Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 4	**Topic Title/Theme:** Olympians	**Term:** Summer
Entry Point: Reading Greek myths in English lessons and learning about Greek mythology and story writing.	**Exit Point:** Understanding the legacy of the Ancient Greeks.	**Visits/Visitors or Special Arrangements:** • Durham University Ancient Greek workshop in school. • Pizza Express Chef School visit (DT food preparation).
Topic Overview: Within this topic, there will be a Greek theme where children will learn about Ancient and modern Greece, including way of life, food, culture, sport and the arts. They will also explore the legacy and impact the Ancient Greeks have had on the modern world, with a specific focus on the Olympics – past and present. There will also be a school sports week which will enable the children to take part in the competitive aspect of sports. Health is a focus within the Olympic element and the study of the digestive system and food chains in Science. We continue our study of Hinduism around seasonally relevant festivals and celebrations.		**Outdoor Learning:** • Orienteering • Fire and fire safety **Subjects taught on a weekly basis:** • Physical Education • Music • MFL • 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	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6
Science	Science	History	History	RE	DT	DT	Science	Science	Art	Art	Geography	Geography
Animals including humans – digestive system		Ancient Greece		Hinduism - festivals	Design and make a Greek style salad		Animals including humans – food chains		3D – Clay – slab bowls & coil pots		Contrasting European Country – Modern Greece	
PHSE / Outdoor Learning				PE			Computing				Music / MFL	

PSHE – Summer 1

Statutory Guidance

- Understand that everyone has different strengths and weaknesses
- Know how to set realistic targets
- Understand how to break down the steps needed to achieve a goal

Procedural Knowledge

Children will know how to;

- HW9 Recognise their strengths and how they can contribute to different groups.
- HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve.
- HW17 Self-assess, understanding how this will help their future actions.
- PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements.
- PW6 Recognise what they are good at.
- PD7 Recognise, name and manage feelings in a positive way.
- PD27 Reflect on range of skills needed in jobs.
- PD4 Recognise why people work.
- PD33 Begin to make choices and consider consequences.

Semantic Knowledge

Children will know;

- What a compliment is.
- What a strength of their own is.
- An aim that they have.
- That self-esteem is a feeling, about your impression of yourself.
- Self-esteem can be linked to happiness.

Overall Subject Intent

Children will learn about how their own self-awareness and esteem can impact on their own aspirations and desires to try new things, aim high and achieve. They'll broaden their horizons on their positive view of themselves and others and how they project this onto their future self.

Writing Opportunity

- Mindmaps

Resources

- Printed star
- Sticky notes
- Mountain

Key Questions / Learning Journey Steps	Implementation
Why is it important to know our strengths?	• Children use 5-point star they are good at. • Children work in pairs to tell their partner 5 things they do well or are good at. • Compare feedback from partner. • Children identify something they could improve as a target to work on (turn their weakness into a strength).
How can we learn to have self-respect?	• Three statements (Pavel, Talia, Emily). Discuss why they did it and why they felt. • Discuss concept of self-respect.
Is self-respect a choice?	• Introduce acronym ROCK (reflect options choose and know) • Learn song Lets ROCK. • How does self-respect link to happiness?
Why is it good to be able to identify our strengths?	• Recap strengths from last lesson. • Target setting and small steps. • Children visualise them as an adult. Where are they? What are they wearing? How do they feel?
How do things affect our future?	• Ask the children about their aspirations. • Discuss what they will need to do to achieve their goals. • Use mountain template to fill each step.
Why is it good to try new things?	• Find inspirational quotes to share with the pupils. • Discuss or list achievers or entrepreneurs or someone who has achieved something that they could relate to.

Growth	Possibilities	Health	Community
Children will think about the skills and strengths they have now, and how they can further develop these or learn new skills to achieve their goals.	Children will think about the possible jobs/roles they will have in the future. They will think about how they can apply their skills and strengths.		Children will think about how they might be able to contribute to their community when they are adults.
Relevant RRSA Article	**Article 28/29:** Education must develop me as a person together with my ability –so I become the best that I can be.		

<table>
<tr><th colspan="4">PE – Summer 1</th></tr>
<tr><th>National Curriculum</th><th>Procedural knowledge</th><th>Semantic knowledge</th><th>Overall Subject Intent</th></tr>
<tr>
<td rowspan="2">Develop competence to excel in a broad range of physical activities
Are physically active for sustained periods of time
Engage in competitive sports and activities
Lead healthy, active lives</td>
<td rowspan="2">Children will know how to;
Throw and catch with control and accuracy.
Strike a ball and field with control.
Choose tactics to cause problems for the opposition.</td>
<td>Children will know;
Overarm throw is for distance.
Underarm throw is for closer range and more accuracy.
The correct position for holding the cricket bat is sideways, feet slightly apart, flat part of the bat facing the bowler and dominant hand at the top.
Fielders have to hit the stumps to get the opposition out.
Batters have the score runs and protect the stumps.
Points are scored by running or batting at distance.
Batters are out if opposition catches the ball or hitting the stumps.</td>
<td>Cricket is a striking and fielding game requiring close attention on an individual basis whilst working as a team. Children will exploit opportunities in the opposition to catch/bowl them out or score as many runs as you can. Cricket is a mixture of individual skill and teamwork and can be played in a variety of forms.</td>
</tr>
<tr>
<td>Writing Opportunity
N/A</td>
<td>Resources
Cricket bats
Balls
Stumps
Cones
Hoops</td>
</tr>
<tr><th colspan="2">Key Questions / Learning Journey Steps</th><th colspan="2">Implementation</th></tr>
<tr><td colspan="2">How can I use space in a game?</td><td colspan="2">Warm up with domes and dishes
Children travel round the room, half with a ball and on the whistle, stop find partner, 5 passes and carry on.
Refresh holding the bat and how to stand, sideways, feet together, knees and back slightly bent. Ask children to think about leading hand and position on the bat.
Children in groups of 5 play a simple game of 3 bowlers, one batter, one fielder and a hoop. Hit the ball run to the hoop. 3 bowls then change. Jump in and out of hoop as many times as can. Discuss space to catch, throw, run etc.</td></tr>
<tr><td colspan="2">How can I catch securely?</td><td colspan="2">Move around area catching and throwing, then when whilst blows, bowl ball to partner. Repeat
Children in pairs play high throw catch. One child throws the ball underarm as high as can, the other uses hands to catch. Encourage children to stand closer underneath the ball as is travels back down.
Put hands together, little fingers side by side, talk about catch and keep. Catch and keep. As ball comes down, lower hands with it, close them and pull to chest.
What happens if keep hands open and flat?
Each time they catch, children should take one step back from each other.
Final progressions to stand in two lines, throw over arm and underarm, when catch, step back.</td></tr>
<tr><td colspan="2">How can I improve my hit? (2 weeks)</td><td colspan="2">Cones and balls, on or under. One group putting balls on cones, one group under. Encourage use of space, not bumping, looking for areas with no other people in.</td></tr>
</table>

	• Revise stance with bat, in groups, hit the ball off a cone. Use cones to remind children to stay behind to protect from being hit by the bat. • One hitting off the cone add in a bowl / distance. •
	• Children build on previous week with small groups, improving batting technique with soft ball bowls, now aiming for a space to hit the ball to, instead of just random hit. • Fields start to work together. • Diamond cricket as a class to start to work together and run and field in bigger groups.
What helps me bowl?	• Traditional stuck in the mud but in increasingly smaller space. • Underarm bowling; demonstrate to children how to hold the ball flat in hand, in palm, fingers open. Swing arm back, step forward and release. Children in pairs have their own ball and line up facing wall, spread out. Bowl to friend and catch. • Look at errors; release too early, release too late, too high, too fast. • Hoops on ground, children to bowl to get ball in to hoop; understand their own power. • Bowl through gate; pairs of cones to bowl between in groups.
How can I compete in a game?	• Children start with some cardio warm up with stretches and running with activities in the teacher calls out; high knees, side steps, a throw (with no ball) and bat (with no bat) • Children develop their knowledge from diamond cricket, to introduce paired wickets with a batter at each end. Tch demonstrates with groups of 10 children in each game. 5 field, 5 bowl. • Chn hit the ball and run if possible. • 3 bowls and no hit, they swap batter to ensure rotation. • (To simplify, have one person batting only and take out the runs element other than agreed distances or they run to a cone and back.)

Growth	Possibilities	Health	Community
	Children will know that they can compete in cricket professionally or that they can take part in local clubs as a hobby.	Children will improve their fitness and learn about the importance of exercise.	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.
Relevant RRSA Article	**Article 28/29:** Education must develop me as a person together with my ability –so I become the best that I can be.		

Computing – Summer 1 ESafety			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content.	Children will know how to; • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying.	Children will know; • A blogger is someone who documents their life online. • Reputation are the beliefs held about me from others.	Children develop an understanding that what they do and how they behaviour effect people's perceptions of them, whether they know them in real life or not. The online word is not always detached.
		Writing Opportunity	**Resources**
		N/A	• Project Evolve – Online Reputation.
Key Questions / Learning Journey Steps		**Implementation**	
What information about me in is online?		• Children list information that might be available about them online. • Discuss how it got there and its purpose. • Children watch BBC Own It online video about Mark Ferris (Youtube blogger) and how people can piece together information to create knowledge on an individual.	

Computing – Summer 1			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Design, write and debug programs that accomplish specific goals, including control, or simulating physical systems. • Solve problems by composing them into smaller parts • Use sequence, selection, and repetition in programs. • Work with variable and various forms of input and output • Use logical reasoning to explain how some simply algorithms work and to detect and correct errors in algorithms and programs.	Children will know how to; • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequence of changes. • Specify conditions to trigger events. • Use Reporter Operators [] +[]	Children will know; • A snippet is a part of an algorithm. • An algorithm is a chain of simple commands given to a computer to create an action. • A loop is when a snippet repeats. • Loops are used to shorten codes.	Children learn that coding is a form of commands that is given to computer programs to create movement as a basis of all computer programming such as gaming and word processing.
		Writing Opportunity	**Resources**
		• A pre-planned algorithm.	• FMS Logo
Key Questions / Learning Journey Steps		**Impementation**	
How can I move a screen turtle?		• Children use FMS Logo with commands of movement forwards and backwards, turn left and right, clear screen, pen up and pen down. • Children begin to create a code snippet using simple commands.	
How can I sequence movements?		• Children write a basic algorithm to draw simple letters using previous learnt commands. • Children understand 90 degree turns and introduce home command.	
How can I repeat an algorithm?		• Children use the repeat function to shorten algorithm snippets. • Draw simple shapes using [ ]. • Understand that long code snippets can be shortened to a repeat loop.	

What shapes can I draw with a loop?	• Children use []+[] to create loops and shorten snippets. • Write code for a range of shapes using different angles.
How do I write an algorithm?	• Children use their knowledge to pre write code to draw a given shape and test the outcome
How do I write a program?	• Children write a set of procedures to create a programme using repetition in sketching and tessellation.

Growth	Possibilities	Health	Community
Children will develop their knowledge about how different computer programs can be used in everyday life.	Children should be given the opportunity to apply new skills to everyday situations and understand how they will be useful in their future lives.		
Relevant RRSA Article	**Article 28:** We all have the right to a good quality education.		

Music – Summer 1			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall subject intent**
• Improvise and compose music for a range of purposes using the inter-related dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Children will know how to; • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Choose, order, combine and control sounds to create an effect. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	The children will: • Play instruments up and down a scale. • Play in time to the beat • Identify strengths and weaknesses	The children will continue to develop their notation skills using the boomwhackers. They will learn about scales including ascending and descending notes. They will play in time as a group so the notes can be heard clearly.
		Writing Opportunity	**Resources**
		• Evaluation of music on whiteboards	• Boomwhackers • Charanga • Youtube

Key Questions / Learning Journey Steps	Implementation
What is notation?	• Teach notation with the boomwhackers – notes up and down a scale • Look at staves and musical notes • Playing in order • Chord warm up
Can you play notes in order?	• Playing boomwhackers in order • Following music on the board – playing accurately in time to the pulse • Playing with others
Are there any missing notes in each song?	• Identify missing notes in the song – who isn't playing? • Playing along to music in time
Can you play as a group?	• Playing along to music in time • Holding a part within a group
Can you play as a group?	• Playing along to music in time • Holding a part within a group
How can you improve your performance?	• Perform as a group and watch performance back • Strengths and weaknesses

Growth	Possibilities	Health	Community
Chn will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Chn will develop their understanding of different genres of music from the past.	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.
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**
• Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions	Children will know how to; • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions	Children will know; • Names for key parts of the digestive system (esophagus, liver, pancreas, stomach, intestine) • Name four main types of teeth (canine, incisors, molars, premolars) • Name a function of each type of tooth. • Define carnivores, omnivores and herbivores.	Children will learn about how the digestive system from the moment food enters the mouth and is processed/used by the body. They will learn how animals' bodies have evolved and adapted to the type of food that they eat. This will be demonstrated with experiments that also highlight the importance of healthy teeth.
		Writing Opportunity	**Resources**
		• Written explanation of digestive system.	• Model of human teeth. • Tights • Bread • Diet coke (and regular) • Toothpaste • Egg

Key Questions / Learning Journey Steps	Implementation
What is the role of the digestive system?	• Identify the parts of the human body that makes up the digestive system. • Colour and label on a diagram.
How does the human digestive system work?	• Match descriptions to each part of the digestive system. • Write an explanation text about the digestive system.
Why do humans have different types of teeth?	• Label and colour-code different types of teeth. • Describe the shape and purpose of each type of tooth.
How are carnivores, herbivores and omnivores teeth different?	• Compare and explain the differences between the teeth of carnivores, herbivores and omnivores.
How do different drinks affect the health of our teeth?	• Plan investigation using egg shell and different drinks. • Carry out investigation and record observations (daily). • Make conclusions about results and compare to predictions.

Growth	Possibilities	Health	Community
Children will develop their knowledge of sounds and how parts of their bodies work. They will develop their understanding of how sound travels in real life situations.			
Relevant RRSA Article	**Article 28/29:** I have the right to learn and go to school. Education must develop me as a person.		

History			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Pupils should be taught a study of Greek life and achievements and their influence on the western world.	Children will know how to; • Describe the social, ethnic, religious, political and cultural diversity of past society. • Suggest causes and consequences of some of the main event and changes in history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	Children will know; • The Ancient Greek empire developed between 700BC and 150BC. • Name 2 city states (Athens, Sparta, Corinth) • Identify some differences between Athens and Sparta. • Alexander led the army to expand the Greek Empire and disbanded city states. • Name some Greek gods and goddesses and that they lived on Mount Olympus. • List key legacies of the Ancient Greeks (democracy, theatre, Olympics)	Children will develop a deep understanding of the history, expansion and legacies of the Ancient Greek empire. They will have the opportunity to handle primary and secondary sources and investigate a variety of aspects of Greek lifestyle, from houses and homes, sport, lifestyle and legacies. This will compliment Summer 2, where children will learn about modern Greece and make comparisons to the UK.
		Writing Opportunity	**Resources**
		• Greek myth (cross curricular English coverage with Greek myths and mythology.	• Workshop (Durham University) • Primary and secondary sources • Maps of the Greek Empire • God and goddesses information cards

Key Questions / Learning Journey Steps	Implementation
Who were the Ancient Greeks?	• Full day workshop with Durham University Outreach Team covering an introduction to Ancient Greece, handling artefacts, asking questions, votive offerings to the gods and Greek culture.
When did the Ancient Greek empire develop?	• Share facts already known about Ancient Greece. Look at information about where they're from, when they existed and important events. Order events by date. Children mark key events on a timeline. • https://www.bbc.co.uk/bitesize/topics/z87tn39
How did the Ancient Greeks create their empire?	• Look at what is meant by an empire and how Ancient Greece was able to establish one. Children research Alexander the Great and produce a biography about his life.
What were the beliefs of the Ancient Greek people?	• Look at and compare some of the Greek Gods. Identify similarities and differences with other religions/civilisations. Children create Greek God top trump cards.
How has Ancient Greece influenced the world?	• Learn about the legacy of the Greeks - democracy, Olympic Games, alphabet etc. Compare to modern times.

Growth	Possibilities	Health	Community
Children will develop their understanding of how historical events have influenced their lives today.			Children will develop their understanding of democracy and the role of individuals within a community. They will also learn about different cultures and beliefs.
Relevant RRSA Article	**Article 31:** Every child has the right to take part in cultural and creative activities.		

RE			
Gateshead Agreed Syllabus	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Investigate some key features of religious festivals and celebrations and identify similarities and differences • Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers • Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment	Children will know how to; • Present the key teachings and beliefs of a religion. • Identify religious artefacts and explain how and why they are used. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions.	Children will know; • Holi festival is the story of Holika and Prahlad. • The colours in Holi represent different elements. • Dandiya sticks represent the sword of Goddess Durga. • Diwali is the festival of light. • Children will name a difference between the festivals (date / time of year, story to do with them, activities during them). • These are festivals to celebrate victory of light over dark, good over evil.	Over the year, the children have learned about the origins and influence of the Hindu faith, including its main beliefs and teachings. They had the opportunity to visit and Hindu temple, and finish off their studies with a look at some of the key festivals. The discussions compare these to religion festivals they know, and to each other – looking for similarities and differences in their origin, meaning and methods of celebration.
		Writing Opportunity	**Resources**
		• Story board • Comparison table	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx https://www.bbc.co.uk/teach/school-radio/audio-stories-holi-the-story-of-holika-and-prahad/zm44bdm https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3 https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p

Key Questions / Learning Journey Steps	Implementation
What is the religious meaning behind Holi festival? How is Holi festival celebrated?	• Create table to compare all 3 festivals and complete over the lessons; key actions and key beliefs and how this influences followers of the faith. • Find out about Holi, why and how it is celebrated. Create story board about Holika and Prahlad. Make powder paint people.
What is the religious meaning behind Navaratri festival? How is Navaratri festival celebrated?	• Find out about Navaratri, why and how it is celebrated. • Decorate own Dandiya sticks. • Complete next part of table reflecting on actions and influences.
What is the religious meaning behind Diwali? How is Diwali celebrated? (Compare the key features of the three festivals.)	• Find out about Diwali, why and how it is celebrated. • Create a poster about Diwali. • Make origami lamps using patterns and folding • Complete table with reflections and actions.

Growth	Possibilities	Health	Community
Children should develop an understanding and acceptance that there are many ways to live and how the differences make us unique and important.	Children should be given opportunity to learn about different places of worship and be inquisitive about their meaning.	Children should learn that some religions encourage their followers to be have certain dietary practices; how this makes them pure in body as well as in spirit.	Developing an understanding of how different people within our communities live their lives.
Relevant RRSA Article	**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.		

DT			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Children will know how to; • Prepare ingredients hygienically using appropriate utensils • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Children will know; • Import means to bring goods into a country from abroad (for sale). • Export means to send good to another country (for sale). • Dicing is cutting into squares or cubes. • Slicing is cutting into fine strips • Shredding is rough cutting of cabbages and lettuces. • Chopping is rough cutting • Grating uses a piece of equipment to cut into small pieces.	Children will extend and enhance their knowledge of food preparation and safety in the kitchen, as well as building on their knowledge of traditional Greek dishes.
		Writing Opportunity	**Resources**
		• Instructions • Evaluation	• Table and food pictures • Food • Equipment • Comprehension sheet

Key Questions / Learning Journey Steps	Implementation
Incredible inventors	• Children begin the topic with a study of Alfred L. Cralle (inventor of the ice-cream scoop in 1987).
Where does our food come from?	• Create food map of the world, including Greece. • Discuss the reasons behind importing and exporting. • Food has a starting point prior to being available to purchase.
How does traditional British food compare to Greek food?	• Closer comparison between countries. Compare food traditionally produced in UK and Greece. Compare well known dishes. • Comprehension on Greek food.
How will I create a Greek dish?	• Identify methods of cutting. • Design a dish based on traditional Greek food. • Look at what materials and equipment were needed and what they would be able to complete in the classroom (a Greek salad).
How can I safely prepare my Greek dish?	• Trip to Pizza Express to look at food preparation, hygiene and sample new ingredients. • Make Greek dish. Discuss possibilities for children to enter food/catering industry. • Taste and evaluate their dish.

Growth	Possibilities	Health	Community
Children will develop their understanding of and interest in cultural differences in food.	Children learn about the future possibility of careers within the food industry.	Children will learn about creating a healthy and nutritious dish using a variety of ingredients.	Children will develop their understanding of where food comes from and how different communities will have different traditional foods.
Relevant RRSA Article	**Article 24:** Every child has the right to nutritious food and clean water.		

PSHE – Summer 2

Statutory Guidance

- Families are important for children growing up because they can give love, security and stability.
- Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Procedural Knowledge

Children will know how to;

- CI15 – Work cooperatively, show fairness and consideration.
- HW4 – Recognize and respect similarities between people.
- PW44 – Emphasise with another viewpoint.
- PW45 – Form and maintain appropriate relationships with different people.
- HW8 – Recognise stereotyping and discriminations
- HW15 – Listen, reflect and respect other views and feelings.
- HW24 – Challenge stereotypes and discrimination.
- PW32 – Talk about their own views and issues
- CI10 – Identify the difference between needs and wants.
- PW26 – Recognise what influences the choices people make about how they spend their money.
- HW23 – Set goals, priortise and manage time and resources.

Semantic Knowledge

Children will know;

- Stereotyping is a fixed image or idea of a type of person or thing.
- Discrimination is an unjust treatment of different categories of people.
- Similarities are what we have in common.
- Differences are ways that we are different from each other.
- A family can be made up of different combinations of parents, carers and children living together.
- Money is a limited resource and must be spent with consideration.

Overall Subject Intent

The theme of respect for ourselves continues this term with a focus on how we view others and accept differences in those around us and those we will meet. Their impression of different family set ups, faiths and backgrounds can be impacted on by stereotypes and discrimination with the concluding focus being the fact that everyone is the same on the inside and these differences are what makes us interesting. Looking forward, they'll learn about money, and how in the future in the family set up they'll need to manage this and make the right choices in their lives.

Writing Opportunity

- Mindmap

Resources

https://www.youtube.com/watch?v=3g6djK1s9IQ

Key Questions / Learning Journey Steps

Implementation

Key Questions / Learning Journey Steps	Implementation
Relationships – Unit 4 – Similarities and Differences – Lesson 1 – Paper chains What things connect us altogether?	• Display the website http://www.worldometers.info/world-population/ and discuss what does it show and why is it changing. • Discuss connections in terms of family, community, town and country. • Children get 5 coloured strips of paper and children find a person with a connection in their class and write their name on the paper chain. Then stick the chains together. • Children continue to make connections with peers (i.e. hair, eye colour, likes, dislikes)
What is the purpose of family?	• Show children photographs of different families. Do not share the link between pictures. Allow children to explore photos and come up with any possible links. • Children create a family tree of their family members and create a class forest. • Discuss similarities and differences with peers and changes to our family tree over time.
Why is it important that we respect other peoples beliefs?	• Make links between RE and PSHE. • Similarities and differences between religions. • Discuss the purpose of a religion and the parts it plays in someone's life. • Children write 'big questions' about faith (i.e. what are the differences in food between the faiths? What are the similarities in traditions?) • Introduce the word discriminate and discuss how people can be discriminated against.
How are we all different and all the same?	• Watch clip: https://www.youtube.com/watch?v=3g6djK1s9IQ and discuss what diversity means.

	• Discuss why the group have been called diversity and why this might be an appropriate name for the group. • Why is diversity important and why is it celebrated and enjoyed. • Discuss why diversity might lead to discrimination and stereotypes. • Google diversity images • Crack two eggs, white and brown. Show that all eggs are same inside. • Show jigsaw piece and discuss how this represents the class.
How should we spend our money?	• Identify that money comes in different currencies and ask if the children if they have held different money before (i.e. dollars, yen etc). • Share a copy of the lyrics 'If I Had A Million Dollars'. • Children write their own lyrics on what they would spend their money on based on their wants and needs. • Encourage money to spend sensibly. • Link to financial planning from a young age.
What influences how we spend our money?	• Ask pupils what they mean by money management and the role of banks. • Discuss why spending money wisely is important. • Pupils plan a weekly shop based on a money allowance. Discuss their choices.

Growth	Possibilities	Health	Community
Children will think about the different people they meet will help them grown in their own knowledge of the world around them the differences in it.	Children will think about the possible jobs/roles they will have in the future and how this will impact on their financial situation and how to manage that.		Children will think about differences in their own community and respecting these and being interested in them.
Relevant RRSA Article	**Article 28/29:** Education must develop me as a person together with my ability –so I become the best that I can be.		

PE – Summer 2

National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
  lead healthy, active lives

Procedural knowledge

Children will know how to;

- Sprint over a short distance.
- Run over long distance conserving energy.
- Use a range of throwing techniques.
- Jump in a number of ways.
- Compete with others.

Semantic knowledge

Children will know;

- Sprinting requires maximum energy over a short distance.
- Distance requires the conservation and control of energy whilst pacing in race.
- Throwing can be static or with a run.
- A javelin is a long, pointed piece of equipment.
- Long jump requires a sprint and distance.
- Triple jump is three continuous jumps.
- Hurdles are used by jumping with dominant leg.
- A vortex howler is a shorted, weighted javelin.

Overall Subject Intent

Children learn to compete individually in events, aiming for personal best and with a competitive element between peers. Children apply their skills in team work during sport day and athletic events.

Writing Opportunity

- N/A

Resources

- Hurdles
- Javelins
- Vortex howlers
- Track
- Tape measure

Key Questions / Learning Journey Steps	Implementation

What techniques make me better?	• Pupils travel within a space using the horse game that allows them to jump in a variety of ways, sprint, run slowly, move forwards and backwards.
	• Children list techniques for
	  ○ Effective jumping – bent knees, arms, swing arms, bounce, take off, landing.
	  ○ Running – use of arms, hands, knees, strides.
	  ○ Throwing – underarm, pushing, over arm, slinging
	• Demonstrate in pairs, discuss as class.
	• Show improvement

How do I manage stamina?	• Jog tag – call out items in the area e.g. tree, fence, children to jog to it and tag it. • Distance running – children work in pairs to run for one minute when teacher calls out to start, then swap. Rest when other is running. Can they improve their distance? • Discuss stamina and ways to manage. • Chain tag to cool off.
What ways can I jump?	• Identify the 5 jumps with children and play game; 2 to 1, left to right, 2 to 2, 1 to 1 and children jump in the way shouted when travelling. • Jumping stations; triple jump, long jump, three spring jump. • Children do as a class, then work round bases, then repeat and self assess. • Look at techniques; arms, knees, stride, landing. • Dynamic cool down; heel flicks, high knees.

Which throw should I use?	• Jogging on spot, children warm up arms and shoulders. Demonstrate actions e.g. punching, reaching up, stretching.
	• Using a bean bag, look at the different throw.
	  ○ Lob / sling. Children hold in corner and lob the bag. Discuss where used, what works, what doesn't. For example lacks direction, max power.
	  ○ Underarm. Look at what goes wrong – let go too late, goes up, good for height, not for distance, slower, more control.
	  ○ Overarm – distance, accuracy. Use bean bag, discuss use of second arm to give direction, bend back leg, throw past head and ear. Look at errors – directional errors such as to the left or right, letting go too soon or too late.
	• Give children a range of targets, such as a point on fence, a hoop etc and discuss throw to use and have a go.

How do I sprint as fast as I can?	• In the warm up, children do the relay / shuttle sprint back and forth and just run, pass the baton and swap. In groups, they keep going for 5 minutes.
	• Children to line up and look at the parts of a race; the start, the sprint and the finish.
	  ○ Start; running ready, knees bent, arms bent, leading leg forward, push off back foot. Practise 3 step start, blow whistle children to take three steps of a spring.
	  ○ Strides; during the race children establish their strides. Completing lengths of the track, children count their strides, taking longer and shorter steps. Find children with similar strides and race.
	  ○ Finish; discuss speed, not slowing down and running fast over the finish line.
	• Split children in to groups, do a half lap of the track with all the 1s then 2s then 3s etc.

How can I throw to compete?	• Alphabet – children run around, given a letter of the alphabet and they stop and draw it with their feet and carry on. • Javelin throw / vortex howler throw. • Children refresh throwing skills and introduce javelin and vortex howler. • In groups of 5 throw, mark throw and then throw again. • How can they improve – what technique, what other factors effect it such as wind.

Growth	Possibilities	Health	Community
Children will begin to move in different ways. They will also be able to explore their own strength, flexibility and fitness.	Children should be given opportunities which broaden their horizons – develop an interest in gymnastics and how they can explore this as they grow.		The children will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	**Article 31:** I have the right to relax, play and take part in a range of activities.		

Computing – Summer 2 ESafety			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content.	Children will know how to; • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying.	Children will know; • Online includes computers, smartphones, tablets and smart TV's. • Emotions are affected by our use of technology. • Self-management is a way of controlling the time and influence of our use of technology.	Children learn that there are positives and negatives of being online, both physical and mental including our mood and attitude towards others in the online and real world.
		Writing Opportunity	**Resources**
		• N/A	• Project Evolve – Health, Wellbeing and Lifestyle.
Key Questions / Learning Journey Steps		**Implementation**	
How can technology distract me in positive and negative ways?		• Give examples of their use of technology (i.e. phones, tablets). • Discuss behavior when online (e.g. distracted, agitated, staying indoors). • Discuss examples of risk of being online for too long (physical and mental). • Children discuss strategies for self-management, such as timers, reminders and external influences.	

Computing – Summer 2			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Children will know how to; • Set the appearance of objects and create sequences of changes • Specify conditions to trigger events • Use specified screen coordinates to control movement • Use IF THEN conditions to control events or objects	Children will know; • Forever creates a never-ending (infinite) loop. • Errors in algorithms can be debugged. • Costume is how the sprite looks/moves. • Scratch has a large range of actions that can be incorporated within a snippet (disappear when clicked, move left, move right, increase, decrease).	Children apply programming knowledge to a game environment, programming sprites to appear and disappear creating a challenge for the player. This enhances the children's understanding of the complexity of programming and online games.
		Writing Opportunity	**Resources**
		• N/A	• NCCE website • Scratch
Key Questions / Learning Journey Steps		**Implementation**	
How can I draw shapes efficiently?		• Children link FMS Logo and Scratch commands and draw shapes in Scratch with a letter trigger.	
How can I use repetition in a program?		• Programming dinosaurs to move at different times, frequencies and positions • Children introduced to various loops including infinite and number controlled (e.g. repeat 2 times).	

	• Children have three individual objects to programme and modify.
What simple animation can I add?	• Programming letters to perform different acts in parallel in a code snippet. • Letters to change costume, position, repetition and movement.
How can I modify a game?	• Children use Scratch shark game and modify actions of the shark. • Children introduced to random position, hide and show with up to 4 sprites on a screen. • Further code snippet added for sound and action when clicked (as a game).
What can I use in a game?	• Children plan their own game writing the algorithm for their sprites' animations. • Children have a reaction to a command e.g. sprite disappears when clicked (over two weeks. Children to trial each other's games).

Growth	Possibilities	Health	Community
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.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	
Relevant RRSA Article	**Article 17:** I have the right to be given safe and honest information that I can understand from newspapers television and radio.		

MFL – Summer 2			
National Curriculum	**Procedural Knowledge**	**Semantic Knowledge**	**Overall subject intent**
• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • read carefully and show understanding of words, phrases and simple writing • present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are	Children will know how to; • Read and understand the main points in short written texts. • Express personal experiences and responses. • Write a few short sentences using familiar expressions. • Make comparisons between life in countries or communities where the language is spoken and this country.	Children will know; • Talk about their homes in some detail • Write some rooms in their homes • Listen and identify rooms in a house	My home – The children will learn to say whether they live in a house or an apartment and say where it is. They will repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in French. They will ask and answer in French what rooms they have or do not have in their home.
		Writing Opportunity	**Resources**
		• Writing French sentences about homes • Children to translate texts in books	• Language angels • Youtube • Bbc • Ipad

Key Questions / Learning Journey Steps	Implementation
Intercultural	• Traditional stories in England and France
Where do you live?	• **Language angels lesson 1:** • **Worksheet** – sheet on language angels, use pictures to write where each character lives. • **Language angels lesson 2:** • **Listening task from lesson 1 –** slide 37 •
Can you identify rooms in a house?	• **Language angels lesson 3:** • Labelling worksheet – language angels • **Reading task -**
What rooms are there in your house?	• **Language angels lesson 4:** • **Writing task –** language angels • **Speaking task –** children to have a conversation about their house and rooms with support.
Can you read and translate a piece of French text?	• **Language angels lesson 5:** • **Reading and translation text** – language angels, children to complete another reading and translation task to consolidate learning.

Growth	Possibilities	Health	Community
Children should develop knowledge of France and should increase their understanding of the world around them. Including introduction of family members.	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 be able to communicate in French and understand conversations.
Relevant RRSA Article	**Article 29:** We all have the right to develop our own personalities, talents and abilities		

Science – Summer 2

National Curriculum

- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Procedural knowledge

Children will know how to:

- Making systematic and careful observations
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward, scientific evidence to answer questions or to support their findings
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify animals (including humans) cannot make their own food and they get nutrition from what they eat.

Semantic knowledge

Children will know;

- A carnivore only eats meat.
- Herbivore only eats vegetation
- Omnivore eats a variety.
- A habitat is the natural home or environment of an animal.
- A producer produces its own food using energy from the sun (plants and organisms)
- A primary consumer is an herbivore that consumes the producer.
- A secondary consumer is a carnivore that consumers the primary consumer.
- A tertiary consumer is the last element of a food chain and will consume both producers.
- Predators eat animals that are prey.
- Prey are animals that are eaten by predators.
- A food chain is a flow of energy between organisms.
- A human factor is something that we as a species have done (which impacts on a food chain).
- A physical factor is a natural change in the organism's environment that impacts on food chains.

Overall Subject Intent

Children develop their knowledge of food chains from previous year groups and begin to look at how human and physical factors can have an impact on food chains. They will learn about the fragility of the eco-system and human involvement.

Writing Opportunity

- Glossary
- Persuasive letter/poster/presentation
- Table of factors

Resources

- Food chain scenario cards
- Animals and habitat pictures

Key Questions / Learning Journey Steps	Implementation
What are the different habitat animals live in?	• Identify carnivores, herbivores, omnivores and plants that are eaten in different habitats. • Identify why animals live in particular habitats in relation to the food sources available.
How do plants and animals get their food?	• Discuss where food energy comes from and how it flows within a habitat. • Discuss vocabulary associated with food chains (producer, consumer, primary, secondary, tertiary, predator, prey). • Construct food chains using picture cards.
How does a food chain show the flow of food energy?	• Write definitions for food chain vocabulary. • Draw and label food chains for different habitats.
What factors can affect food chains?	• Discuss environmental/human factors that can affect parts of food chains and identify the possible impact.

	• Identify the impact of removing elements from a food chain (relating to human factors) • Explain outcomes for different scenarios.
How can food sources be protected?	• Discuss what could be done to prevent negative effects on food chains. • Create a poster/persuasive letter/presentation.

Growth	Possibilities	Health	Community
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.		All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	
Relevant RRSA Article	**Article 28 & 29:** I have the right to learn and go to school and be educated. Education must develop me as a person together with my ability – so I become the best that I can be.		

Geography			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Locate the world's countries, using maps to focus on Europe • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country	Children will know how to; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Describe geographical similarities and differences between countries.	Children will know; • Physical features are the Earth's natural features (mountains, rivers, oceans) • Human features are something that humans have created and would not exist without them. • Climate is the long term weather pattern in an area. • A border is a real or artificial line separates geographical areas.	Children will be able to develop their knowledge of Ancient Greece with a study of modern Greece and its geography. They will learn about how climate can have a key impact on a country, with a focus on the economy, comparing Greece and the UK and Athens and London looking at key similarities and differences.
		Writing Opportunity	**Resources**
		• Comprehension • Information text (tourist guide)	• Climate graphs • Skyline photographs • Fact sheets • Maps • IPads • Digimaps • https://www.ducksters.com/geography/country/greece.php

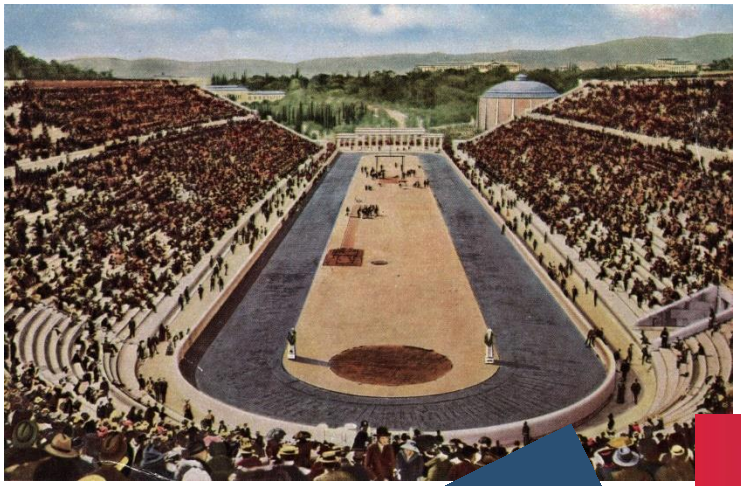
Key Questions / Learning Journey Steps	Implementation
Where is Greece located on a map?	• Look at Digimap of Europe and locate Greece and its islands. Label map – mainland, islands, seas, mountains, cities etc. • Greece is located in Southern Europe. • Key physical and key human features. • Label bordering countries and surrounding seas. • Mindmap key features of Greece.
How does location cause differences between Greece and the UK?	• Look at climate and weather data for Greece and the UK and compare. Interpret data in graphs for Greece and UK.
How do the capital cities of Greece and the UK compare?	• Look at main features of Athens and compare to London. Present comparisons in a table with pictures. • Add labels to skyline
How does tourism in Greece compare to the UK?	• Compare key tourist attractions in Greece and UK. Create tourist leaflet (information text) about Greece (include elements from History, DT, Art and Geography).

Growth	Possibilities	Health	Community
Children will understand how some aspects of life can be different in another country.	Children will develop their knowledge of places that they can visit and the attractions that they can see.		
Relevant RRSA Article	**Article 28:** We all have the right to a good quality education.		

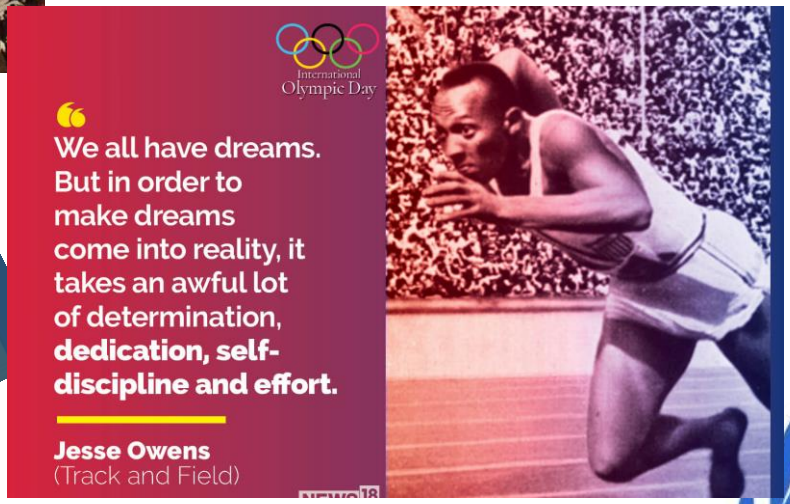
Art			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.	Children know how to; • Create and combine shapes to create recognizable forms • Include texture that conveys feelings, expression or movement • Use clay and other moldable materials • Add materials to provide interesting detail	Children will know; • A coiling is a process of building up the sides of a pot with successive roles of clay. • To replicate means to make a copy and reproduce using references from Greek pottery.	Children will convey their knowledge of Greek artefacts and demonstrate practical skills in molding and shaping to replicate a Greek pot. They will add authentic patterns and colouring that they are familiar with from lessons.
		Writing Opportunity • Evaluation • Comprehension	**Resources** • Clay • Boards • Tools

Key Questions / Learning Journey Steps	Implementation
What did the Ancient Greeks make from clay?	• Discuss with the children examples of clay artwork from Ancient Greece. Children do some simple pencil sketches of artefacts from Ancient Greece.
How can clay coils be used to make a 3D form?	• Children will sketch a coiled pot • Comprehension on coiled pot design
What will my clay pot look like?	• Use wire to replicate coil process. • Model the coiling process. • Design a clay pot in art books (aerial view, front view and side view)
How can my clay pot reference designs from Ancient Greece?	• Children use same technique to build up their pots.
How can my clay pot reference designs from Ancient Greece?	• Decorate pots with designs referenced from Ancient Greece. • PVA seal
What was successful and what could be improved?	• Evaluate clay pots in sketch books.

Growth	Possibilities	Health	Community
Children will develop their understanding of other cultures and times.	Children will learn a new skill and be aware of the possibility of being a professional artist.		Children will develop their knowledge of the similarities and differences between different cultures.
Relevant RRSA Article	**Article 29:** We all have the right to develop our talents and abilities.		



Olympians!


International
Olympic Day
We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline and effort.
Jesse Owens
(Track and Field)