



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 3</b>	<b>Topic Title/Theme:</b> Sense of place	<b>Term:</b> Summer
<b>Entry Point:</b> Children will create a mind map using words and images to brainstorm what Harlow Green Community Primary School is to them as an important place in their lives.	<b>Exit Point:</b> Children will visit the Alnwick Castle and discover how castles have changed over time.	<b>Visits/Visitors or Special Arrangements:</b> <ul style="list-style-type: none"> <li>Alnwick Castle visit</li> </ul>
<b>Topic Overview:</b> Within this topic, children will learn about the parts of plants and how to make them grow well. They will record their observations and investigate how water is transported through plants. Children will explore the part flowers play in the life cycle of plants. Children will identify where Harlow Green is located with the United Kingdom and undertake map work to locate cities, rivers and higher ground. Children will learn who Moses is and why he is important to the Jewish community. Children will discuss and explore their feelings around change and how to cope with them. The children will complete a castle study and visit Alnwick Castle. They will make their own flags for a castle and design and create a medieval catapult.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>Applying taught skills</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Science</li> <li>PE</li> <li>Computing</li> <li>PSHE</li> <li>Music / MFL</li> </ul>

Curriculum Drivers			
Growth	Possibilities	Health	Community
<b>compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,</b>	<b>open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,</b>	<b>Healthy, resilient, creative, comfortable, reflective, accepting, thriving, positive, self-belief, safe, happy,</b>	<b>Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,</b>
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	RE	RE	Science	History	History	Art	Art	DT	DT
Plants	UK Map Work Compass Points		Old Testament mainly the life of Moses		Magnets	Local History Study – Castles		Textiles - printing		Construct medieval catapult	
PHSE / Outdoor Learning			PE			Computing			Music / MFL		

**PSHE – Summer 1**

<b>Statutory Guidance</b>	<b>Procedural Knowledge</b>	<b>Semantic Knowledge</b>	<b>Overall Subject Intent</b>
<p>Changing Adolescent Body</p> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul> <p>Health and Prevention</p> <ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> <p>Basic First Aid</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>PW35 Show awareness of changes that take place as they grow</li> <li>HW4 Recognise and respect similarities and differences between people</li> <li>HW6 Recognise and manage risk in everyday activities</li> <li>HW13 Listen to and show consideration for other people’s views</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>PW38 Extend strategies to cope with risky situations</li> <li>PW39 Behave safely and responsibly in different situations</li> </ul>	<p>Children will know;</p> <ul style="list-style-type: none"> <li>The changes between childhood and adulthood are known as puberty</li> <li>Humans have two sets of teeth in their lifetime</li> <li>Teeth must be looked after through regular brushing, avoiding sugary snacks and visiting a dentist</li> <li>999 is called in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that their bodies change as they grow.</li> </ul>
		<p><b>Writing Opportunity</b></p> <ul style="list-style-type: none"> <li>Safety poster</li> <li>Describe how we have changed</li> <li>Story board</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>3D PSHE planning documents</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
<p><b>Mind map title: Core 1 Health and Well Being</b></p>	
How do our bodies change as we grow?	<ul style="list-style-type: none"> <li>Core 1 Unit 7 Lesson 1: You’ve Grown</li> <li>Baby photos- children to identify how they have grown.</li> <li>Discuss how the body changes as we grow.</li> <li>The changes between childhood and adulthood is known as puberty.</li> </ul>
Why do we lose our first teeth?	<ul style="list-style-type: none"> <li>Core 1 Unit 7 Lesson 2: Mind the Gap</li> <li>Refer back to baby photos – are babies born with teeth?</li> <li>Discuss why teeth fall out and share stories.</li> <li>Describe how to look after teeth.</li> </ul>
How to help when someone is hurt?	<ul style="list-style-type: none"> <li>Core 1 Unit 8 Lesson 1: How to Help: Who to Call</li> <li>What is first aid? <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a></li> <li>Emergency situations – when should you call 999?</li> </ul>
What are the three services you get through to when you call 999?	<ul style="list-style-type: none"> <li>Core 1 Unit 8 Lesson 2 Emergency Calls 1: Calling 999</li> <li>Watch video to teach children how to call 999 <a href="https://www.youtube.com/watch?v=4ajwSGYqeWI">https://www.youtube.com/watch?v=4ajwSGYqeWI</a></li> <li>Read scenario cards – children work together to decide when to call 999 and which service to ask for</li> </ul>
What does a paramedic do?	<ul style="list-style-type: none"> <li>Core 1 Unit 8 Lesson 3: Emergency Calls 2: Ambulance Now!</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will develop compassion for others by celebrating similarities and differences. They will have the confidence to their their views and opinions with others.	The children will be brave when faced with challenging situations and will be open minded about other points of view.	Children will learn about how to be safe online and in real life situations and will have the self-belief to act quickly and responsibly.	The children will be respectful about other faiths and beliefs and will listen to others with consideration of their feelings.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health.		

**PE – Summer 1**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Control is the ability to look after the ball and use it in different ways keeping it close to you</li> <li>Good dribbling is keeping the ball under control, keeping the ball close and using the correct technique</li> <li>Pass the ball to keep possession and to move the ball</li> <li>Hands ready to catch the ball</li> </ul>	Children will learn to develop their control when dribbling a basketball and complete passes to create scoring opportunities within small team games.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Gymnastics mats</li> <li>Benches</li> <li>Beanbags</li> <li>Balls (large balls, foam balls, tennis balls, koosh balls)</li> <li>Balloons and/or dance scarves</li> <li>Music to practise and perform to</li> </ul>

Key Questions / Learning Journey Steps	Implementation
How do we keep possession of the ball?	<ul style="list-style-type: none"> <li>Warm Up: Tidy the room relay</li> <li>Skills: Chest pass</li> <li>Game: Basketball Overload</li> <li>Cool Down: Static stretches</li> </ul>
What is control?	<ul style="list-style-type: none"> <li>Warm Up: Around the body</li> <li>Skills: How many?</li> <li>Game: Meet the Challenge and Simon Says</li> <li>Cool Down: Shake it out</li> </ul>
What makes good dribbling?	<ul style="list-style-type: none"> <li>Warm Up: Knee tag</li> <li>Skills: Know the ball and dribbling</li> <li>Game: Prince of the Ring</li> <li>Cool Down: Dynamic cool down</li> </ul>
Why do we need to pass the ball?	<ul style="list-style-type: none"> <li>Warm Up: Catch me if you can</li> <li>Skills: One bounce, Get in line and Passing – the chest pass</li> <li>Game: Keep the ball</li> <li>Cool Down: Static stretches</li> </ul>
What skills do you use to play basketball?	<ul style="list-style-type: none"> <li>Warm Up: Control the ball</li> <li>Skills: Copycats and Through the gate dribbling</li> <li>Game: Hoop ball</li> <li>Cool Down: Shake it out</li> </ul>
What tactics do you use in a game of basketball?	<ul style="list-style-type: none"> <li>Warm Up: Movement development</li> <li>Games: Keep the ball and Basketball overload</li> <li>Cool Down: Dynamic cool down</li> </ul>

Children will be realistic about their abilities but confident to give new things a try.	Children will be imaginative when creating a rhythmic routine for the first time.	Children will learn how to be safe during gymnastics and will believe in themselves.	Children will support each other in small groups and offer words of encouragement.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health.		

## Computing – Summer 1 ESafety

Computing – Summer 1 ESafety			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Respect individuals and intellectual property</li> <li>Use technology responsibly, securely and safely.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Give examples of the risks posed by online communications.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>The difference between a fact, opinion and belief</li> <li>Not all information found online is the truth</li> <li>They can speak to a trusted adult if they read something online that makes them feel worried, sad or frightened.</li> </ul>	Children will understand that information found online could be an opinion or belief rather than a fact. They will identify trusted adults they can speak to if they read something that makes them feel worried, sad or frightened.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Project Evolve – Managing online information</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Is all information found online a fact?		<ul style="list-style-type: none"> <li>Read script about mermaids – identify facts within the script.</li> <li>Create definition for a fact.</li> <li>Discuss importance of not always believing information online.</li> <li>Children to identify trusted adults they could speak to if they read something that makes them feel sad, worried or frightened.</li> <li><a href="https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-explain-the-difference-between-a-belief-an-opinion-and-a-fact-and-can-give-examples-of-how-and-where-they-might-be-shared-online-e-g-in-videos-memes-posts-news-stories-etc/?from=years">https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/7-11/i-can-explain-the-difference-between-a-belief-an-opinion-and-a-fact-and-can-give-examples-of-how-and-where-they-might-be-shared-online-e-g-in-videos-memes-posts-news-stories-etc/?from=years</a></li> </ul>	

## Computing- Summer 1

Computing- Summer 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence. Selection and repetition in programs; work with variables and various forms of input and output</li> <li>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Use specified screen coordinates to control movement</li> <li>Set the appearance of objects and create sequences of changes</li> <li>Create and edit sounds. Control when they are heard, their volume, duration and rests</li> <li>Specify conditions to control events</li> </ul>	Children will: <ul style="list-style-type: none"> <li>Know the terms sprite, backdrop</li> <li>change attributes of a sprite in terms of code, costume and sound</li> <li>add and delete sprites</li> <li>use motion blocks to move a sprite</li> </ul>	Children learn about the different uses of computers, one being creation of music and editing of sound. This will link back to previous early skills developed in coding.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>NCCE – <a href="http://www.teachcomputing.org">www.teachcomputing.org</a></li> <li>Scratch program</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What is scratch?		<ul style="list-style-type: none"> <li>NCCE Programming Unit Sequencing Sounds – Lesson 1</li> <li>Introduce children to the program Scratch</li> </ul>	
How do I program a sprite?		<ul style="list-style-type: none"> <li>NCCE Programming Unit Sequencing Sounds – Lesson 2</li> <li>Children will create code to move a sprite</li> </ul>	
How do I sequence movements?		<ul style="list-style-type: none"> <li>NCCE Programming Unit Sequencing Sounds – Lesson 3</li> <li>Children will join blocks of code together</li> </ul>	

How does ordering commands affect the sprite?	<ul style="list-style-type: none"> <li>• NCCE Programming Unit Sequencing Sounds – Lesson 4</li> <li>• Children will explore sequences and identify where order is and is not important</li> </ul>
How does changing the costume and the background affect the program?	<ul style="list-style-type: none"> <li>• NCCE Programming Unit Sequencing Sounds – Lesson 5</li> <li>• Children will build a sequence of commands for different sprites</li> </ul>
How can I create a musical instrument on scratch?	<ul style="list-style-type: none"> <li>• NCCE Programming Unit Sequencing Sounds – Lesson 6</li> <li>• Children will copy code to create an instrument and test their code</li> </ul>

Growth	Possibilities	Health	Community
Children will develop their independence in using computer programming.	Children will learn code allows communication with a computer program.	Children will understand the importance of online safety.	Children will collaborate to debug programs and support each other to identify errors in their programs.
<b>Relevant RRSA Article</b>	<b>Article 5:</b> Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights.		

MFL – Summer 1

MFL – 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>Engage in conversations; ask and answer questions</li> <li>Write phrases from memory</li> <li>Develop accurate pronunciation</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Read short texts independently.</li> <li>Express personal experiences and responses.</li> <li>Demonstrate a growing vocabulary.</li> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Say 10 fruits in French</li> <li>Write some of the fruits</li> <li>Listen and identify fruits</li> </ul>	Fruits – The children will repeat and recognise most of the ten fruits in French with their correct article. They will attempt to spell five of these words unaided from memory with good accuracy. They will ask somebody in French if they like a particular fruit with support and will be able to answer with their likes and dislikes.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Writing French sentences about fruits</li> <li>Writing French sentences using colour</li> </ul>	<ul style="list-style-type: none"> <li>Language angels</li> <li>Youtube</li> <li>BBC</li> <li>Ipad</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Intercultural		<ul style="list-style-type: none"> <li>General knowledge about France</li> </ul>	
Can you name the fruits in French?		<ul style="list-style-type: none"> <li>Language angels lesson 1:</li> <li>First 5 fruits</li> <li>Colour in sheet – language angels</li> <li>Labelling sheet – language angels</li> </ul>	
Can you name the fruits in French?		<ul style="list-style-type: none"> <li>Language angels lesson 2:</li> <li>Second 5 fruits</li> <li>Colour in sheet – language angels</li> <li>Labelling sheet – language angels</li> </ul>	
Which fruits do you like?		<ul style="list-style-type: none"> <li>Lesson 3 – singular/plural</li> <li>Language angels lesson 4:</li> <li>Reading exercise – create worksheet with 3 characters discussing their favourite fruits. 5 questions about the characters and their fruits, including likes.</li> <li>Speaking exercise – children to be able to say which fruits they like in French – record 3.</li> </ul>	
Which fruits do you like and dislike?		<ul style="list-style-type: none"> <li>Drawing and labelling sheet</li> <li>Writing task – children to write 2 sentences independently in French – I like... and I dislike...</li> <li>Listening exercise – language angels</li> </ul>	
Growth	Possibilities	Health	Community
Children should develop knowledge of how to introduce themselves in French and how to introduce others.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to introduce themselves and others.
<b>Relevant RRSA Article</b>	<b>Article 30:</b> We all have the right to use our own language, culture and religion		

**Science – Summer 1**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The roots anchor the plant and absorb water and nutrients from the soil</li> <li>The stem holds up the plant and transports water and nutrients to the leaves</li> <li>The leaves make food for the plant</li> <li>The flowers create seeds</li> <li>Plants need water, light and heat to grow well.</li> <li>The parts of a flower and their function</li> </ul> <p><b>Writing Opportunity</b></p> <ul style="list-style-type: none"> <li>Write up investigation about what plants need to grow well.</li> </ul>	<p>Children learn about the way plants germinate, grow and then create more plants to continue to the cycle of life.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>house plants</li> <li>word mats</li> <li>flowers</li> <li>food colouring</li> <li>magnifying glasses</li> <li>tweezers</li> <li>seed pods</li> </ul>

Key Questions / Learning Journey Steps	Implementation
<p>What is the purpose of the different parts of a plant?</p>	<ul style="list-style-type: none"> <li>Look at different house plants and name parts</li> <li>Use word mats to revise functions of plant parts</li> </ul>
<p>What do plants need to grow well?</p>	<ul style="list-style-type: none"> <li>Discuss the 7 life process with the children. Ask whether the children have looked after plants before. What did they need to provide to help them grow? Gather their ideas on the whiteboard.</li> <li>Children decide on investigation focus</li> <li>Make predictions</li> <li>Record observations over half term</li> <li>Write up investigation-children to record what happened and answer original question using observations.</li> <li>Discuss whether the prediction was accurate.</li> <li>Explain my results using scientific language.</li> </ul>
<p>How is water transported in a plant?</p>	<ul style="list-style-type: none"> <li>Create human model in groups to show function of the stem.</li> <li>Use diagrams to explain how water is transported through a plant</li> <li>Complete transportation investigation looking at how the temperature affects the water</li> <li>Complete the prediction puzzle and complete investigation</li> <li>Record observations and write conclusion</li> </ul>
<p>What is pollination?</p>	<ul style="list-style-type: none"> <li>Dissect a flower</li> <li>Discuss the parts of a flower and the job they have to do</li> <li>Children explain process of pollination and fertilization</li> </ul>
<p>What are the different stages of the life cycle of a plant?</p>	<ul style="list-style-type: none"> <li>Look at different methods of seed dispersal</li> <li>Act out life cycle in groups</li> <li>Order the stages of the life cycle</li> </ul>



Growth	Possibilities	Health	Community
Children will learn from their mistakes and acknowledge whether their predictions are correct	Children will be given the opportunity to choose their own investigation focus	Children will be reflective and able to discuss results from investigations	Children will learn to be respectful to plants in the local community
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics inc. hills, mountains and rivers</li> <li>Describe the key aspects of physical geography inc. rivers, mountains</li> <li>Describe the key aspects of human geography inc. settlements and land use.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>The UK is made up of four countries: England, Scotland, Wales, Northern Ireland.</li> <li>Republic of Ireland is not part of the United Kingdom but is part of the British Isles.</li> <li>Tyne and Wear is a county.</li> <li>The capital city of England is London</li> <li>The capital city of Scotland is Edinburgh</li> <li>The capital city of Wales is Cardiff</li> <li>The capital city of Northern Ireland is Belfast</li> <li>In an atlas, green areas are the lowest and red areas are the highest.</li> <li>Rivers are marked with a blue line in an atlas</li> </ul>	Children will use atlases to identify cities, rivers and high ground within the UK. They will use this knowledge to create maps showing these physical characteristics. Children will investigate the human characteristics of London and identify how the city has changed over time.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Describe changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Atlas</li> <li>Photographs of London showing change overtime</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What is the name of our county?		<ul style="list-style-type: none"> <li>Recap countries of the United Kingdom</li> <li>Introduce children to counties</li> <li>Children to locate and identify Tyne and Wear on a map</li> </ul>	
What are the main cities in the United Kingdom?		<ul style="list-style-type: none"> <li>Children to use atlas and maps to identify and name main cities of the UK, including capital cities and Newcastle upon Tyne.</li> </ul>	
What are the main rivers and seas of the UK?		<ul style="list-style-type: none"> <li>Use atlas and maps to identify and name the main rivers and seas of the UK including River Tyne</li> <li>Discuss purpose of rivers and how this has changed over time</li> </ul>	
Where are areas of high ground in the UK?		<ul style="list-style-type: none"> <li>Identify hills and mountains on a map</li> <li>Sort mountain activities</li> <li>Introduce mountain rescue team and discuss weather changes on top of mountains</li> </ul>	
How can I use compass points to find my way on a map?		<ul style="list-style-type: none"> <li>Introduce children to compass points – add compass points to map</li> <li>Answer questions involving travelling to identified positions on maps using compass points.</li> </ul>	
How have the human features of London changed over time?		<ul style="list-style-type: none"> <li>Locate London on a map - who built it? Has it always looked like this?</li> <li>Display photographs of how London has changed over time.</li> <li>Children to discuss why the population has changed over time.</li> </ul>	

Growth	Possibilities	Health	Community
Children will develop an understanding of how their physical environment impacts on their lives.	Children will develop an awareness that everyone can have a positive impact on the environment.	Children will know how to seek help from the mountain rescue team.	Children will understand they live in the county of Tyne and Wear and how this is our wider community

<b>Relevant RRSA Article</b>	<b>Article 24</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.
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Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Old Testament Stories from the Torah</li> <li>The Creation to the death of Moses</li> <li>Key other stories linked to Festivals.</li> <li>The years in the desert - The Promised Land</li> </ul> <p><b>Principal beliefs</b></p> <ul style="list-style-type: none"> <li>The 10 Commandments</li> <li>The 613 mitzvah</li> </ul> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Old Testament - first</li> <li>Five books [Torah]</li> </ul> <p><b>The calendar</b></p> <ul style="list-style-type: none"> <li>Shavuot</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>Refer to religious figures and holy books to explain answers.</li> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>Give some reasons why religious figures may have acted as they did.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p>Children will know;</p> <ul style="list-style-type: none"> <li>The story of Moses</li> <li>Moses led the Israelites out of slavery</li> <li>God gave Moses the 10 commandments</li> <li>10 commandments tell Jewish people how to live</li> </ul>	<p>Children will understand the importance of Moses to Jewish people. They will also identify the importance of the ten commandments and how these form the way of life for Jewish people.</p>
		<p><b>Writing Opportunity</b></p> <ul style="list-style-type: none"> <li>Creating own rules/code for living</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Stories</li> <li>Images</li> <li>Video clips</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
<p>Why are some people important to followers of this religion? Who is Moses and why is he important to people of the Jewish faith?</p>		<ul style="list-style-type: none"> <li>Learn about: <ul style="list-style-type: none"> <li>The story of Moses</li> <li>The story of the years in the desert</li> </ul> </li> </ul>	
<p>What does this religion teach? What do the 10 commandments teach Jewish people?</p>		<ul style="list-style-type: none"> <li>Story Mount Sinai and the 10 commandments</li> <li>Learn about the 613 mitzvah</li> <li>Create own code for living</li> </ul>	
<p>What occasions do followers of this religion celebrate? What is Shavuot and how is it celebrated?</p>		<ul style="list-style-type: none"> <li>Learn about Shavuot</li> <li>Learn how it is celebrated in the home and the synagogue</li> </ul>	

Growth	Possibilities	Health	Community
Children should learn the origins of the Jewish rules to live by.	Children should find out about the stories and practices of different religions.	Children should understand that rules can help to keep them safe and happy.	Children should learn about how different religious communities celebrate together.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

**PSHE – Summer 2**

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> <li>HW16 Negotiate and present their own views</li> <li>PW33 Begin to make responsible choices and consider consequences</li> <li>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>PW41 Begin to make informed lifestyle choices</li> <li>CI10 Identify the difference between needs and wants</li> </ul>	<p>Children will know;</p> <ul style="list-style-type: none"> <li>Healthy is being in a good physical, mental or emotional condition.</li> <li>Eating fruits and vegetables, drinking water, daily exercise, good hygiene and enough sleep helps us stay healthy.</li> <li>They should take part in 60 minutes physical activity every day.</li> <li>What they want is not always what they need.</li> <li>Good working relationships can sometimes help us make new friends.</li> <li>Collaboration is the key to successful group work.</li> </ul>	<ul style="list-style-type: none"> <li>The children will know that a healthy lifestyle involves making healthy choices in all parts of their lives.</li> <li>The children will complete group activities together, developing an understanding of how to collaborate to complete tasks.</li> </ul>
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Healthy habits poster</li> </ul>	<ul style="list-style-type: none"> <li>3D PSHE planning documents</li> </ul>
<b>Key Questions / Learning Journey Steps</b>		<b>Implementation</b>	
<b>Mind map title: Core 1 Health and Well Being</b>			
What are some of the ways that we can keep ourselves healthy?		<ul style="list-style-type: none"> <li>Define healthy</li> <li>How can we ensure we are healthy?</li> <li>Create list – add ideas to mind map.</li> <li>Create healthy goal</li> </ul>	
What are the health benefits of regular exercise?		<ul style="list-style-type: none"> <li>Ask pupils to describe the physical effects we should experience if we are successfully working out (raised heartbeat, noticeable breathing and sweating).</li> <li>How much physical activity they should be having every day? Recommended that they should be taking part in 60 minutes of physical activity every day.</li> <li>Share <a href="http://bit.ly/2WYU8xp">http://bit.ly/2WYU8xp</a></li> <li>Record activity on a typical day – do they meet the recommended 60 minutes?</li> <li>What changes do they need to make?</li> </ul>	
What is more important, a need or a want?		<ul style="list-style-type: none"> <li>Is exercise all we need to keep healthy?</li> <li>Read statements:                             <ul style="list-style-type: none"> <li>Water or Coca Cola</li> <li>Bed at 8 o'clock or bed at 11 o'clock</li> <li>Fruit or sweets</li> <li>TV after school or gym club</li> <li>Brownies / Scouts or Xbox in the evening</li> <li>Walk to school or lift in the car</li> </ul> </li> <li>Children to choose which option they should choose to lead a healthy lifestyle</li> <li>Discuss needs and wants</li> <li>Children to add statement to mind map</li> </ul>	
<b>Mind map title: Core 2 Relationships</b>			
What makes a good working relationship?		<ul style="list-style-type: none"> <li>Create a list of the advantages and disadvantages of group work.</li> <li>Develop class rules for group work.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Complete group activities-discuss how different people bring different skills to a task.</li> <li>• Children to add statement to mind map – good working relationships can sometimes help us make new friends.</li> </ul>
What are some of the problems you may face when working with others?	<ul style="list-style-type: none"> <li>• Review group work rules – do any changes need to be made?</li> <li>• Discuss the important of working together to achieve a shared goal.</li> <li>• In groups of 4, children to make a structure – the aim is to make one that is taller than everyone else’s.</li> <li>• Discuss who was the most successful and why.</li> </ul>
Under which circumstances does collaboration work best?	<ul style="list-style-type: none"> <li>• What positive outcomes have we had using group work?</li> <li>• What could we improve in school if we worked together? Generate a list of ideas.</li> <li>• Children to create a plan for a particular area to improve.</li> </ul>

Growth	Possibilities	Health	Community
Children will develop compassion for others by celebrating similarities and differences. They will have the confidence to their their views and opinions with others.	The children will be brave when faced with challenging situations and will be open minded about other points of view.	Children will learn about how to be safe online and in real life situations and will have the self-belief to act quickly and responsibly.	The children will be respectful about other faiths and beliefs and will listen to others with consideration of their feelings.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health.		

**PE – Summer 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>Play competitive games, and apply basic principles for attacking and defending</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Throw and catch with control and accuracy</li> <li>Strike a ball and field with control</li> <li>Choose appropriate tactics to cause problems for the opposition</li> <li>Follow the rules of a game and play fairly</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Catch a ball accurately and accurately throw or roll a ball at a target</li> <li>Intercept the ball when fielding</li> <li>Strike a stationary ball in an intended direction</li> </ul>	Children will develop throwing and catching skills and apply these skills to play a game of cricket and rounders.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Beanbags</li> <li>Tennis balls</li> <li>Variety of small and large balls</li> <li>Cricket stumps - 2 sets</li> <li>Cones</li> <li>Cricket bats</li> <li>Rounders bat</li> <li>Stand for hitting practice</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
How can I catch with accuracy?	<ul style="list-style-type: none"> <li>Warm up: Catch the treasure</li> <li>Model careful catching</li> <li>Play team and caterpillar catching</li> </ul>
What skills will help me hit a target?	<ul style="list-style-type: none"> <li>Practice throwing skills- under arm and over arm</li> <li>Play caterpillar game in teams- challenge to get the ball in a hoop</li> </ul>
How can I strike a ball in an intended direction?	<ul style="list-style-type: none"> <li>Develop batting technique</li> <li>Model how to hold and grip bat</li> <li>Explore hitting ball in different directions using different power</li> </ul>
What is 'fielding'?	<ul style="list-style-type: none"> <li>Practice catching skills- roll a ball and run and catch</li> <li>Play quick clap and catch</li> <li>Play diamond cricket</li> </ul>
What are the rules I striking in fielding games?	<ul style="list-style-type: none"> <li>Practice batting in groups of 3- each child to have a turn at throwing/ catching/batting</li> <li>Play strike and run</li> </ul>
How can I use my skills to develop my own game?	<ul style="list-style-type: none"> <li>Play cricket/ rounders</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will adapt their skills to suit a variety of games. They will the confidence to take on different roles within games.	Children will be ambitious when learning and playing new games. They will be willing to have a go and try their best.	Children will be resilient when playing competitive games and will be happy playing with their friends.	The children will follow the rules of a game and work collaboratively as a team.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

**PE – Summer 2 Athletics**

<b>National Curriculum</b>	<b>Procedural Knowledge</b>	<b>Semantic Knowledge</b>	<b>Overall Subject Intent</b>
<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Jump in a number of ways, using a run up where appropriate.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Sprinting covers a short distance</li> <li>Throw overarm with a javelin</li> <li>Jump a hurdle one foot at a time</li> <li>Standing jumps are made from two feet</li> </ul>	Compete against self and others in a controlled manner, always striving for improvement to achieve their personal best.
		<b>Writing Opportunity</b> N/A	<b>Resources</b> <ul style="list-style-type: none"> <li>Cones</li> <li>Beanbags</li> <li>Skipping Ropes or chalk to mark</li> <li>Sequencing Spots (use cones as an alternative)</li> <li>Medium sized inflated balls</li> <li>Low level hurdles</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
What have I learned in running, jumping and throwing?	<ul style="list-style-type: none"> <li>Explain the difference between track and field, name some of the main events</li> <li>Play cone card run</li> <li>Children explain what stamina is</li> </ul>
What is the importance of having an efficient running technique?	<ul style="list-style-type: none"> <li>Children complete the sprinting experiment</li> <li>Develop an efficient sprinting technique</li> <li>Compete in races</li> </ul>
What is hurdling?	<ul style="list-style-type: none"> <li>Provide children with background information of hurdling</li> <li>Introduce the lead leg action- allow children time to practice this</li> <li>Introduce the trail leg action</li> <li>Race over hurdles</li> </ul>
How far can I jump?	<ul style="list-style-type: none"> <li>Model long jump/ standing long jump</li> <li>Work in pairs and take it in turns to be the coach- find out how far we can jump</li> </ul>
How many sports are there that involve throwing?	<ul style="list-style-type: none"> <li>Share some fun facts</li> <li>Explore the 4 throwing events in athletics- show video clips</li> <li>Play the step back game</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will encourage peers to participate in competitive events.	Children will compete in races and be ambitious in developing their skills.	Children will show resilience when competing in events.	Children will consider the feelings of others when competing in events.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full.		



## 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 responsibly, securely and safely.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Give examples of the risks posed by online communications</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>What an identity is</li> <li>How an identity can be altered online</li> <li>Why people may alter their identity online</li> </ul>	Children will identify information from online profiles and discuss how we can alter our identities to maintain privacy online. Children will also learn that fake identities can be created and we should always be careful who we talk to online.
		<b>Writing Opportunity</b>	<b>Resources</b>
		N/A	<ul style="list-style-type: none"> <li>Project Evolve – Self-image and identity</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
Why would someone change their identity online?		<ul style="list-style-type: none"> <li>Children will identify information from given online profiles.</li> <li>Why might people alter their profiles?</li> <li>Can all information online be trusted?</li> <li><a href="https://drive.google.com/file/d/1il-k7w_qC4UQ3zBN7ks9olqBydByFQX8rB0dX0A50/preview">https://drive.google.com/file/d/1il-k7w_qC4UQ3zBN7ks9olqBydByFQX8rB0dX0A50/preview</a></li> </ul>	

## Computing- Summer 2

Computing- Summer 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>Solve problems by decomposing them into smaller part</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Variables and Lists: use variables to store a value.</li> <li>Looks: set the appearance of objects and create sequences of changes.</li> <li>Control: use IF THEN conditions to control events or objects.</li> <li>Motion: use specified screen coordinates to control movement.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Multiple sprites can be moved in the same project.</li> <li>A sprite can move in four directions.</li> <li>Blocks create a program.</li> <li>Pen down draws a line.</li> <li>Pen up stops the sprite drawing.</li> <li>A bug in a program needs fixing</li> </ul>	<ul style="list-style-type: none"> <li>Children will design and code their own maze-tracing program.</li> </ul>
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Writing instructions to create a program.</li> </ul>	<ul style="list-style-type: none"> <li>NCCE – <a href="http://www.teachcomputing.org">www.teachcomputing.org</a></li> <li>Purple Mash Unit 3.1 Coding</li> <li>Purple Mash- 2-code debugging challenges</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What do we already know about coding?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson1</li> <li>Recap how to move a sprite.</li> <li>Children develop knowledge of events and actions.</li> </ul>	
How can I program a sprite to move in four directions?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson2</li> <li>Children to duplicate code to program a sprite.</li> </ul>	
How can I draw a line?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson 3</li> <li>Children will use the pen extension to draw lines.</li> </ul>	
How can I add features to my program?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson 4</li> <li>Children will use additional pen blocks.</li> </ul>	
How can I debug movement?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson 5</li> <li>Children will identify and fix errors in a program.</li> </ul>	
Can I write a complete program?		<ul style="list-style-type: none"> <li>NCCE Programming 2 Unit – Lesson 6</li> </ul>	

	<ul style="list-style-type: none"> <li>Children will create a program to move a sprite around a maze.</li> </ul>
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Growth	Possibilities	Health	Community
Children will become literate in the basic language of computing coding.	Children will be required to be willing to have a go even when they find something hard.	Children will learn that it is important to only spend a limited time on the screen to maintain a healthy lifestyle.	Children will learn that there are coding clubs in the local area.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> 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.		

**Music – Summer 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>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with awareness of others</li> <li>Compose and perform melodic songs.</li> <li>Use the terms: pitch, beat, tempo, and use of silence to describe music.</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>Know when to play their instrument</li> <li>Use non-standard symbols to create music</li> <li>Create rhythm with 4 beats and repeat 3 times</li> </ul>	The children will develop their notation skills using boomwhackers. They will know how to play songs in time accurately and will then use non-standard symbols to create a rhythm with 4 beats. They will repeat the rhythm 3 times and perform as a group.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Evaluation of music on whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>Boomwhackers</li> <li>Charanga</li> <li>Youtube</li> </ul>

<b>Key Questions / Learning Journey Steps</b>	<b>Implementation</b>
Can you name musical notes?	<ul style="list-style-type: none"> <li>Listen and appraise – bringing us together</li> <li>White boards – what do you think of when you hear this song?</li> <li>Notation – introduction to musical notes minims, semibreves, crotchets.</li> </ul>
What are the names of the notes?	<ul style="list-style-type: none"> <li>Create a graphic score- notation using symbols</li> <li>boomwhackers</li> </ul>
What symbols can you use to create music?	<ul style="list-style-type: none"> <li>Create a graphic score- notation using symbols and then progress onto musical notes.</li> <li>Boomwhackers</li> </ul>
How can you play in time to the music?	<ul style="list-style-type: none"> <li>Playing simple songs – beat and timing – playing in time</li> <li>Identify the beat of the song and play in time</li> </ul>
Can you play in time in a group?	<ul style="list-style-type: none"> <li>Playing simple songs – beat and timing – playing in time</li> <li>Identify the beat of the song and play in time</li> </ul>
Can you perform as a group with accuracy ?	<ul style="list-style-type: none"> <li>Perform as a group</li> </ul>

<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will develop their understanding of composing music. They will learn how a song is put together and how different parts of a song are used for effect.	The children will be learning to improvise with the song allowing them to explore different notes and sounds. They will become more aware of how sounds are made.	Children will listen to different songs that allow them to express themselves.	The children will experience different music that they may like or dislike. They will be able to use this to communicate with others and spread their knowledge.
<b>Relevant RRSA Article</b>	<b>Article 32:</b> We all have the right to take part in cultural and creative activities		

**Science – Summer 2**

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</li> <li>Identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>Children will know how to;</p> <ul style="list-style-type: none"> <li>Setting up simple, practical enquiries, comparative and fair tests</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Magnetic metals are iron, nickel and steel</li> <li>Magnetic force attracts magnetic materials</li> <li>Magnets have varying strengths</li> <li>Magnets have a north and south pole</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn about magnetic force and investigate varying strengths of magnets.</li> </ul>
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> <li>Record observations and write up investigation</li> </ul>	<ul style="list-style-type: none"> <li>Iron fillings</li> <li>Magnetic and non-magnetic materials</li> <li>Paper clips and string</li> <li>Selection of magnets</li> </ul>

Key Questions / Learning Journey Steps	Implementation
What is a magnet?	<ul style="list-style-type: none"> <li>Children discuss initial ideas about magnets</li> <li>Children use paper clips to experience a magnetic force- sort magnetic/ non-magnetic materials</li> <li>Children explore the magnetic field as distances</li> </ul>
Which magnet is the strongest?	<ul style="list-style-type: none"> <li>Children investigate magnet strength</li> <li>Make predictions and record results on a table</li> </ul>
What are the coloured sections of a magnet?	<ul style="list-style-type: none"> <li>Complete north/south and identify invisible forces</li> <li>Complete treasure hunt compass</li> </ul>
What do we know about magnets?	<ul style="list-style-type: none"> <li>Answer questions in small groups</li> <li>Invent magnet game</li> </ul>

Growth	Possibilities	Health	Community
Children will be knowledgeable about the uses and properties of magnets and through investigation, will learn from their mistakes.	Children will be curious to find things out.	Children will reflect on what they have learned about magnets and how they can be used in different ways.	Children will use the equipment responsibly.
Relevant RRSA Article	<b>Article 28:</b> Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>Describe changes that have happened in the locality of the school throughout history</li> <li>Place events, artefacts and historical figures on a timeline using dates</li> <li>Use appropriate historical vocabulary</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>Battlements, arrow slits, curtain walls, keep, moat, drawbridge, portcullis are all parts of a castle</li> <li>Castles were built to protect the people inside</li> <li>Castles were originally built from wood and were based on a motte and bailey design</li> <li>Stone castles replaced wooden structures as they were stronger</li> <li>A knight was trained to defend a castle</li> <li>A lord and lady were in charge in a castle</li> <li>An artisan created objects such as tiles and clothes within the castle</li> </ul>	Children will identify the features of castles and understand how the design of castles changed over time. They will investigate life in a castle and the roles of people living within a castle.
		<b>Writing Opportunity</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>Describe features of a castle</li> <li>Timeline of castles</li> <li>Life in a castle diary entry</li> </ul>	<ul style="list-style-type: none"> <li>Video clips</li> <li>Maps of local area</li> <li>Pictures of castles</li> </ul>
Key Questions / Learning Journey Steps		Implementation	
What are the main features of a castle?		<ul style="list-style-type: none"> <li>Research images of castles and watch video clips</li> <li>Label castle features and describe</li> </ul>	
Where are castles located in England?		<ul style="list-style-type: none"> <li>Use maps to find and label castles in England</li> <li>Describe patterns of location- display on a map</li> </ul>	
How have castles changed over time?		<ul style="list-style-type: none"> <li>Look at pictures of castles and discuss changes</li> <li>Place pictures of castles on a timeline- using dates</li> </ul>	
What was life like living in a castle?		<ul style="list-style-type: none"> <li>Watch video clips of life in a castle</li> <li>Create a diary entry for a child living in a castle.</li> </ul>	

Growth	Possibilities	Health	Community
Children will learn about the significant changes in the development of castles	Children will know how historians work and learn research skills.	Children will reflect on changes in history and will be safe in historical buildings.	Children will understand the importance of different roles within a community.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Health and health services – Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Collect information, sketches and resources</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Develop ideas from starting points</li> <li>Adapt and refine ideas as they progress</li> <li>Make printing blocks</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>A sketch is a rough drawing or painting which an artist will often use a starting point</li> <li>Sketching involves pressing softly with a pencil, making main shapes and sizes first and then adding some details.</li> <li>A collagraph block is created by sticking materials to a cardboard plate</li> <li>A flag is a piece of cloth often flown from a pole or mast</li> <li>A flag is used for identification or a signal</li> </ul>	Children will develop their understanding of art from sketch to final design and that all things around us can be interpreted as some sort of art – with their final piece being a printed flag.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Write an explanation for using collagraph printing.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Images of castle features</li> <li>Pencils</li> <li>White material</li> <li>Corrugated card and foam</li> <li>Printing ink and rollers</li> </ul>

Key Questions / Learning Journey Steps	Implementation
How do I create a sketch?	<ul style="list-style-type: none"> <li>Explain to children that they will be printing a flag for Alnwick Castle.</li> <li>Introduce a bullet proof definition of what a sketch is.</li> <li>Look at features of a castle identified on our visit to Alnwick Castle e.g. keep, castle walls and battlements, portcullis, chariot.</li> <li>Model sketching one of the features while talking through the process emphasizing 3 main points – press softly, main shapes and sizes first then add details.</li> <li>Children to choose 2 features to draw and draw each one 2/3 times to improve.</li> </ul>
How do I create a symbol?	<ul style="list-style-type: none"> <li>Look at some examples of flags – their simple designs and blocks of colour.</li> <li>Talk about the purpose of a flag.</li> <li>Change sketches into symbols.</li> </ul>
What is a collagraph block?	<ul style="list-style-type: none"> <li>Show children how to create a collagraph block</li> <li>Model using simple cut card shapes stuck onto a 7.5 cm by 7.5 cm square piece of card.</li> <li>Cut, assemble and stick selected shapes onto the square base card.</li> </ul>
How can I create a surface print?	<ul style="list-style-type: none"> <li>Ask the children to reflect back on their practice in the printing unit with rollers and ink.</li> <li>Ink up block and print onto fabric</li> </ul>
How can I improve my flag?	<ul style="list-style-type: none"> <li>Children evaluate flags and record how they can improve</li> </ul>

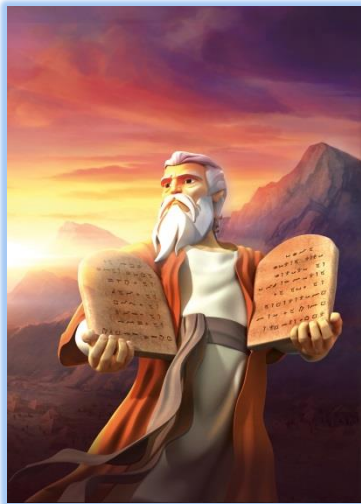
Growth	Possibilities	Health	Community
Children should be given opportunities which broaden their horizons.	Children will be ambitious while communicating through the medium of art.	Children will be safe and follow rules when using inks and dyes.	Children will be sociable when working with visitors in school.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> 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.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> <li>Understand and use mechanical systems in their products such as levers and linkages.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	Children will know how to; <ul style="list-style-type: none"> <li>Choose suitable techniques to construct products</li> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product</li> <li>Design with purpose by identifying opportunities</li> <li>Strengthen materials using suitable techniques</li> </ul>	Children will know; <ul style="list-style-type: none"> <li>A trebuchet was a medieval catapult</li> <li>Paper can be strengthened through rolling and folding.</li> <li>Levers provide movement in a mechanism</li> <li>Structures can be created using paper rolls</li> </ul>	Children will learn about mechanisms and how they can be used to make something easier to work, more effective and more efficient.
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Write instructions to create catapult</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Wooden dowelling</li> <li>Paper</li> <li>Masking tape</li> <li>Plastic bottle tops</li> <li>Elastic bands</li> <li>Single hole punch</li> </ul>
		<b>Key Questions / Learning Journey Steps</b>	
How does a medieval catapult work?		<ul style="list-style-type: none"> <li>Research trebuchets and how they were used to attack castles.</li> <li>Discuss how the levers worked.</li> </ul>	
How can we strengthen materials to make them strong enough to use?		<ul style="list-style-type: none"> <li>Children to compare paper strips to paper rolls – identify why they are stronger?</li> <li>Design catapult.</li> </ul>	
How can I make a paper roll structure?		<ul style="list-style-type: none"> <li>Watch video <a href="https://www.youtube.com/watch?v=E9uaesmTocU">https://www.youtube.com/watch?v=E9uaesmTocU</a></li> <li>Discuss how to add a lever to the structure.</li> <li>Edit designs</li> <li>Create catapults</li> </ul>	
How can I improve my structure?		<ul style="list-style-type: none"> <li>Children to test catapults.</li> <li>Evaluate final products</li> </ul>	

Growth	Possibilities	Health	Community
Children will be patient when constructing their flag pole and will be realistic about their abilities.	Children will work imaginatively and will be curious as to how things work	Children will reflect on own flag pole and discuss changes they would make	Children will learn about the importance of community and explore flags from around the world.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> 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.		



# Sense of place



"Only when you have a changeless sense of who you are, can real change take place."

