



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 1</b>	<b>Topic Title/Theme:</b> We're all going on a summer holiday.	<b>Term:</b> Summer
<b>Entry Point:</b> Children to talk about their favourite holiday and bring in photos to share.	<b>Exit Point:</b> We're going to the beach!	<b>Visits/Visitors or Special Arrangements:</b> Trip to the beach / lighthouse
<b>Topic Overview:</b> This term the children will be learning about holidays today and how they are different to holidays in the past. We will be focusing on the seaside and different physical and human features that can be found there. In Science, the children will be studying plants and begin to grow their own which ties in with our Design Technology project in which the pupils will be creating a healthy fruit kebab and learn where the ingredients come from. In RE, the main focus will be looking at creation stories from a variety of religions. These all link with our topic through strands of history, changes over time and how they impact on our lives on a day to day basis.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>Plants and weather as part of science lessons</li> <li>Shells within Art</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>Computing</li> <li>Science</li> </ul>

Curriculum Drivers			
Growth	Possibilities	Health	Community
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 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.

Wk 1	Wk2	Wk3	Wk4	Wk5	Wk 6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk 12
Science	History	History	Geography	Geography	DT	Science	RE	RE	Art	Art	Computing
Plants (inc. trees)	Changes within living memory (national) Holidays in the past Photos – collect	The Seaside (maps – fieldwork visit a beach)			Food – fruit kebab	Plants (inc. trees) (Weather & seasons)	Creation stories – Hinduism and Christianity		3D – clay and plaster cast moulds of impressions using shells (y1 art scheme unit)		Learn to log on to a desktop computer
PSHE / Outdoor Learning			PE			Computing			Music		

**PSHE – Summer 1**

Statutory Guidance	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• That 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.</li> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>• HW13 Listen to and show consideration for other people’s views</li> <li>• HW15 Listen to, reflect on and respect other people’s views and feelings</li> <li>• Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary</li> <li>• Ci3 Consider ways of looking after the school or community and how to care for the local environment</li> <li>• Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</li> <li>• Ci6 Take turns and share as appropriate</li> <li>• PW20 Recognise how their behaviour affects other people</li> <li>• PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> <li>• HW2 Recognise right and wrong</li> <li>• HW3 Recognise how attitude and behaviour, including bullying, may affect others</li> </ul>	<p>Children will know;</p> <ul style="list-style-type: none"> <li>• The difference between kind and unkind behaviour.</li> <li>• What is a family.</li> <li>• What is responsible behaviour.</li> </ul>	<p>Children will learn the difference between kind and unkind behaviour and how they can show kindness through sharing. We will discuss how important our families are and how they look after us and what lies at the heart of a family including care for each other, possessions and things in our area of responsibility.</p>
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Labelling pictures of our family.</li> </ul>	<ul style="list-style-type: none"> <li>• 3D PSHE resources</li> </ul>
<b>Key Questions / Learning Journey Steps</b>		<b>Implementation</b>	
What is kind and unkind behaviour?		<ul style="list-style-type: none"> <li>• Read the story of Cinderella. Talk about how her stepsisters were unkind. Draw a picture of unhappy Cinderella on the mind map.</li> </ul>	
Why is family so important to us?		<ul style="list-style-type: none"> <li>• Read owl babies. Discuss why the owl babies were scared. How was the Mum behaving responsibly and looking after her children. How do our carers look after us.</li> </ul>	
Who are the special people in our lives?		<ul style="list-style-type: none"> <li>• Draw a picture of the people who look after us at home.</li> </ul>	
How can we act responsibly?		<ul style="list-style-type: none"> <li>• Read Jasper’s Beanstalk. Talk about how he looked after and nurtured his plant. Discuss how we can act responsibly towards our plants and look after them.</li> </ul>	
What is borrowing		<ul style="list-style-type: none"> <li>• Talk about how we borrow things from school. Discussion about how we should look after them.</li> </ul>	
Why is it important to share?		<ul style="list-style-type: none"> <li>• Write down all of the reasons why it is good to share. Go on a treasure hunt and discuss how to make it fair – sharing.</li> </ul>	

Growth	Possibilities	Health	Community
	Children will learn about how they can show responsibility at home and at school.	Children will understand that being kind leads to a positive healthy mindset.	Children will understand the role of responsibility at school EG looking after the plants and chickens.
<b>Relevant RRSA Article</b>	<b>Article 12</b> - I have the right to say what we think and to be listened to.		

**PE – Summer 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>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Copy some movements.</li> <li>Explore different ways of running, jumping, throwing and catching.</li> <li>Comment on others' actions.</li> <li>Talks about how their body feels during activity.</li> <li>Understand that physical activity is good for them.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Moving your arms when running helps you go quicker and control.</li> <li>Team work means supporting others and pushing yourself.</li> <li>You should bend your knees when you jump to land safely.</li> </ul>	Pupils will learn different athletics skills in preparation for Sports Day. They will learn the importance of team work within games and how to co-ordinate their bodies for optimum performance in running, jumping, throwing and catching.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N.A	<ul style="list-style-type: none"> <li>PE Planning</li> <li>Cones</li> <li>Bibs</li> <li>Bean bags</li> <li>Hoops</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
<b>PE planning Athletics Year 1</b> How can we run?	<ul style="list-style-type: none"> <li>Whistle game – freeze on one whistle, sit down on two blasts of the whistle.</li> <li>Intro to running technique.</li> <li>Running races</li> <li>Cool down – stretches.</li> </ul>
How can we co-ordinate our movements?	<ul style="list-style-type: none"> <li>Warm up – scarecrow tig</li> <li>Colour cones game – touch a red cone etc</li> <li>In or out cone game – one team places the cones in the hoops, the other team takes them out.</li> <li>Relay races.</li> </ul>
How can we show co-ordination when running?	<ul style="list-style-type: none"> <li>Play foxes and rabbits</li> <li>Play down the track</li> <li>Practise relay tactics.</li> <li>Cool down stretches.</li> </ul>
How can we control our jumps	<ul style="list-style-type: none"> <li>Play grasshopper game</li> <li>Safe Jumping technique</li> <li>Practise standing long jump</li> <li>Play a jumping animals game</li> </ul>
How can we throw towards a target with control?	<ul style="list-style-type: none"> <li>Play colour cones catch – pupils to throw a bean bag into the air when they reach a specified coloured cone.</li> <li>Correct technique for an underarm throw</li> <li>Target throw into 3 hoops</li> <li>Cool down static stretches.</li> </ul>

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

## Computing – Summer 1 ESafety

Computing – Summer 1 ESafety			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Understand online risks and how to be safe online.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Rules to keep myself safe when using technology both in and beyond the home.</li> </ul>	Children will have the opportunity to discuss how to keep themselves safe on the computer and recognise when they need an adult.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	<ul style="list-style-type: none"> <li>Project evolve health, well being and lifestyle lesson.</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What rules should I follow to keep myself safe when using technology?		<ul style="list-style-type: none"> <li>Look at scenarios of keeping safe/unsafe online.</li> <li>Look at scenarios of us being happy/not happy online.</li> <li>Children to sort statements into hoops.</li> </ul>	

## Computing – Summer 1

Computing – Summer 1			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Predict the outcome of a command on a device.</li> <li>Match a command to an outcome.</li> <li>Run a command on a device.</li> <li>Compare forwards and backwards movements.</li> <li>Start a sequence from the same place.</li> <li>Predict the outcome of a sequence involving forwards and backwards commands.</li> <li>Compare left and right turns.</li> <li>Experiment with turn and move commands to move a robot.</li> <li>Predict the outcome of a sequence involving up to four commands.</li> <li>Explain what my program should do.</li> <li>Choose the order of commands in a sequence.</li> <li>Debug my program.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Pupils can input a simple algorithm into a Beebot and understand that commands must be precise.</li> <li>Pupils can debug a command.</li> <li>Pupils can predict the outcome of a sequence of commands.</li> </ul>	Children develop their understanding of the ways in which computers work – using the correct terms and vocabulary.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Instructions for how to move a BeeBot.</li> </ul>	<ul style="list-style-type: none"> <li>BeeBots</li> <li>BeeBot grid</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What do the buttons mean on a robot?		<ul style="list-style-type: none"> <li>Look at photos of robots – what do they do?</li> <li>Introduce Beebot. Look at buttons. What do you think they do?</li> <li>Teacher to secretly press a button. Children to guess what the teacher pressed.</li> <li>Children to have a go at using the buttons.</li> </ul>	
How can robots change direction?		<ul style="list-style-type: none"> <li>Recap buttons and robots.</li> <li>Following instructions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teacher to be Miss Robot. Children to give instructions to the teacher on how to move.</li> <li>• Children to have a go at making the robot change direction.</li> </ul>
How can I use precise commands?	<ul style="list-style-type: none"> <li>• Recap buttons and directions.</li> <li>• Teacher to be Miss Robot. Children to give instructions to teacher on how to make a jam sandwich. Are the instructions precise enough?</li> <li>• Children to use floor mats and Beebots to have a go at finding different places in small groups.</li> </ul>
How can I use precise commands?	<ul style="list-style-type: none"> <li>• Play move it and in a spin.</li> <li>• Specifically study the 4 directions.</li> <li>• Using mats, children to move Beebot.</li> </ul>
How can I debug a robot?	<ul style="list-style-type: none"> <li>• Play getting from here to there. Teacher make mistakes – how can we debug?</li> <li>• Children to design alogirithm.</li> <li>• Test out to see if it works.</li> <li>• Fix any errors.</li> </ul>
How can I plan a simple route?	<ul style="list-style-type: none"> <li>• Play going this way and that way.</li> <li>• Draw a route.</li> <li>• Create algorithm.</li> <li>• Test.</li> <li>• Debug if necessary.</li> </ul>



Growth	Possibilities	Health	Community
Children should understand how computing is important in the every day world.	Children can use ICT to communicate.	Children should have awareness of how to keep themselves safe online.	Children will understand what it means to use the internet safely.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> We all have the right to develop our talents and abilities.		

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Choose sounds to create an effect.</li> <li>Identify the beat of a tune.</li> </ul>	The children will know; <ul style="list-style-type: none"> <li>The definition of pulse, rhythm and pitch</li> <li>When to play their part in a group performance</li> <li>What composition means</li> </ul>	Your imagination – The children will know how to listen and appraise music. They will learn to describe what they hear using musical vocabulary. They will create a composition based on a character, place or story. They will narrate a story and play instruments accurately.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Children will evaluate verbally</li> </ul>	<ul style="list-style-type: none"> <li>Boomwhackers</li> <li>Charanga</li> <li>Youtube</li> <li>Percussion instruments</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What do you imagine when you listen to this song?		<ul style="list-style-type: none"> <li>Listen and appraise</li> <li>Warm up games</li> <li>Children have a whiteboard. Whilst listening to the song, they draw pictures of what it makes them think of. Children share ideas.</li> </ul>	
Can you describe music?		<ul style="list-style-type: none"> <li>Listen and appraise different song on charanga</li> <li>Listen again to your imagination – recap activity from last week</li> <li>Flexible games</li> <li>Show children musical stories</li> </ul>	
Can you compose music with a storyline?		<ul style="list-style-type: none"> <li>Listen to ‘your imagination’ Charlie and the chocolate factory</li> <li>Introduce instruments – percussion including boomwhackers</li> <li>Children to begin to create compositions with a story line – find videos of this being done.</li> <li>Children to create a character and use instruments to create movements with this character.</li> </ul>	
Can you compose music with a storyline?		<ul style="list-style-type: none"> <li>Use instruments – percussion including boomwhackers</li> <li>Children to work with a partner and put their storylines together.</li> <li>Children to create a character and use instruments to create movements with this character.</li> </ul>	
Can you compose music with a storyline?		<ul style="list-style-type: none"> <li>Use instruments – percussion including boomwhackers</li> <li>Children to continue with their musical stories.</li> </ul>	
Can you perform using instruments ?		<ul style="list-style-type: none"> <li>Children to perform</li> </ul>	

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


**Science – Summer 1 & 2**

<b>National Curriculum</b>	<b>Procedural Knowledge</b>	<b>Semantic Knowledge</b>	<b>Overall Subject Intent</b>
<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Ask simple questions</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>A plant has a stem, leaves, roots and a flower.</li> <li>Plants need water and light to grow.</li> <li>Plants are grown from seeds.</li> <li>The seasons are autumn, winter, spring and summer.</li> </ul>	Pupils will be able to identify what a plant is, say parts of a plant and describe optimum conditions for growing a plant. Pupils will learn about the season of Summer and how it is different to other seasons.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Label parts of a plant.</li> <li>Writing Observations</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Plants</li> <li>Compost</li> <li>Seeds – sunflower. Cress</li> <li>Cups</li> <li>Plant pots</li> <li>Fruit and vegetables for drawing,</li> <li>Celery</li> <li>Food colouring</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
What is a plant?	<ul style="list-style-type: none"> <li>Go on a plant hunt around the school grounds. Children to carefully pick small plants and attach to sticky strips.</li> </ul>
What parts does a plant have?	<ul style="list-style-type: none"> <li>Children to label a picture of a plant with – leaf, stem, flower and roots. Children to put parts of a real plant together.</li> </ul>
What parts does a tree have? (2 lessons)	<ul style="list-style-type: none"> <li>Look at different types of tree. Draw a tree. Label parts of a tree. Do some bark rubbings. branches, leaves, trunk, roots</li> </ul>
What does a plant need to grow?	<ul style="list-style-type: none"> <li>Plant cress seeds. (cress heads)</li> <li>Discuss what our seed needs, and what we need to do.</li> </ul>
What does a plant need to grow? ( 1 lesson – revisited every week)	<ul style="list-style-type: none"> <li>Plant sunflowers – group growing competition. Create a plant diary.</li> </ul>
What does a plant need to grow? ( 1 lesson – revisited the following week for results)	<ul style="list-style-type: none"> <li>Celery food colouring experiment to show how water moves through a plants stem.</li> </ul>
Where do fruit and vegetables come from?	<ul style="list-style-type: none"> <li>Fruit and vegetables grow from seeds – cut fruit etc in half to examine the seeds. Draw pictures.</li> </ul> 
Which part of a plant do I eat?	<ul style="list-style-type: none"> <li>Look at how you can eat different parts of a plant. Investigate different plants. Record as a picture.</li> </ul> 
What are the signs of summer?	<ul style="list-style-type: none"> <li>Read a stroll through the seasons. Draw a summer scene based on the text – must include trees with leaves, sun, people dressed in summery clothes, flowers in bloom.</li> </ul>
When do the seasons happen?	<ul style="list-style-type: none"> <li>Learn the Months of the year. Write Seasons with months of the year under each season. Decorate with appropriate pictures.</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will begin to understand the natural environment around them.	Children will begin to be curious about the natural world and how to look after it.	Children will begin to understand how fruit and vegetables grow.	Children will begin to recognize how plants can create a sustainable community.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> We all have the right to healthy food.		



History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Identify old and new from pictures.</li> <li>Ask further questions about what they have heard or seen.</li> <li>Develop a simple awareness of the past.</li> <li>Identify some differences between past and present.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>In the past people went to the seaside in this country.</li> <li>Victorians used bathing huts.</li> <li>Punch and Judy shows were watched on the beach.</li> </ul>	Children will develop a simple awareness of how lives has changed over time, moving beyond the timescales they know within their own lives.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Describe holidays in the past.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Paper bags</li> <li>Photos</li> </ul>
		<b>Key Questions / Learning Journey Steps</b>	
What can we see at the seaside?		<ul style="list-style-type: none"> <li>Children will think about different holidays they have during the year. They will explore the features of seaside holidays using photographs as a prompt. Create a seaside picture with labels.</li> </ul>	
How were holidays different in the past?		<ul style="list-style-type: none"> <li>Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. Sort photos from past and present. Cut and sort photos into the past and today.</li> <li>Choose one photo from past and present and describe what is happening in it.</li> </ul>	
What were seaside holidays like 100 years ago? ( 2 lessons)		<ul style="list-style-type: none"> <li>Act out going on holiday in a steam train. Sing beside the seaside. Learn about what happened at the seaside in the past.</li> <li>Make a Victorian bathing hut</li> </ul> 	
What were seaside holidays like 100 years ago?		<ul style="list-style-type: none"> <li>Punch and Judy Shows – Make characters and act out show.</li> </ul>	
How are seaside holidays now and in the past different?		<ul style="list-style-type: none"> <li>Read statements. Group according to whether they happened now or in the past. Put them into a class venn diagram.(Using hoops.)</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop a thirst for knowledge which allows them to increase their understanding of the world and how it has changed over time.	Children will be given the opportunity to observe and take part in life from the past. They will understand how inventions have enabled us to travel further away.	Children will begin to understand how relaxation and holidays improve our health and mental well being.	Children will learn how holidays have an impact on sustainability and looking after our planet.
<b>Relevant RRSA Article</b>	<b>Article 28:</b> You have the right to a good quality education.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>Use basic geographical vocabulary to refer to: key human and physical features.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Ask and answer Geographical questions.</li> <li>Identify the key features of an area.</li> <li>Use simple fieldwork and observational skills.</li> <li>Use aerial images and plan perspectives to recognize landmarks and basic features.</li> <li>Use geographical vocabulary to refer to physical and human features.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Physical features are natural.</li> <li>Human features are manmade.</li> </ul>	Children will focus their learning around the seaside resort of South Shields. They will learn about the differences in Physical and Human features and plan a visit around South Shields using maps.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Label geographical features on a photo.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Maps</li> <li>Photos</li> </ul>

Key Questions / Learning Journey Steps	Implementation
Where is the nearest seaside resort to us?	<ul style="list-style-type: none"> <li>Class discussion of who has been to the seaside.</li> <li>Watch the BBC Video: <a href="#">‘A visit to the seaside’</a></li> <li>Locate South Shields on a map.</li> <li>Label South Shields and Gateshead on a map.</li> </ul>
What are physical and Human features?	<ul style="list-style-type: none"> <li>Use Photos to look at features of a seaside. What are physical features and what are manmade?</li> <li>Label key features on a photo.</li> </ul>
What physical and human features can we see at the seaside?	<ul style="list-style-type: none"> <li>Use Photos to look at features of a seaside. What are physical features and what are manmade?</li> <li>Sort physical features and human features.</li> </ul>
What can we use a map to plan a journey?	<ul style="list-style-type: none"> <li>Look at a detailed map of South Shields with main features pinpointed. Children to plan a journey visiting main locations with a starting point and finishing point. Add a compass.</li> </ul>
What shall we visit at the seaside? What do we need when we go to the seaside?	<ul style="list-style-type: none"> <li>Plan a trip to the seaside. Plan what to take. Draw a list of things to take.</li> <li>Visit the seaside.</li> </ul>

Growth	Possibilities	Health	Community
Children will begin to accept there are many ways to live and how the differences make us unique and important.	Children will be given the opportunity to learn about life in a different culture.	Children will begin to understand that having a safe environment to live in is essential for living a successful and happy life.	Children will learn to develop an importance of community.
<b>Relevant RRSA Article</b>	<b>Article 28:</b> You have the right to a good quality education.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Draw pictures with labels with some text</li> <li>Follow basic safety rules</li> <li>Understand and use the term ingredient</li> <li>Use like and dislike when evaluating and describing</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Diferent types of fruit,</li> <li>Fruit is healthy.</li> <li>How to use a knife safely o cut and prepare food.</li> </ul>	Children will learn about healthy eating and design a healthy fruit kebab.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Evaluation</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Fruit</li> <li>Knives</li> <li>Hand sanitizer</li> <li>Chopping boards</li> <li>Skewers</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Which fruit would be suitable for a fruit kebab?		<ul style="list-style-type: none"> <li>Talk about healthy eating. What is healthy eating? Taste a variety of fruits.</li> <li>Design a fruit kebab</li> </ul>	
How can I stay safe when preparing food??		<ul style="list-style-type: none"> <li>Discuss hygiene</li> <li>Prepare / cut fruit</li> </ul>	
How do I safely cook a fruit kebab?		<ul style="list-style-type: none"> <li>MAKE AND EAT</li> </ul>	
How did my fruit kebab turn out?		<ul style="list-style-type: none"> <li>Evaluate fruit kebab – image with text.</li> </ul>	

Growth	Possibilities	Health	Community
Children will experience cooking for themselves.	Children will understand that they can make their own healthy choices.	Children will understand the benefits of eating a well-balanced diet.	Children will understand that fruit can be bought from a local supplier or self-grown.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> We all have the right to healthy food.		

**PSHE – Summer 2**

Statutory Guidance	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>HW6 Recognise risk in everyday activities</li> <li>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</li> <li>PW16 Make simple choices that improve their health and well being</li> <li>PW15 Demonstrate basic road safety skills</li> <li>HW25 Manage risk in everyday activities</li> <li>PW2 Recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>PW1 Identify the different types of work people do and learn about different places of work</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Cover- slop-hat-shade to keep safe in the sun.</li> <li>How to cross the road safely.</li> <li>Money should be earned.</li> <li>Money should be kept safe.</li> </ul> <b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Mind Map</li> </ul>	Within this unit the children will learn how to keep themselves safe in the sun and when crossing the road. They will also be introduced to the concept of money, having a job to earn money and how to keep money safe.  <b>Resources</b> <ul style="list-style-type: none"> <li>3D PSHE resources</li> <li>Money boxes</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
How can we keep safe in the sun?	Use funkey film to teach - cover – slop- hat-shade. Discuss why it is important to keep safe in the sun.		
How can we cross the road safely?	Ask the pupils why road safety is so important e.g. keeps us safe, prevents accidents. Listen to the Green Cross Code song <a href="http://www.youtube.com/watch?v=Vhd8bBn1kBQ">http://www.youtube.com/watch?v=Vhd8bBn1kBQ</a> Introduce the Green Cross Code using the FunKey film and give a brief explanation for each heading: - THINK STOP LOOK AND LISTEN WAIT LOOK AND LISTEN AGAIN ARRIVE ALIVE Create a 'road' in the classroom and demonstrate how to cross the road, using the Green Cross Code.		
Where does money come from?	Using enlarged coin images, show pupils the range of money and explain the value of each one. Play Money Bingo. Discussion around having a job earns money for a person.		
Why is having a job important?	Write the following question on the flipchart /whiteboard: - I want the latest new Playstation game. How do I get it? Pupils to work in small groups to discuss how they could buy the new game, what would they use, where could they go to get it? Encourage the pupils to share their feedback e.g. go to a shop, use money, pay for it. Remind pupils that money pays for goods that we want, but we have to have the money available to buy them. How could we earn money? Ask pupils to list all the things they could do to earn money. For example:- a) Do the washing up		

	b) Put the bins out Remind pupils that money should be earned, not given or taken
Why is it important to keep money safe?	Discuss how to keep money safe in a bank or money box. Look at different kinds of money box. Draw a moneybox on the mind map.

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

**PE – Summer 2**

<b>Statutory Guidance</b>	<b>Procedural knowledge</b>	<b>Semantic knowledge</b>	<b>Overall Subject Intent</b>
<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Copy some movements.</li> <li>Explore different ways of moving a ball.</li> <li>Stop a ball moving in other ways.</li> <li>Comment on others’ actions.</li> <li>Talks about how their body feels during activity.</li> <li>Understand that physical activity is good for them.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>How to find a space.</li> <li>How to stop a ball from moving.</li> <li>How to hold a hockey stick.</li> </ul>	Pupils will build upon their skills of controlling a ball and finding a space whilst also being introduced to the sport of Hockey. They will play simple team games.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>N.A.</li> </ul>	

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
<b>Hockey – PE Planning</b> How can I control a ball?	<ul style="list-style-type: none"> <li>Copy the teacher</li> <li>Play copy cats using a ball and a partner</li> <li>Dribbling skills using hands</li> <li>Rolling balls between cones</li> </ul>
How can I change direction and speed/	<ul style="list-style-type: none"> <li>Move in different ways</li> <li>Spot balance</li> <li>Bean bag colour game</li> <li>Leave, collect and swap beanbag game.</li> </ul>
How can I control a ball? Introduce a hockey stick.	<ul style="list-style-type: none"> <li>Take a ball for a walk</li> <li>Pass the ball around the body</li> <li>Swap a ball game</li> <li>Throwing and catching in the air.</li> </ul>
How can I get into a space?	<ul style="list-style-type: none"> <li>Play touch dribble shoot</li> <li>Practise running technique</li> <li>Change direction game</li> <li>Marker spot game</li> <li>.</li> </ul>
How can I move in different ways with a ball?	<ul style="list-style-type: none"> <li>Speed bounce</li> <li>Control a ball with a hockey stick – technique for holding a hockey stick</li> <li>Circle stretch sitting</li> </ul>
How can I apply skills in a simple game?	<ul style="list-style-type: none"> <li>Take the ball for a walk</li> <li>Control a ball with a hockey stick – technique for holding a hockey stick</li> <li>Strike the ball into a goal.</li> </ul>

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

## Computing – Summer 2 ESafety

Computing – Summer 2 ESafety				
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Understand online risks and how to be safe online.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>I can explain that passwords are used to protect information, accounts and devices.</li> <li>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</li> <li>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> </ul>	Children to learn that when using the internet and shared information online that there are ways to protect themselves, the same way you can your house, cars and possessions.	
		<b>Writing Opportunity</b>		<b>Resources</b>
		N.A		Project evolve slides Project evolve resources
Key Questions / Learning Journey Steps		Implementation		
What is private?		<ul style="list-style-type: none"> <li>Discuss scenarios of people sharing online.</li> <li>What is personal?</li> <li>What is not personal?</li> <li>Create table.</li> </ul>		
Does it belong to me?		<ul style="list-style-type: none"> <li>Have a range of objects on the carpet.</li> <li>What belongs to me?</li> <li>What belongs to school?</li> <li>Sorting activity.</li> </ul>		

## Computing – Spring 2

Computing – Spring 2				
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Find the commands to move a sprite.</li> <li>Use commands to move a sprite.</li> <li>Compare different programming tools.</li> <li>Use more than one block by joining them together.</li> <li>Use a <b>Start</b> block in a program.</li> <li>Run my program.</li> <li>Find, know the value, and use blocks that have numbers.</li> <li>Say what happens when I change a value.</li> <li>Show that a project can include more than one sprite.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>How to move a sprite</li> <li>How to program an algorithm</li> <li>How to change a sprite</li> <li>How to change a background</li> </ul>	This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.	
		<b>Writing Opportunity</b>		<b>Resources</b>
		<ul style="list-style-type: none"> <li>Draw and design algorithm.</li> </ul>		<ul style="list-style-type: none"> <li>Scratch Jnr</li> <li>iPads</li> </ul>

	<ul style="list-style-type: none"> <li>Delete a sprite and add a new one.</li> <li>Choose appropriate background.</li> <li>Decide how each sprite will move.</li> <li>Create an algorithm for each sprite.</li> <li>Add programming blocks based on my algorithm.</li> <li>Test the programs I have created.</li> </ul>		
Key Questions / Learning Journey Steps		Implementation	
What commands move a sprite?		<ul style="list-style-type: none"> <li>Introduce Scratch Jnr program.</li> <li>Introduce programming blocks and programming area.</li> <li>What is a sprite?</li> <li>Children to make the sprite move up, down, left and right.</li> </ul>	
How can commands be joined together?		<ul style="list-style-type: none"> <li>Change background.</li> <li>Introduce start blocks and end blocks.</li> <li>Show children how to create a program.</li> <li>What is an algorithm?</li> <li>Children to follow the algorithm presented on screen.</li> <li>Can you predict..?</li> </ul>	
What happens if a value is changed?		<ul style="list-style-type: none"> <li>Recap joining blocks together.</li> <li>Introduce a long program.</li> <li>Blocks with numbers.</li> <li>Children to use iPads to find blocks which have numbers underneath. Draw them on worksheet.</li> <li>Children have a go at changing the value.</li> </ul>	
How can I add add and delete sprites?		<ul style="list-style-type: none"> <li>Look at different backgrounds with a cat sprite e.g. under the sea, in space, in the Arctic. What is the problem and how can we solve it?</li> <li>Introduce using different sprites e.g. fish in the sea, astronaut in space, a polar bear in the Arctic.</li> <li>Children choose under the sea background. Delete sprite and change sprite to a fish and add another sprite.</li> <li>Children follow algorithms to make the sprites move.</li> </ul>	
How can I design an algorithm?		<ul style="list-style-type: none"> <li>Tell children they are going to be involved in a space race.</li> <li>Children to choose a background which they are going to draw on their plan.</li> <li>Children to colour 3 rockets in different colours and decide which is going to move 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.</li> </ul>	
How can I follow my design to create an algorithm?		<ul style="list-style-type: none"> <li>Children to follow design.</li> <li>Choose a background.</li> <li>Add and edit sprites.</li> <li>Use algorithms to make them move at different times.</li> </ul>	


Growth	Possibilities	Health	Community
Children will learn to apply their knowledge to different contexts. Children will learn how to keep themselves safe on the internet.	Children will be willing to have a go independently.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community including what it means to use the internet safely and how their actions can have a lasting impact for others.
<b>Relevant RRSA Article</b>	<b>Article 17:</b> You have the right to get information that is important to your wellbeing from computers.		



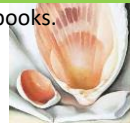
Music				
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Choose sounds to create an effect.</li> <li>Identify the beat of a tune.</li> </ul>	The children will know; <ul style="list-style-type: none"> <li>When to play their instrument</li> <li>When to sing</li> <li>The definition of pulse, rhythm and compose</li> </ul>	The children will know how to use a boomwhacker accurately. They will play along to a steady beat and play songs as part of a group.	
		<b>Writing Opportunity</b>		<b>Resources</b>
		<ul style="list-style-type: none"> <li>Children will evaluate verbally</li> </ul>		<ul style="list-style-type: none"> <li>Boomwhackers</li> <li>Charanga</li> <li>Youtube</li> <li>Percussion instruments</li> </ul>

Key Questions / Learning Journey Steps	Implementation
What is a boomwhacker?	<ul style="list-style-type: none"> <li>Children to experiment with boomwhackers</li> <li>How to make the best sounds</li> <li>Play along to simple steady pulse</li> </ul>
What type of instrument is a boomwhacker?	<ul style="list-style-type: none"> <li>Tuned percussion instrument</li> <li>Look at other percussion instruments</li> </ul>
Can you play your boomwhacker in time?	<ul style="list-style-type: none"> <li>Playing as a group – timing of hits</li> <li>Play in small groups and whole class</li> <li>Volume</li> </ul>
Can you play your boomwhacker in a group?	<ul style="list-style-type: none"> <li>Playing in groups accurately</li> <li>Following colour coded symbols to play</li> </ul>
Can you play your boomwhacker in a group?	<ul style="list-style-type: none"> <li>Playing in groups accurately</li> <li>Following colour coded symbols to play</li> </ul>
Can you perform as a group ?	<ul style="list-style-type: none"> <li>Performance in groups</li> </ul>

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.
<b>Relevant RRSA Article</b>	<b>Article 29</b> – We all have the right to develop our talents and abilities.		

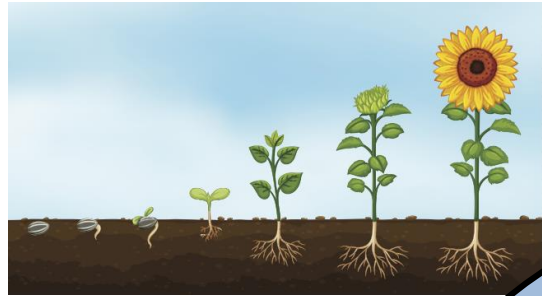
RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Engage with stories and extracts from religious literature and talk about their meanings</li> <li>Reflect and respond to stories about belonging and relating to religious communities</li> <li>Ask and respond imaginatively to questions that are interesting or puzzling in the world</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Identify the things that are important in their own lives.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Christians believe the world was created in seven days.</li> <li>Hindus believe the world was created by Brahma.</li> </ul>	Children will begin to compare different faiths, understanding how this is told through stories and recounts of past events.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> <li>Label</li> </ul>	<ul style="list-style-type: none"> <li>Creation stories</li> <li>Bible</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What do you believe in?		<ul style="list-style-type: none"> <li>Discussion of childrens beliefs.</li> </ul>	
What would your perfect world look like?		<ul style="list-style-type: none"> <li>Draw a picture to show what they would like the world to look like?</li> </ul>	
How do Christians believe the world was created?		 <ul style="list-style-type: none"> <li>Look at pictures and listen to the Christian Creation Story. What can you see? What happens on each day? Storyboard how the world was created in seven days.</li> </ul>	
How do Hindus believe the world was created?		<ul style="list-style-type: none"> <li>Read the story. Make Lotus flowers. Put Brahma in the middle.</li> </ul>	

Growth	Possibilities	Health	Community
Children will begin to question what is good about our world and how their actions can affect others.	Children will begin to explore that people have different ideas.	Children will begin to understand how religion and meditation can help mental wellbeing.	Children will begin to experience different religions.
<b>Relevant RRSA Article</b>	<b>Article 14:</b> I have the right to follow my own religion.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sculpture, clay - Use a combination of shapes, include lines and texture, use techniques such as rolling, cutting, moulding and carving.</li> <li>Describe the work of notable artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Georgia O'Keefe is a famous artist.</li> <li>Lines can be straight, curved, thick or thin.</li> <li>To use observations and touch to draw,</li> </ul>	Children will use the topic theme of going on a summer holiday to observe shells and the patterns within them. They will explore the art work of Georgia O'Keefe and use this inspiration to create a clay tile incorporating shell patterns and designs.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Label patterns on shells.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Shells</li> <li>Clay</li> <li>Clay tools.</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What patterns, lines and shapes can we find in shells?		<ul style="list-style-type: none"> <li>Look at pictures of shells. Examine the patterns and shapes within them.</li> <li>Tear up pictures of shells to go into sketch books. Label and copy the patterns with pencil around the outside.</li> </ul>	
How can we draw patterns, lines and shapes found in shells?		<ul style="list-style-type: none"> <li>Draw outlines of shell. Observe patterns. Draw in sketch books. Model shading. Use different media – pencils, crayons etc.</li> </ul>	
Who is Georgia O'Keefe? How can we incorporate patterns and lines in our drawings like Georgia O'Keefe?		<ul style="list-style-type: none"> <li>Examine Georgia O'Keefe's Shell paintings and learn some key facts about her. Look at photos and information. Who was she? What did she do? Pupils to draw a copy of her shells in their sketch books.</li> </ul> 	
How can we make a sculpture using shell patterns and shapes? ( 2 Lessons)		<ul style="list-style-type: none"> <li>Make tiles out of clay inspired by shells – include lines spirals, rolled clay and carved clay.</li> </ul>	

Growth	Possibilities	Health	Community
Children will use the natural world as inspiration.	Children will develop their creativity and recognize that artwork is accessible to all.	Children to develop an enjoyment of producing a piece of artwork.	Children will begin to understand how art can have a positive impact on themselves and others around them.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full.		

# We're all going on a summer holiday.



“Adventures are the best way to learn. Oh, the places you will go!”

*Dr Seuss*

