meal and its significance and importance.	
Growth	Possibilities	Health	Community
Children will continue to grow spiritually by understanding what is believed in religion by others.	Children will realize the possibilities of other religions and how they can impact on peoples' lives.	Children will look at food eaten during a religious festival and discuss the links made to spiritual health.	Children will continue to develop their knowledge of a different religious community and how they celebrate and believe.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

**PSHE – Spring 2**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>All schools should make provision for personal, social, health <i>and economic education (PSHE)</i>, drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.</p> <ul style="list-style-type: none"> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<ul style="list-style-type: none"> <li>• PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</li> <li>• PW47 Recognise how people manage money and learn about basic financial capability</li> <li>• PW49 Look after their money and realise that future wants and needs may be met through saving</li> <li>• PW50 Show initiative and take responsibility for activities that develop enterprise capability</li> <li>• PW4 Contribute to enterprise activities</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• A budget is a document that lists the money you earn and the money you spend.</li> <li>• VAT is a purchase tax added onto items that are bought, except things that are zero-rated, such as food, because these are deemed essentials.</li> <li>• VAT is a percentage of the cost and this is determined by the government.</li> <li>• A loan is usually money lent to you for a fixed amount of time. You always have to pay the money back.</li> <li>• A charity is an organisation set up to provide help and raise money for those in need.</li> </ul>	<p>Children will consider what it means to budget and how to spend and save their money wisely. They will discuss the difference between wants and needs. They will think about how to make money and the importance of giving to charities.</p>
		<b>Writing Opportunity</b>	<b>Resources</b>
		Add to mind maps.	See 3D PSHE individual lesson resources.
Key Questions / Learning Journey Steps		Implementation	
What does it mean to have a budget?	<p>Discuss what it means to budget – context of pocket money – do children save up for anything? Show the pupils various online supermarket shopping sites e.g. Asda, Morrisons, Sainsburys. Making money go further on essential items. Which supermarket is best? In groups, pupils are given a money amount label with a figure telling them how much they have to spend in their shopping budget. Give them a shopping list of essential items. They must work within their budget and make their money go as far as possible!</p>		
What makes a good deal when buying a product?	<p>Ask pupils to list all the ways people make money. What was the last thing they bought? Did they want it or need it? Choose some images of electrical appliances to share with the class (Google ‘Electrical Appliances’) and discuss the terms price, interest, discounts and VAT. Ensure pupils understand what the different terms mean. Talk about what it means to take out a loan – are there positives and negatives?</p>		
How do you find the best deal on an item?	<p>Think back to last week’s discussion about deals. Look at some examples of some deals – which is the best and why? Is it wise to buy at the first price you see or should you look around and compare prices? Children to come up with their own deal for a product of their choice – compare with a partner / as a class – whose deal was best?</p>		
How do I make money?	<p>Discuss how to earn money and ideas for making money at their age (washing cars, doing chores etc) Children to design a poster to advertise a service they will provide to make money – what will they charge? Will they do a deal / how will they promote this to customers?</p>		
What is a charity?	<p>Ask pupils to list all the charities they have heard of. Why do people support charities? Does the school support any charities currently? If so, which ones and why? Think of all the different ways charities collect money e.g. sponsored events, bucket collections. Recall past events when the school has raised money for charities – why is this important to do?</p>		

Growth	Possibilities	Health	Community
Children will develop their understanding of how to be financially independent and how to ensure their finances remain healthy.	Children will understand the different ways that they can make money and the range of jobs that are on offer to them.	Children will understand the impact that money worries can have on mental health and the importance of budgeting and living within their means.	Children will know that working with charities and supporting others is important within the community. They will be aware of some charities in the local area.
<b>Relevant RRSA Article</b>	<b>Article 27:</b> We all have the right to a good standard of living.		

**PE – Spring 2 Gymnastics**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including:                             <ul style="list-style-type: none"> <li>travelling</li> <li>balances</li> <li>swinging</li> <li>springing</li> <li>flight</li> <li>inversions</li> <li>rotations</li> <li>bending, stretching and twisting</li> <li>gestures</li> <li>linking skills.</li> </ul> </li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>A sequence is an order of actions and movements</li> <li>Balances can be done alone or with others</li> <li>Some children are more flexible than others and this is normal</li> </ul>	Children will produce a sequence set to music demonstrating balances and travelling over and under shapes made by a partner. This will develop on from previous year groups where children learned movements, stretches and balances in pairs and sequences.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	<ul style="list-style-type: none"> <li>Gymnastic apparatus including benches</li> <li>Mats</li> </ul>
<b>Key Questions / Learning Journey Steps</b>		<b>Implementation</b>	
How can I balance effectively?		<ul style="list-style-type: none"> <li>Balance on large and small body parts and holding balance positions Match / mirror partner's balances</li> </ul>	
How can we balance on different levels?		<ul style="list-style-type: none"> <li>Demonstrate two balanced positions – one on a high or medium level and one on a low level, hold balances and then change to a new level and balance again</li> </ul>	
How can I travel around my partner?		<ul style="list-style-type: none"> <li>One partner lies down on the floor making a shape, the other partner has to move over them in different ways but with no contact (e.g jumping, rolling, bunny-hops, cartwheels)</li> </ul>	
How can my partner and I travel around apparatus?		<ul style="list-style-type: none"> <li>Introduce apparatus and using two partners to make different shapes and travel together with no contact (i.e. in and out of each other's space) Make up a sequence showing one under movement, one over movement and one where the base is moving. Experiment with different speeds and directions.</li> </ul>	
How can I produce a sequence of movement around my partner?		<ul style="list-style-type: none"> <li>Produce a sequence of balances and movements with a partner to music Can use the apparatus or just floor movements</li> </ul>	
How can I improve my sequence?		<ul style="list-style-type: none"> <li>Perform sequences half class to the other half and evaluate each other's performances.</li> </ul>	

Growth	Possibilities	Health	Community
Children will be encouraged to work cooperatively and supportively.	Children will work in mixed ability pairs and will realise that everyone's bodies can be manipulated to form different shapes and make gymnastic sequences.	Children will be encouraged to develop their fitness and learn the importance of warming up and cooling down before a gymnastic lesson.	Children will work together on performance of a sequence.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

MFL			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall subject intent
<ul style="list-style-type: none"> <li>Understand basic grammar appropriate to the language being studied, feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the main points and some of the detail in short written texts.</li> <li>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>Take part in conversations to seek and give information.</li> <li>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>How to say and write school subjects</li> <li>Simple conversation about daily routines</li> <li>Tell the time in French</li> <li>Numbers</li> <li>Conjugating aller</li> </ul>	At school – The children will be able to repeat and recognise the vocabulary for school subjects and say what subjects they like and dislike at school. They will also be able to tell the time in French and create a French timetable for school. They will use the verb aller in French to say what time they go to school.
		<b>Writing Opportunity</b> Phonics Simple sentences Email about subjects	<b>Resources</b> <ul style="list-style-type: none"> <li>Youtube</li> <li>Flashcards</li> <li>BBC website</li> <li>Language angels</li> </ul>
Key Questions / Learning Journey Steps		Activity	
How can you pronounce and write school subjects?		<ul style="list-style-type: none"> <li>Dictionary task</li> <li><b>Lesson 1</b></li> <li>Introduce school subjects</li> <li>Discuss school life</li> <li>Phonics in back of book– qu, c, an, en sounds. Elision – dropping the last letter of a word and replacing it with an apostrophe.</li> </ul>	
Which school subjects do you prefer?		<ul style="list-style-type: none"> <li><b>Lesson 2</b></li> <li>Discuss subjects and express opinion</li> <li>Speaking task – Role play</li> </ul>	
What time is it?		<ul style="list-style-type: none"> <li><b>Lesson 3</b></li> <li>Time – worksheet</li> </ul>	
What time do you study each subject?		<ul style="list-style-type: none"> <li>Lesson 4</li> <li>Reading activity – what time do you study each subject? Listening exercise</li> </ul>	
Can you write about your timetable?		<ul style="list-style-type: none"> <li><b>Lesson 4 and 5</b></li> <li>Introduce aller and the grammar involved in conjugating the verb into different formats and tenses.</li> <li>Give children a basic school timetable to use.</li> <li>Writing task – write an email about school including subjects, including opinions and timings.</li> </ul>	
Who are some of the famous French role models ?		<ul style="list-style-type: none"> <li>Finish writing task</li> <li><b>Lesson 6</b></li> <li>Intercultural – role models for children in France</li> </ul>	

Growth	Possibilities	Health	Community
Children should develop knowledge of France and their confidence in speaking. They can generalise too to French speaking countries around the world.	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.	They will be able to communicate in French and understand conversations.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> We have the right to develop personalities, talents and abilities.		



**Science – Spring 2**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants &amp; animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> <li>Planning different types of scientific enquiries to answer questions</li> <li>Recording results of increasing complexity using scientific diagrams &amp; labels, &amp; classification keys</li> <li>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The living organisms are divided into five different kingdoms – Protista, Fungi, Plantae, Animalia, and Monera.</li> <li>A key is a set of questions about the characteristics of living things.</li> <li>The Linnaean classification system helps us determine what an organism is.</li> <li>The naming is decided by their genus and species.</li> <li>The classification system is in Latin.</li> </ul>	<p>From the start of school, children have been grouping animals in various ways and by Year 6, they will know various systems for this. They are introduced to the final method that where they learn the Latin terms and a further level of detail for more specific and complex classification. They will sort living things using a classification key and by their observable traits and understand how scientists classify animals and plants using classification routes.</p>
		Writing Opportunity	Resources
		<p>Children will write scientifically when producing descriptions of unusual animals/plants and creatures and will also describe their own creature.</p>	<ul style="list-style-type: none"> <li>Animal pictures to classify and sort</li> <li>examples classification keys</li> <li>Leaves</li> <li>Art pencils</li> </ul> <p>(Resources from Hamilton trust Planning pack)</p>

Key Questions / Learning Journey Steps	Implementation
<p>What are the five kingdoms?</p>	<ul style="list-style-type: none"> <li>Give children pictures and ask them to classify them into groups. Discuss the groups they have come up with and what they have in common.</li> <li>Show pictures of the five Kingdoms with no headings and ask children to discuss what they may show.</li> <li>Children to write brief definitions of the five kingdoms and their main characteristics.</li> </ul>
<p>What is a classification route?</p>	<ul style="list-style-type: none"> <li>Watch video about Linneaus to learn about his classification system. Complete comprehension activity.</li> <li>Look through lines of classification and talk about what they have in common. Watch Youtube video based on classification of a lion.</li> <li>Look at the way some animals can be classified in similar ways until it reaches the bottom layers of the classification.</li> <li>Children research and create classification routes.</li> </ul>
<p>How do we create classification keys?</p>	<ul style="list-style-type: none"> <li>Odd one out activity. Children to say which animal/plant/organism is the odd one out from a selection and explain their reasoning.</li> <li>Lesson using I-pads where children are able to research classification keys and complete keys. Hamilton Trust</li> <li>Sweet classification lesson from Hamilton trust planning.</li> <li>Children to identify differences between sweets and use to produce a classification key.</li> <li>They should then use their knowledge from the previous session to give each of the sweets a Latin name to complete the classification route.</li> <li>Bees, Birds and Butterflies classification key using observable differences.</li> </ul>

How do scientists produce botanical drawings?	<ul style="list-style-type: none"> <li>• Go outside to produce a sketch of a tree following style of pictures observed.</li> <li>• Collect leaves.</li> <li>• Make a detailed and labeled sketch of one of their leaves using the resource sheets to help to identify features.</li> <li>• Use colour mixing of paints to paint a sample of the leaf to show how important it is to get colouring correct.</li> <li>• Try to classify the leaves using a key and then find out which plant/tree they have come from.</li> </ul>
How do scientists describe animals when they classify them?	<ul style="list-style-type: none"> <li>• Look at pictures of unusual creatures around the room. Try to match them up to their scientific name. Discuss what a difficult process this is as the names reveal nothing about the creature.</li> <li>• Then match the animals with their scientific descriptions and discuss why this is significantly easier because of the way in which they are so factually written.</li> <li>• Pictures of unusual specimens given for children to write descriptions from and to try to follow as much as they can of a classification route before giving them a name. Then, compare with actual names and discuss any similarities between those the children have given.</li> </ul>
How do scientists classify new animals/plants as they are discovered?	<ul style="list-style-type: none"> <li>• Look at the Hog-nosed shrew rat which was discovered in Indonesia. Talk through how difficult it was to classify and ask children to try to work through the classification route.</li> <li>• Discuss how Linnaeus had classified the unicorn and where it differentiated from other animals.</li> <li>• Talk through that even mythical creatures could be classified.</li> <li>• Children to follow the learning path of the topic and sketch a new creature, describe it, classify it, label and name it. Other children then try to work out where in the classification system it comes.</li> </ul>

Growth	Possibilities	Health	Community
Children will continue to grow and develop their knowledge and understanding of the world around them and have a thirst for understanding of animals and plants and the world in which they live.	Children will understand the possibilities open to them as a scientist and how their skills in other areas can play a role in different jobs e.g. art.	Children will understand that health is important for plants and animals in their growth and development.	When looking at trees, plants in the local environment, we will discuss the importance of looking after the environment around them and why we wouldn't pick leaves from trees, but would look for ones on the ground.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>A healthy diet is made up of a variety of foods from different food groups.</li> <li>The main food groups are carbohydrates, protein, dairy, fats, vitamins and minerals and dairy.</li> <li>It is important of good hygiene of for yourself and your cooking surfaces and equipment.</li> </ul>	Children to make a healthy chilli using food from a variety of food groups. They will show an understanding of how to prepare and cook food safely using heat sources, meat and different preparation methods.
		<b>Writing Opportunity</b>	<b>Resources</b>
		Recipe for chili / burrito	<ul style="list-style-type: none"> <li>Internet</li> <li>Recipes</li> <li>Ingredients to make Mexican meal</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
This topic takes place over 4 weeks with a range of lessons and a visit from Cooking4Life chef.  What constitutes a healthy diet?		<ul style="list-style-type: none"> <li>Children will research the different food groups there are.</li> <li>Create a diagram to show the amounts of each group you should have.</li> <li>Comprehension questions based upon extracting data about the different food groups.</li> </ul>	
What ingredients do I need to make a healthy chilli?		<ul style="list-style-type: none"> <li>Research healthy chilli recipes. Create 3 different ingredients lists for chilli. (celery, mushrooms etc?)</li> </ul>	
What must I do to prepare food in a healthy manner?		<ul style="list-style-type: none"> <li>Research hygiene safety when preparing food. Children create a list of instructions to stay safe when preparing and cooking food.</li> <li>Discuss and agree rules for staying safe when using a hob oven.</li> </ul>	
How do I make a healthy chilli?		<ul style="list-style-type: none"> <li>Prepare healthy chilli ingredients</li> <li>Write recipes for chilli</li> </ul>	
What did my chilli taste like?		<ul style="list-style-type: none"> <li>Evaluate chilli - what went well? What would you change?</li> </ul>	
Growth	Possibilities	Health	Community
	Children will learn that everyone has the opportunity to become a chef.	Children will learn about healthy diets compare them with their diets.	
<b>Relevant RRSA Article</b>	<b>Article 31.</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>• The calendar</li> <li>- Pentecost</li> <li>• Principal beliefs</li> <li>- The Holy Spirit/ The Trinity</li> <li>- The Meaning of Pentecost</li> <li>• Narrative</li> <li>- The story of Christ's life based on the New Testament.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• The Pentecost is a Christian Holy Day celebrated 50 days after Easter.</li> <li>• It commemorates the birth of the Holy Spirit among the Apostles.</li> <li>• The Apostles were the people who were visited by the Spirit while they were celebrating the Jewish Feast of Weeks Festival.</li> </ul>	Children will find out about Pentecost and understands its place in the narrative of Jesus' life.
		<b>Writing Opportunity</b>	<b>Resources</b>
		Write about Pentecost: write the narrative of the Pentecost story.	Story board
Key Questions / Learning Journey Steps		Implementation	
What is Pentecost? (3 lessons over the week)		Find out about Pentecost and discuss how it fits the chronology of Jesus' life. Create a story/storyboard of the Story of Pentecost.	

Growth	Possibilities	Health	Community
Children will continue to grow spiritually by understanding what is believed in religion by others.	Children will realize the possibilities of other religions and how they can impact on peoples' lives.		Children will continue to develop their knowledge of a different religious community and how they celebrate and believe.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

# How Precious Life Is



**" I am here for a purpose and that purpose is to grow into a mountain and not shrink into a grain of sand. Henceforth, will I apply ALL my efforts to become the highest mountain of all and I will strain my potential until it cries for mercy."**

