



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 2	Topic Title/Theme: Exploration and discovery	Term: Summer
Entry Point: Identify significant people in our lives.	Exit Point: To create a piece of bunting for a local community event.	Visits/Visitors or Special Arrangements: <ul style="list-style-type: none"> Centre for Life
Topic Overview: This topic will really develop over the second half term when the pupils learn about some different explorers throughout time. They will understand how they are all famous to us now but how far apart they lived. The children will have the opportunity to find out in more depth about each explorer and what made their adventures so important. The pupils will learn about the discoveries of Christopher Columbus, Neil Armstrong, Ibn Battuta and Robert Falcon Scott. They will have the chance to compare them and comment on their discoveries. As an end product, the pupils will have the chance to choose their favourite explorer and design something for them to be remembered by for example, a coin, bank note, statue, building or medal. They will also comment on why that explorer was their favourite sharing their views with others.		Outdoor Learning: <ul style="list-style-type: none"> Den Building
		Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music Computing

Curriculum Drivers			
Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Geography	Geography	Art	Art	Science	RE	RE	History	History	DT	DT
Plants	7 continents and 5 oceans of the world – Hot and cold areas of the world		Drawing		Uses of everyday materials	Islam - Eid		Compare the lives of significant individuals Christopher Columbus and Neil Armstrong		Sewing	
PSHE / Outdoor Learning			PE			Computing			Music		

PSHE – Summer 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	Children will know how to; <ul style="list-style-type: none"> • PW18 Recognise that there are people who care for and look after them • HW2 Recognise right and wrong, what is fair and unfair and explain why • PW20 Recognise how their behaviour affects other people • HW13 Listen to and show consideration for other people’s views • Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary • HW15 Listen to, reflect on and respect other people’s views and feelings 	Children will know; <ul style="list-style-type: none"> • Which adults help them • Different feelings and emotions • What teasing is • To put litter in the bin to care for our local environment 	The children will know who to ask for help when they need it. They will know what bullying is and what teasing is. The children will know what is in their local environment and how to look after it.
		Writing Opportunity <ul style="list-style-type: none"> • Mind map 	Resources N/A
Key Questions / Learning Journey Steps		Implementation	
What is bullying?		Lesson 1 – Help me <ul style="list-style-type: none"> • List significant adults • Watch FunKey film • Watch Tyrannosaurus Drip • Discuss who helps us • Make a paper chain of significant adults 	
Why is caring for others important?		Lesson 2 – In my shoes <ul style="list-style-type: none"> • Listen to a story and think about how the different behaviours affect others • Read different scenarios and think about how each person feels • Discuss what they could do to make it better 	
What is teasing? How do you know when to stop?		Lesson 3 - Teasing <ul style="list-style-type: none"> • Discuss ‘what is teasing?’ • Class discussion – ‘Is teasing okay?’ • Talk about different scenarios and whether it is okay or not 	
How can we look after our local community?		Lesson 4 – Our local area	



	<ul style="list-style-type: none"> • Look at key features of our local area –school/shops/church • Class discussion – ‘How could we become more involved in the local community?’ • Create a class pledge about looking after our local environment
Who is part of our local community?	<p>Lesson 5 – Community care</p> <ul style="list-style-type: none"> • Make a list of people who live in the local area • Plan a ‘coffee morning’ thinking about different ways to involve the local community e.g. flyers/posters
What am I responsible for?	<p>Lesson 6 – Who’s at fault?</p> <ul style="list-style-type: none"> • Explain that no one is born responsible; a responsible character is formed over time • Discuss what we are responsible for e.g. our equipment • Discuss different situations and the children are to add their own ending to rectify the situation.

Growth	Possibilities	Health	Community
The children will understand that as they get older they have more responsibility.	The children will understand that their actions can have a big impact on their local community (i.e. fundraising events and caring for the environment).	The children will understand how their behavior can affect others.	The children will recognise who lives in their local community and how they can help look after it.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information.		



PE - Summer 1



National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending 	Children will know how to; <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. 	Children will know; <ul style="list-style-type: none"> • The steps of a chest pass. • An attacker is... • A defender is... 	The children will become more accurate in passing the ball to a partner or team mate. They will begin to develop tactics in small games.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> • Balls • Cones

Key Questions / Learning Journey Steps	Implementation
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<p>How can I control the ball?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • Look after the ball - Children to focus on keeping control of the ball. Children to take the ball for a walk and look out for space and avoid other children. <p>Skill development:</p> <ul style="list-style-type: none"> • Find a partner - Half the children have a ball. All children move around the area. When 'swap' is said, children to give the ball to the nearest child without a ball.  <ul style="list-style-type: none"> • Three attackers play against one defender. Attackers are to pass the ball but cannot move when holding the ball. To score a point the ball must touch a cone while being held by an attacker. <p>Cool down:</p> <ul style="list-style-type: none"> • Static stretching. 
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<p>How can I control the ball?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • Round the body – All children to have a ball. Children to stand with their feet together and the ball on the floor in front of them. Children to roll the ball with their hands around their body. When they hear 'change', the children should change the direction on the ball. <p>Skill development:</p> <ul style="list-style-type: none"> • Children to balance a ball on a part of the body e.g. palm. Children to find more places they can balance the ball. • Children to complete the following actions <ul style="list-style-type: none"> - Bounce the ball and catch it. - See how high you can bounce the ball. - Throw the ball up in the air and catch it. - Throw the ball up, let it bounce then catch it. - Throw the ball up, clap once and catch the ball. • Children to walk around with the ball. When they hear a number, they complete the corresponding action. <ul style="list-style-type: none"> - '1' - Take the ball for a walk holding it in the hands. - '2' - Bounce the ball on the spot. - '3' - Take the ball for a walk along the floor using the hands to roll it.
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	<ul style="list-style-type: none"> - 4' - Put your foot on the ball and stay on the spot. - '5' – Take the ball for a walk using feet to roll it <p>Cool down:</p> <ul style="list-style-type: none"> • Walk slowly around. Call out different body parts. Children to stop and shake that body part for 5 seconds and then keep walking.
<p>How can I accurately throw a ball?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • Look after the ball - Children to focus on keeping control of the ball. Children to take the ball for a walk and look out for space and avoid other children. <p>Skill development:</p> <ul style="list-style-type: none"> • In teams of 4/5, children to throw small balls at a larger ball to get it to move to their opponent's side.  <ul style="list-style-type: none"> • Set up some gates using cones that are 2 steps apart. In pairs, children to move to different gates and roll the ball to their partner. <p>Cool down:</p> <ul style="list-style-type: none"> • Children to complete the following actions: <ul style="list-style-type: none"> - Tall Stretch - Raise arms and hands high above the head; reach up onto the tip toes; stretch the body as high as possible. - Wide Stretch - stand in a star shape; reach arms straight out at the side of the body; spread feet so they are just over shoulder width apart; stretch as wide as possible - imagine someone is pulling each of your hands. - Small Stretch - crouch down into a small tuck shape; balance on feet; hold legs tight into chest.
<p>How do I pass using a chest pass?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • The ball is hot – Children to move around an area with a ball. They must not hold the ball for more than 3 seconds ('it is hot!'). They must roll the ball away from themselves and quickly collect it. <p>Skill development:</p> <ul style="list-style-type: none"> • Throw the ball above their head and catch it. • Children to stand 4/5 steps apart and practice passing using a chest pass. Chest Pass Technique: <ul style="list-style-type: none"> - Hold the ball at chest height in front of the body. - Fingers spread around the ball making a W-shape with the thumbs. - Place one foot in front of the other. - Pass the ball by pushing the arms straight out away from the body. <p>Cool down:</p> <ul style="list-style-type: none"> • Static stretching. 
<p>How can I control the ball?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • Stuck in the mud. <p>Skill development:</p> <ul style="list-style-type: none"> • Balance the ball on different body parts. • In pairs, roll the ball back and forth between them using their hands.

	<ul style="list-style-type: none"> 3 children are attackers and 1 defender. Attackers to pass the ball between themselves and defender must try to intercept the ball. <p>Cool down:</p> <ul style="list-style-type: none"> Walk slowly around. Call out different body parts. Children to stop and shake that body part for 5 seconds and then keep walking.
How can I accurately pass a ball?	<p>Warm up:</p> <ul style="list-style-type: none"> In pairs, children to pass the ball between them. Moving around a set area, children to roll the ball back and forth. <p>Skill development:</p> <ul style="list-style-type: none"> In teams of 4, children stand in a line with space between each other. The ball should start at one side of the line and they should roll the ball to each person to get it to the other end of the line. Progress to throwing and catching.  <ul style="list-style-type: none"> Three attackers play against one defender. Attackers are to pass the ball but cannot move when holding the ball. To score a point the ball must touch a cone while being held by an attacker.  <p>Cool down:</p> <ul style="list-style-type: none"> Walk slowly around. Call out different body parts. Children to stop and shake that body part for 5 seconds and then keep walking.

Growth	Possibilities	Health	Community
Children will have the opportunity to develop physically in positive ways.	Children will learn they can be creative within sport.	Children will learn about the benefits of exercise.	Children will learn how to support and encourage others.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Computing Summer 1 E-Safety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely and respectfully. 	Children will know how to; <ul style="list-style-type: none"> Go to an trusted adult for help. 	Children will know; <ul style="list-style-type: none"> Bullying is deliberately hurting someone over and over again. Trusted adults will help if I'm being bullied. 	Children to know bullying can happen online and who they should talk to if they think they are being bullied.
		Writing Opportunity	Resources
		N/A	Project Evolve Resources
Key Questions / Learning Journey Steps		Implementation	
Where can bullying be found?		<ul style="list-style-type: none"> Children to discuss 'What is bullying?' Go through different scenarios, deciding whether it shows bullying or not. Discuss what to do in each situation to make it better. Discuss the difference between accidental and intentional. 	

Computing – Summer 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. 	Children will know how to; <ul style="list-style-type: none"> I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. 	Children will know; <ul style="list-style-type: none"> An algorithm is set of instructions a computer follows. Use the words forwards, backwards, left turn and right turn to give an instruction. A prediction is when you say what you think will happen. A bug is a mistake in a program. Debugging means to find a problem and fix it. 	Children will know how to use directions to control a BeeBot. They will use the words programming, algorithms and debug to describe their work. Children will become more confident with trickier algorithms and work with a partner to debug their programme.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> BeeBots (Ipad app)
Key Questions / Learning Journey Steps		Implementation	
How do I give instructions?		<ul style="list-style-type: none"> follow instructions given to them and give instructions to others. combine several instructions into a sequence that can then be issued to another pupil to complete. 	
What is the same and what is different?		<ul style="list-style-type: none"> create several short sequences using the same commands in different orders. test these sequences to see how the different orders affect the outcome. 	
Can I predict the outcome?		<ul style="list-style-type: none"> use logical reasoning to make predictions. follow a program step by step and identify what the outcome will be. 	

How do I create an algorithm for a robot?

- design, create, and test a mat for a floor robot. This will introduce the idea that design in programming not only includes code and algorithms, but also artefacts related to the project, such as artwork and audio.

Growth	Possibilities	Health	Community
Children will learn to become more independent when technology.	Children will use technology to create a quiz.	Children will learn to stay safe online.	Children will create a quiz that is useable by other children.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Music – Summer 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Children will know how to; <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. Follow instructions on how and when to sing or play an instrument. Identify the beat of a tune. 	Children will know: <ul style="list-style-type: none"> Definitions for pulse, rhythm, tempo and volume When to play their instrument using symbols 	The children will learn to explore with tuned percussion instruments. They will know how to play the boomwhackers in time as a group and will then compose music using non-standard symbols.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation of music on whiteboards 	Resources <ul style="list-style-type: none"> Boomwhackers Charanga YouTube

Key Questions / Learning Journey Steps	Implementation
How do you make music with a boomwhacker?	<ul style="list-style-type: none"> Recap boomwhackers – where can you hit it that makes the best sound? Play along to simple songs
Why do you need to follow the pulse?	<ul style="list-style-type: none"> Playing in time. Focus on all children hitting the boomwhackers in time to a steady beat.
How can you use non-standard symbols to make music?	<ul style="list-style-type: none"> Playing simple songs Use non-standard symbols to create music Playing as a group
How can you use non-standard symbols to make music?	<ul style="list-style-type: none"> Playing simple songs Use non-standard symbols to create music – colour coded dots and others Playing as a group
What do you need to do to play boomwhackers accurately?	<ul style="list-style-type: none"> Playing simple songs Use non-standard symbols to create music – colour coded dots and others Playing as a group Playing in time using symbols to encourage group performance.
How can you perform as a group ?	<ul style="list-style-type: none"> Perform accurately.

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 different genres of 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 musical vocabulary with others.
Relevant RRSA Article	Article 29: We all have the right to develop our personalities, talents and abilities.		

Science – Summer 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Children will know how to; <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Children will know; <ul style="list-style-type: none"> A plant has a stem, roots, leaves and petals. Plants need air, water and sunlight to grow. The stages of the plant life cycle. 	Children will observe plants and trees and label their different parts. They will investigate what plants need to grow and see what happens to plants without these conditions.	
		Writing Opportunity		Resources
		<ul style="list-style-type: none"> Explanation text – How do seeds grow? 		<ul style="list-style-type: none"> Seeds Plastic cups Kitchen roll

Key Questions / Learning Journey Steps	Implementation
What are the main parts of a plant?	<ul style="list-style-type: none"> Outside walk around school grounds Labelling a plant
How do seeds and bulbs grow?	<ul style="list-style-type: none"> Plant a seed, begin comparative test and make predictions.
What is the life cycle of a runner bean?	<ul style="list-style-type: none"> Order the stages of a life cycle.
What do plants need?	<ul style="list-style-type: none"> Measure progress of plants and compare. Write up investigation.

Growth	Possibilities	Health	Community
Children will learn about how to grow and care for plants in their local environment.	Children will learn they can be a gardener regardless of their gender.		
Relevant RRSA Article	Article 29: 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.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 	Children will know how to; <ul style="list-style-type: none"> Use basic geographical vocabulary Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 	Children will know; <ul style="list-style-type: none"> There are 7 continents and 5 oceans The names of some of the continents and oceans 	Children will learn the names of the 5 oceans and 7 continents of the world. They will learn facts about each one and think about which animal live on each continent. They will locate the oceans and continents on a world map and label them.
		Writing Opportunity <ul style="list-style-type: none"> Continents reading comprehension. 	Resources <ul style="list-style-type: none"> Globe Atlas Google Earth
		Key Questions / Learning Journey Steps	
What are the world's continents?		<ul style="list-style-type: none"> Introduce terminology Explore globe and atlas Learn continent song Label world map 	
Where are the hot and cold climates of the earth?		<ul style="list-style-type: none"> Map climates on world map. 	
What are the world's oceans?		<ul style="list-style-type: none"> Label the oceans on a world map. 	
Reading comprehension		<ul style="list-style-type: none"> Text about oceans – answer questions. 	

Growth	Possibilities	Health	Community
Children will have the opportunity to answer and ask questions about the world in which they live.	Children will understand there are many places in the world they could visit and explore.	Children will learn about the effect of living in different climates.	Children will learn about being a member of a community on a global scale.
Relevant RRSA Article	Article 28: Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To use a range of materials To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Children will know how to; <ul style="list-style-type: none"> Draw lines of different sizes and thickness Show pattern and texture by adding dots and lines Mix primary colours to make secondary Add white to colours to make tints and add black to make tones 	Children will know; <ul style="list-style-type: none"> Vincent van Gogh is a famous artist. Vincent van Gogh used different marks to make his artwork. 	Children will learn about Vincent van Gogh's artwork and look closely at the different marks he used to build his pictures. They will experiment making different marks with both pencil and charcoal. The children will use their mark making skills to create a final piece.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Pencils Charcoal
Key Questions / Learning Journey Steps		Implementation	
What is mark making?		<ul style="list-style-type: none"> Use pencil to practice different ways to mark make (YouTube video to demonstrate). 	
How can I create texture using mark making? (over 3-4 lessons)		<ul style="list-style-type: none"> YouTube video to demonstrate Use charcoal to make different marks Apply mark marking skills to a still life drawing of flowers. Use an eraser and mark making skills to create an image on a charcoal filled page. 	
Growth	Possibilities	Health	Community
Children will learn everyone is unique and important.		Children will learn the importance of creativity and resilience.	
Relevant RRSA Article	Article 29: 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.		

PSHE – Summer 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to take their place in society as responsible citizens, manage their money well and make sound financial decisions 	Children will know how to; <ul style="list-style-type: none"> PW20 Recognise how their behaviour affects other people HW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW15 Listen to, reflect on and respect other people's views and feelings PW2 Recognise where money comes from and the choices people make to spend money on things they want and need PW3 Understand that we cannot always afford the items we want to buy PW4 Contribute to enterprise activities 	Children will know; <ul style="list-style-type: none"> They have lots of feelings. They should only spend the money they have. They don't always need what they want. They can earn money by selling a product. It's good to be different. 	Children will explore different emotions and think about when they feel like these. They will talk about who is important in their lives and how they show love. The children will learn about budgeting and they will explore the difference between what they need and what they want.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Mind map 	<ul style="list-style-type: none"> See Dimensions individual lesson resources.
Key Questions / Learning Journey Steps		Implementation	
Why do our feelings change?		Lesson 1 – Mood swings <ul style="list-style-type: none"> Show children different faces showing emotions. Children to discuss what feeling is shown and when they feel like that. Read The Colour Monster Design their own colour monster 	
Why is love important?		Lesson 2 – Three little words <ul style="list-style-type: none"> Class discussion – ‘What is love?’ Discuss how the children show love Children to design a ‘hug’ to give to someone to show they love them 	
When do you feel sad?		Lesson 3 – Sadness <ul style="list-style-type: none"> Children to look at different emotions and make a face to show this emotion Class discussion – ‘When do I feel sad?’ Read The Boy with Big, Big Feelings 	
Why is important to manage money?		Lesson 4 – Shopping List <ul style="list-style-type: none"> Show different items on the board with prices Children to choose items to buy for a specific amount e.g. 10p, 50p, £1 Children to make a shopping list to budget 	
What is difference between something you need and something you want?		Lesson 5 – This or that? <ul style="list-style-type: none"> Talk about the difference between something you need and something you want. Children to use given examples to decide whether it's a need or a want. Children to record their own need and want. Put them in a bag and play pass the parcel. Discuss as a class whether the examples given are needs or wants. Link to managing money. We need to budget for things we need and save for things we want. 	
Why is money important? How can you earn money?		Lesson 6 – Dragon's Den	

	<ul style="list-style-type: none"> • Explain key vocab: enterprise, innovation, creativity, risk-management, 'can-do' attitude. • Watch a clip from Dragon's Den • Ask the children what they could make and sell to other children in the school. • Children to think about the design, cost and price. • Compare products. Which would have been the most successful?
How are we different? Why is it important to be different?	<p>Lesson 7 – The Boring Story</p> <ul style="list-style-type: none"> • Play the same game. Sit in a circle and ask the children to say something that is the same themselves and the person on their right. • What is the opposite of 'the same'? Play spot the difference. • Play 'The Boring Song' chorus. • Show images to show what it would be like if we were all the same. • Why is it good that we are all different? • Explain that some people want everybody to be the same (e.g. beliefs and opinions). • Listen to 'The Boring Song'. • How can we celebrate our differences?

Growth	Possibilities	Health	Community
Children will learn about the importance of making wise choices.	Children will learn about where money comes from.	Children will learn about the importance of managing money carefully.	Children will learn about the role of money in our society.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.		

PE – Summer 2

PE – Summer 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Master basic movements including running, jumping and throwing as well as developing agility and coordination, and begin to apply these in a range of activities. 	Children will know how to; <ul style="list-style-type: none"> Use running and jumping skills in combination Use the term 'opponent' 	Children will know; <ul style="list-style-type: none"> An opponent is someone you compete against. Use the tick tock technique to putt a ball. When putting a ball, stand with your feet shoulder width apart. When putting a ball, hold the club with both hands. Roll a ball using your fingers and palms. 	Children will practise their aim when throwing and rolling a ball. They will learn the terminology 'opponent', 'attacker' and 'defender' and play small games involving these.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Cones (short and tall) Hurdles Putter Golf Balls Hoops Quoits Bean bags Soft balls Bibs
Key Questions / Learning Journey Steps		Implementation	
What technique should be used when putting the ball?		Lesson 1 – Introduction <ul style="list-style-type: none"> Play 'Tiger Says'. Knee Tag – Children stand opposite one another and try to tap their partner's knees. Rob the Nest – Put beanbags in a hoop in the middle of the floor. One person from each team runs to the hoops, collects a beanbag and brings it back to their nest. Winning team is the team with the most beanbags collected. Obstacle course ending with putting the ball into a hoop. Cool down – Children walk around with a quoit in their head. If dropped, they are frozen and can't pick it up. 	
What technique should we use to roll the ball?		Lesson 2 – Ball Familiarisation <ul style="list-style-type: none"> Warm up – Fire and Ice Ball Tag In pairs, children roll the ball back and forth. Play skittles in pairs (skittles in the middle, one player either side). In teams, play rolling races. Children to roll the ball from a spot into a hoop. Cool down – Roll ball with fingers and respond to 'TV controls' (pause, play, rewind etc.). 	
What technique should be used when putting the ball? What technique should we use to roll the ball?		Lesson 3 – Target Games <ul style="list-style-type: none"> Warm up – Children to move around the area in different ways. When the whistle blows once, they freeze and when it blows twice, they sit. Dodgeball – Split the children into two teams. Roll the ball along the floor trying to hit the legs of the opposition. If hit, children to do a forfeit (e.g. star jumps). Children to throw a beanbag into a hoop. Move with the beanbag and count how many throws it takes to hit the target. 	

	<ul style="list-style-type: none"> • Use the tick tock technique to putt the ball towards the cones. • Play Bullseye – Children to putt the ball towards the target and awarded a different number of points based on the target they hit. • Cool down – Children to move around the area and respond to different ‘TV controls’ (e.g. rewind).
Which part of our body should point towards the target?	<p>Lesson 4 – Putting</p> <ul style="list-style-type: none"> • Warm up – Play Putter Hero Tag • Hexagon – One child stands in the middle of six cones and aims to putt the ball to hit each cone. If they hit the cone, they move on. The other child collects the ball. • Children to work in pairs to putt the ball towards the hoop in the least number of moves. Encourage the children to use the tick tock technique. • Find a hoop – Children to putt the ball towards several hoops. The number of points awarded will depend on the colour hoop they hit. • Cool down – Static Stretching
How quickly should you take your shot?	<p>Lesson 5 – Simple Games</p> <ul style="list-style-type: none"> • Warm up – Play the Course. • Dominoes – Children to put the ball towards the first cone. If hit, they collect the cone and attempt to hit the second cone (etc.). • Down the Line – Children to put the ball down a tunnel of cones attempting to hit the target (a half hoop). Points awarded for shots on target. • Cool down – Static Stretching
When playing games with a ball what is it important to do?	<p>Lesson 6 – Crazy Golf</p> <ul style="list-style-type: none"> • Warm up – Rolling DVD Player • Set up a golf course of with six different holes. Children to work in teams to putt or roll each ball towards the target. • Cool down – Tidy the Room

Growth	Possibilities	Health	Community
Children will have the opportunity to develop physically in positive ways.	Children will learn about the game of rounders and the many team sports they could play.	Children will learn about the benefits of exercise.	Children will learn how to support and encourage others in a team game situation.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Computing – Summer 2 E-safety			
National Curriculum	Skills	Overall Subject Outcome(s)	Overall Subject Intent
<ul style="list-style-type: none"> 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. 	Children will know how to; <ul style="list-style-type: none"> Create a secure password. 	Children will know; <ul style="list-style-type: none"> Passwords should not be shared unless with a trusted adult. 	Children will know why passwords are important and how to make a password that is safe.
		Writing Opportunity <ul style="list-style-type: none"> N/A 	Resources <ul style="list-style-type: none"> Project Evolve Resources
Key Questions / Learning Journey Steps		Implementation	
How can I stay safe online?		<ul style="list-style-type: none"> Children to discuss: <ul style="list-style-type: none"> What is a password? Where do we use passwords? Who knows your password? Children to try and guess my passwords, starting with 3 letters and getting longer. Children to discuss whether a short password was secure. Look at easy to guess passwords e.g. password123 and explain why this is not secure. Children to look at strong passwords and create their own. 	

Computing – Summer 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	Children will know how to; <ul style="list-style-type: none"> I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. 	Children will know; <ul style="list-style-type: none"> A sprite follows a sequence of blocks. How to change the background. How to add a new sprite. How to use the blocks to move the sprite from one place to another. 	Children will use ScratchJr to develop their programming understanding. They will set backgrounds, insert sprites and text boxes and use the buttons to animate their scene. They will learn how to develop a simple quiz on ScratchJr.
		Writing Opportunity <ul style="list-style-type: none"> N/A 	Resources <ul style="list-style-type: none"> Ipad – ScratchJR app
Key Questions / Learning Journey Steps		Implementation	
How can I use Scratch Jr to create a quiz? What do different buttons mean on Scratch Jr?		<ul style="list-style-type: none"> recap what they know already about the ScratchJr app. identify the start of sequences in real-world scenarios. learn that sequences need to be started in ScratchJr. create programs and run them in full-screen mode using the Green flag. 	
How do I create an 'outcome'?		<ul style="list-style-type: none"> discover that a sequence of commands has an 'outcome'. predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different outcomes when run. 	
How do I customize my quiz?		<ul style="list-style-type: none"> use the Start on tap and Go to page (Change background) blocks. use a predefined design to create an animation based on the seasons. predict what a given algorithm might mean. 	

How can I adapt a design?

- look at an existing quiz design and think about how this can be realised within the ScratchJr app.
- choose backgrounds and characters for their own quiz projects.
- modify a given design sheet and create their own quiz questions in ScratchJr.

Growth	Possibilities	Health	Community
Children will have the opportunity to use a brand new program which will give them new knowledge.	Children will be required to be willing to have a go even when they find something hard.	Children will learn to stay safe online.	Children will learn that there are coding clubs in the local area.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Science - Summer 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Children will know how to; <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Children will know; <ul style="list-style-type: none"> What material objects are made out of. Recycling is the process of making something into something new. Materials that can be recycled. 	Children will learn that objects are made out of different materials and will begin to think about why the material was chosen for the object. Children will learn about recycling and why it is important.
		Writing Opportunity <ul style="list-style-type: none"> Recycling poster 	Resources <ul style="list-style-type: none"> Elastic bands Socks Pipe cleaners Blu-tack Paper straws Rulers Coins

Key Questions / Learning Journey Steps	Implementation
What are the uses of different everyday materials?	<ul style="list-style-type: none"> Matching activity –identifying uses Outdoor walk – spot materials and their uses
What makes a material suitable?	<ul style="list-style-type: none"> Compare suitability of materials
How do the shapes of objects made from some materials change?	<ul style="list-style-type: none"> Changing shape experiment
Why do we recycle?	<ul style="list-style-type: none"> Reduce, reuse, recycle sorting activity
Who discovered new materials?	<ul style="list-style-type: none"> Discovering new materials fact file-scientist

Growth	Possibilities	Health	Community
		Children will use creativity alongside their knowledge of suitable materials.	Children will notice materials used in their local environment and what their uses are.
Relevant RRSA Article	Article 29: 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.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
The calendar - Ramadan - Eid-ul-Fitr People, places and practices - Fasting Artefacts and symbols - Eid cards - Prayer and Prayer Mats	Children will know how to; <ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. Identify how they have to make their own choices in life. Describe some of the teachings in a religion. 	Children will know; <ul style="list-style-type: none"> Ramadan lasts for one month. Muslims fast from sunrise to sunset. Children and elderly people don't have to fast. Eid celebrates the end of Ramadan. Muslims spend time with family, have feasts and share gifts during Eid. 	Children will learn about Eid and Ramadan and how Muslims celebrate these festivals.
		Writing Opportunity <ul style="list-style-type: none"> Ramadan reading comprehension 	Resources <ul style="list-style-type: none"> Art materials Images Videos
		Implementation	
Key Questions / Learning Journey Steps			
What occasions do followers of this religion celebrate? What is Ramadan?		<ul style="list-style-type: none"> Ask children to think about religious times of year they observe or other religions observe. (Link to Lent) Learn about Ramadan and complete reading comprehension 	
What is Eid-al-fitr?		<ul style="list-style-type: none"> Find out about Eid. Make Eid cards Design a prayer mat. 	

Growth	Possibilities	Health	Community
Children will understand it is acceptable to have your own beliefs.	Children will be open minded when learning about other religions and beliefs.	Children will understand the impact of fasting on a human's body.	Children will learn about the different religions and places of worship we have in our community.
Relevant RRSA Article	Article 14: Every child has the right to think and believe what they choose and also to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements 	Children will know how to; <ul style="list-style-type: none"> Identify some of the different ways the past has been represented. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	Children will know; <ul style="list-style-type: none"> A significant person is someone who did something important. An explorer is someone who travels to a new place. Ibn Battuta lived in a cave for five months. Christopher Columbus had three ships. Neil Armstrong and Tim Peake were astronauts. Neil Armstrong was the first man to walk on the moon. Tim Peake carried out experiments when he was in space. 	Children will learn about different explorers throughout history and think about why they are significant. They will put each explorer on a timeline to understand the chronology of them. They will understand how technology has changed to allow new explorers to become famous.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Job description of an astronaut. 	<ul style="list-style-type: none"> N/A
Key Questions / Learning Journey Steps		Implementation	
What makes someone an important and significant person?		<ul style="list-style-type: none"> Discuss the important and significant people in our lives. Become an explorer and design a brand new island to discover. 	
What is an explorer?		<ul style="list-style-type: none"> Draw a picture to represent one of his stories. 	
Who was Ibn Battuta?		<ul style="list-style-type: none"> Christopher Columbus reading comprehension. 	
Who was Christopher Columbus?		<ul style="list-style-type: none"> Timeline of Neil Armstrong's life. Compare Neil Armstrong and Tim Peake. 	
Who are famous astronauts?		<ul style="list-style-type: none"> Design something to remember favourite explorer e.g. stamp, note, medal, statue etc. 	
How could these people be remembered?			

Growth	Possibilities	Health	Community
Children will learn everyone is unique and important.	Children will learn that everyday people can make big achievements and be remembered.	Children will learn the importance of creativity and resilience.	Children will learn there are local people who have made big achievements.
Relevant RRSA Article	Article 29: 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"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria 	Children will know how to; <ul style="list-style-type: none"> Join textiles using running stitch Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) 	Children will know; <ul style="list-style-type: none"> John Kay invented the flying shuttle. Bunting is used to celebrate royal and sporting events. To create a running stitch, thread the needle in and out. The smaller the stitch the tighter the seam. 	Children will design, make and evaluate a piece of bunting. They will practise using a running stitch and use this to join two pieces of material together on their bunting. They will use fabric pens to decorate their bunting.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation 	Resources <ul style="list-style-type: none"> Binca Needles Thread Fabric pens

Key Questions / Learning Journey Steps	Implementation
How can I create a product using a running stitch? What is sewing?	<ul style="list-style-type: none"> Children to watch videos and demonstrations. Research what bunting is and how it was used in the past. Discuss how the type of running stitch changes seam.
How can I design an appealing product?	<ul style="list-style-type: none"> Make choices about colour of thread Form final design
How do I safely create a running stitch?	<ul style="list-style-type: none"> Talk about safe use of sewing needles Practise using the running stitch
How can I sew my initial?	<ul style="list-style-type: none"> Use the running stitch to sew a border and initial on the binca. Use fabric pens to add decoration.
Was I successful?	<ul style="list-style-type: none"> Evaluate final piece – image with text

Growth	Possibilities	Health	Community
Children will learn to persevere when faced with challenging activities.	Children will have the opportunity to be imaginative and make their own choices.	Children will learn the importance of creativity.	Children will learn to support others in their class to reach a common goal.
Relevant RRSA Article	Article 29: 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.		

Exploration and Discovery



“I don’t know where I’m going, but I’m on my way!”

Carl Sagan



EID AL-FITR

