



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 5	Topic Title/Theme: The House of Wisdom	Term: Summer
Entry Point: The children will compare Iraq in the past and present day whilst reading 'Oranges in No Man's Land' in their English lessons	Exit Point: The children have learnt about Islamic cultural and religious practices, focusing on prayer and worship in RE and making prayer mats in DT.	Visits/Visitors or Special Arrangements: Centre for life
Topic Overview: The topic will begin with a history focus on the ancient Islamic civilization in the Middle East, and City of Baghdad in Iraq. The children will learn about its importance as a cultural, mathematical and scientific capital of its time. In science, the children will study Earth and Space, learning about the relationship between the earth, sun and moon, night and day, the seasons, time zone and phases of the moon. The children will continue their learning from the Spring term about Islam, with a focus on prayer and worship and the pilgrimage to Mecca in Saudi Arabia. In Art and DT, the children will study Islamic patterns, looking at prayer mats, and those found within a mosque. They will print and paint their own patterns in Art, then design and sew their own prayer mat in DT.		Outdoor Learning: N/A
		Subjects taught on a weekly basis: <ul style="list-style-type: none"> • 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	Wk9	Wk10	Wk11	Wk12	Wk13
History	History	Science	Science	Art	Geography	Geography	Science	Science	RE	RE	DT
Ancient Bagdad		Earth and space		Printing – Islamic patterns	Map skills		Materials		Islam – prayer and worship		Textiles – sewing prayer mats
PSHE			PE / Swimming			Computing			MFL / Music		

PSHE – Summer 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To know about the different food groups and their related importance as part of a balanced diet To develop an awareness of their own dietary needs Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact Know about and understand the importance of touch in a range of contexts Know the difference between appropriate and inappropriate touches Know how to recognise and report feelings of being unsafe or feeling bad about any adult Recognise individuality and celebrate differences Identify and challenge stereotypes, including LGBT and other minority groups 	Children will know how to; <ul style="list-style-type: none"> CI25 Reach agreements, make decisions and manage discussions to achieve positive results HW16 Negotiate and present their own views PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW41 Begin to make informed lifestyle choices HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency PW59 Recognise when physical contact is acceptable and unacceptable PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships PW66 Reflect on the many different types of relationships that exist HW4 Recognise and respect similarities and differences between people 	Children will know; <ul style="list-style-type: none"> Which foods are healthy and unhealthy. If their diets are healthy or not. How to plan a balanced daily menu. 	The children will recognise which foods are considered healthy or unhealthy and evaluate their own diets. They will understand how to plan for and prepare a healthy balanced daily menu.
		Writing Opportunity <ul style="list-style-type: none"> Mindmaps 	Resources <ul style="list-style-type: none"> 3D Dimensions
Key Questions / Learning Journey Steps		Implementation	
What is a balanced healthy diet?		Core theme 1: Unit 2: Lesson 1 Children evaluate their own diets to identify healthy/unhealthy food choices. Add to mind map.	
Why is it important to know how to prepare a healthy meal?		Core theme 1: Unit 2: Lesson 2 In pairs/groups children plan a healthy menu.	
What are the differences between appropriate and inappropriate or unsafe physical contact?		Core theme 2: Unit 4: Lesson 1 Explore importance of touch - when it can be positive and negative/appropriate and inappropriate. Add to mind map.	

Growth	Possibilities	Health	Community
Children will understand what a balanced healthy diet means and which food are considered to be healthy/unhealthy.	Children will develop the knowledge and confidence to be more involved in their own food choices.	Children will understand what their bodies need to be healthy, and how they can achieve this.	
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PE – Summer 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	Children will know how to; <ul style="list-style-type: none"> Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others keeping track of personal best performances, setting targets for improvement. 	Children will: <ul style="list-style-type: none"> Be able to throw accurately and for distance Run for speed and for agility Jump for distance. 	<ul style="list-style-type: none"> Children will understand the importance of teamwork as well as independent success, and celebrate wins and losses as appropriate.
		Writing Opportunity <ul style="list-style-type: none"> N/A 	Resources <ul style="list-style-type: none"> Cones Measuring tape Stopwatch Hurdles

Key Questions / Learning Journey Steps	Implementation
<ul style="list-style-type: none"> What techniques should I use to increase speed? 	<ul style="list-style-type: none"> Children run sprints starting in different positions, sitting, kneeling, lying down on their front, on their back. Which position is most effective? If any? Discuss sprinters starting positions. Why do they use this position? What are the benefits of starting in this position? Faster take off, more power to push into the sprint, faster acceleration.
<ul style="list-style-type: none"> How can I jump hurdles quickly and safely? 	<ul style="list-style-type: none"> Children run obstacle courses in teams. They complete the course in different ways, skipping, jumping, hopping, on all fours and finally running. Which was the fastest? Why? Which was easiest? Why? Why is running the most effective way of running for agility?
<ul style="list-style-type: none"> How can I throw a range of objects the longest distance? 	<ul style="list-style-type: none"> Javelin throwing. Demonstrate how to hold the javelin, how to stand. Show the children that the javelin goes where it is pointing when released from the hand. If it points down the javelin will not go far. Children use the lines on the hall floor to see if they can throw the javelin passed it. Practice and improve as the lesson progresses.
<ul style="list-style-type: none"> How can I throw accurately? 	<ul style="list-style-type: none"> Use the Nerf Rockets. Discuss that the technique for throwing a javelin also works with the Nerf Rockets. Give the children a specific target to hit with the Nerf Rocket. If achieved, they move further away and try again. Repeat as necessary.
<ul style="list-style-type: none"> What techniques can I use to jump effectively? 	<ul style="list-style-type: none"> Use the jump guide in the sports hall. Children will stand and jump as high as they can. Discuss what helps or hinders a jump. Why? Discuss answers. Show that a bent knee is much more effective for generating a high jump.

Growth	Possibilities	Health	Community
Children will develop their skills with throwing, catching and other athletics	Children will understand that if they continue to develop their skill, there is the possibility that they could compete in athletics	Children will understand the benefits of activity on their physical health	Children will understand the importance of teamwork and support, and how it can benefit groups of people
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities		

Computing – Summer 1 ESafety

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Children will know how to; <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. 	Children will know: <ul style="list-style-type: none"> Copyright infringement is the unauthorized use of something produced by someone else 	Children will have an awareness that of what copyright means, and how infringement is dealt with. They will show that they know when infringement has occurred, and how to report it if necessary.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Project Evolve – Copyright and Ownership.
Key Questions / Learning Journey Steps		Implementation	
<ul style="list-style-type: none"> How can I make sure content is fairly shared? 		<ul style="list-style-type: none"> Children will discuss watching YouTube videos with music in the background. Is this fair on the artist? Why or why not? They will then watch a YouTube video about Fair Dealing, and look at company guidelines in regard to it. Children will take part in a courtroom style drama, deciding whether several events and products were be classed as Fair Dealing, or if the law has been broken. 	

Growth	Possibilities	Health	Community
Children will develop their understanding of differing uses for computing tools and apply these effectively.	Children will understand how technology is advancing and how it will possibly change in future.	Children will make links between technology in the classroom and the wider world, including in a medical setting.	Children will show an awareness of the different requirements for different types of technology based on the differing communities it serves.
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

Computing – Summer 1 and 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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; <ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation for giving the number of degrees Change the position of objects between screen layers (send to back, bring to front) Use IF THEN ELSE conditions to control events or objects Use lists to create a set of variables 	Children will know; <ul style="list-style-type: none"> That a condition can only be true or false That a count-controlled loop contains a condition That a count-controlled loop will stop when a condition is met 'If, then, else' statements can be used to start an action Selection can be used to branch the flow of a program A loop can be used to check whether a condition has been met That the order of instructions must be accurate or bugs will occur 	Children will have an awareness of how to create a program using Scratch. They will test it to identify bugs and rectify errors in order to create a coherent end product.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Scratch

Key Questions / Learning Journey Steps	Implementation
Can I recall and use different conditions in a program?	<ul style="list-style-type: none"> Learners revisit previous learning on 'selection' and identify how 'conditions' are used to control the flow of actions in a program. They modify the conditions in an existing program and identify the impact this has.
How do I use conditions to connect to a specific outcome?	<ul style="list-style-type: none"> Learners will develop their understanding of selection by using the 'if... then... else...' structure in algorithms and programs. They identify the two outcomes in given programs and how the condition informs which outcome will be selected.
How does a program flow?	<ul style="list-style-type: none"> In this lesson, learners consider how the 'if... then... else...' structure can be used to identify two responses to a binary question (one with a 'yes or no' answer). They use an algorithm to design a program that uses selection to direct the flow of the program based on the answer provided. They implement their algorithm as a program and test whether both outcomes can be achieved.
How do I plan and create a quiz using Scratch?	<ul style="list-style-type: none"> Learners will be provided with a task: to use selection to control the outcomes in an interactive quiz. Learners will complete their designs by using storyboards to identify the questions that will be asked, and the outcomes for both correct and incorrect answers.
Can I evaluate my product?	<ul style="list-style-type: none"> Learners will return to their completed programs and identify ways in which the program can be improved. Learners will also consider how the outcomes may change the program for subsequent users, and identify how they can make use of setup to provide all users with the same experience.
Can I build a simple circuit?	<ul style="list-style-type: none"> Learners will develop their knowledge of a Crumble controller further by connecting additional devices (another Sparkle and a motor) to the controller, and they will construct programs to control more than one of these.
How do I connect different output devices to a microcontroller?	<ul style="list-style-type: none"> Learners will be introduced to conditions, and how they can be used in algorithms and programs to control their flow.

	<ul style="list-style-type: none"> They will identify conditions in statements, stating if they are true or false, and learn how they can be used to start and stop a set of actions. Learners will be introduced to a Crumble switch, and learn how it can provide the Crumble controller with an input that can be used as a condition.
How do I make an algorithm flow?	<ul style="list-style-type: none"> Learners will develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They will be introduced to selection, and learn to represent conditions and actions using the 'if... then...' structure.
Can I play my final product?	<ul style="list-style-type: none"> Learners will apply their understanding of microcontrollers, output devices, and selection when designing a project to meet the requirements of a given task. They will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge when designing their project.
Can I create a controllable system that includes selection?	<ul style="list-style-type: none"> Learners will build on the designs that they developed in Lesson 5 by creating an algorithm to meet the requirements of the given task. They will identify how they are going to use selection before writing their algorithm. They will then move into the code level to test their algorithm by implementing it as a program, running it, identifying any bugs, and returning to the algorithm to debug it where necessary.

Growth	Possibilities	Health	Community
Children will understand how computing can benefit different people in different ways, and apply their understanding in differing contexts	Children will understand how technology is always changing and understand that it will likely continue to do so in the future.		Children will understand how computing and programming can benefit the wider community, and how.
Relevant RRSA Article	Article 17: Children all have the right to safe and honest information that they can understand		

MFL – Summer 1

MFL – Summer 1			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Speak in sentences, using familiar vocabulary, phrases and basic language structures Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Present ideas and information orally to a range of audiences 	<p>Children will know how to;</p> <ul style="list-style-type: none"> Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Show confidence in reading aloud, and in using reference materials. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). Give a short prepared talk that includes opinions Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken 	<p>Children will know:</p> <ul style="list-style-type: none"> The weather – repeat and recognise the 9 phrases to describe weather ask and describe what the weather is like Know directional vocabulary- IN the north, south east or west 	<p>Children will develop their speaking, listening, reading and writing skills asking and describing the weather. They will repeat and recognise the phrases to describe the weather. Children will create a French weather map and write a script to present a weather forecast describing the weather in different regions of France.</p>
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> Writing script for a weather forecast in France 	<p>Resources</p> <ul style="list-style-type: none"> Language angels Flashcards Weather map Weather symbols
		<p>Key Questions / Learning Journey Steps</p>	
<p>What's the weather like?</p>		<ul style="list-style-type: none"> Dictionary task Language angels lesson 1: Introduce weather to children- listen and repeat 9 key phrases- encourage using pictures as prompts Worksheet – language angels – circle correct answer/ find spelling mistake 	
<p>How many weather phrases can you remember and write?</p>		<ul style="list-style-type: none"> Language angels lesson 2: Quick activity matching picture cards- weather picture and phrase Weather song – children to begin to learn Language angels lesson 3: Listening task – language angels 	
<p>Can you translate text and answer questions about the weather?</p>		<ul style="list-style-type: none"> Language angels lesson 3: Reading task – language angels. Short task given in French and children to be supported to answer questions in French Play weather bingo 	
<p>Can you read and create a weather map?</p>		<ul style="list-style-type: none"> Language angels lesson 4: Reading task from language angels – children to read passage and put correct weather labels on diagram. Language angels lesson 5: Children to be given their own blank map of France and weather forecast phrases as a scaffold. Children to create their own weather forecast to present. LA and MA children to be given lots of support (word mats etc). Writing task - Children to write a short script in books to help with forecast. Must write introduction, full sentences and ending. 	
<p>Can I use my weather language to deliver a weather forecast?</p>		<ul style="list-style-type: none"> Language angels lesson 5: Children to finish weather forecast – Writing task Speaking task – children to present their weather forecast using symbols and an outline of France on Whiteboard 	
<p>Intercultural Understanding. Can I describe a key event in French History</p>		<ul style="list-style-type: none"> Look at storming of the Bastille- what happened in the lead up and caused the event. What happened on the day of the storming and the subsequent effect it 	

had on the people of France. Look at how Bastille Day is celebrated today in France.

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.
Relevant RRSA Article	Article 30: We have the right to practice our own culture, language and religion.		

History – Summer 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Pupils should understand a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Children will know how to; <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 	Children will know: <ul style="list-style-type: none"> Muhammad began the Islamic religion. Islamic culture spread across the Middle East and North Africa. Baghdad was the capital city of the Islamic Empire. Baghdad’s location and layout made it successful – river, trade routes, circular, walls, moat, sewers, running water etc. Scholars made important discoveries and advances in maths, science, astronomy and medicine. 	The children will understand the importance of the ancient Islamic civilization and the legacy of the discoveries and advances made during this period.
		Writing Opportunity <ul style="list-style-type: none"> Label timeline. Information poster. 	Resources <ul style="list-style-type: none"> Jam Bread Butter Knife Plate/chopping board

Key Questions / Learning Journey Steps	Implementation
When was the ancient Islamic civilization?	(wk1 - 2 lessons) <ul style="list-style-type: none"> Look at key events in the development of the Islamic civilization from beginning to end. Make link to RE. Draw a timeline and order key dates and events.
Why was ancient Baghdad important?	(wk2 – 2 lessons) <ul style="list-style-type: none"> Examine the key features of the location, layout and life in ancient Baghdad and how this contributed to its success and importance. Create a poster to encourage visitors to ancient Baghdad.
What significant discoveries were made during the ancient Islamic civilisation?	(wk2 - 1 lesson) <ul style="list-style-type: none"> Significant Islamic scholars comprehension.

Growth	Possibilities	Health	Community
Children will consider how people live in different ways for a variety of reasons, and accept that this is important in building social relationships.	Children will see the importance of new discoveries and the development of new ideas and the role of education.		Children should develop an understanding of the importance of community and what we can learn today from historical events.
Relevant RRSA Article	Article 30: We have the right to practice our own culture, language and religion.		

Science – Summer 1

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	Children will know how to; <ul style="list-style-type: none"> Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments Describe the movement of the Earth and other planets, relative to the Sun in the solar system Describe the movement of the moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	Children will know: <ul style="list-style-type: none"> 8 planets orbit the sun at different distances and speeds earth rotates anti-clockwise giving us day and night, sunrise and sunset earth is divided into 12 time zones relating to when sun it highest in sky in different locations earth's tilt and orbit causes seasonal changes due to differences in directness of sun's rays we see the moon because it reflects light from the sun the Moon's goes through 8 phases as we see different parts of the moon lit by the sun 	The children will know facts about the bodies that make up our solar system and how they orbit in different ways. They will recognize how earth's orbit and movement affects conditions on earth and that earth has a moon which orbits around it.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Labelling Explanation Poster 	<ul style="list-style-type: none"> Globe Chocolate orange Oreo biscuits

Key Questions / Learning Journey Steps	Implementation
How do the Earth and other planets in the solar system move around the sun?	(wk3 – 2 lessons) <ul style="list-style-type: none"> Watch a video about the bodies that make up our solar system, their positions and movement. Share mnemonics to help remember their order. Label a scaled diagram of our solar system.
Why do we have day and night?	(wk3 – 1 lesson) <ul style="list-style-type: none"> Watch a video about Earth's rotation and why we have day and night, sunrise and sunset. Use a globe (with mini-figure stuck on) and torch to demonstrate. Label diagrams and write an explanation for day and night, sunrise and sunset.
What causes seasonal changes?	(wk4 – 1 lesson) <ul style="list-style-type: none"> Explore the Earth's tilt and what caused it. Watch a video about how Earth's orbit causes seasonal changes. Label and annotate diagrams.
Why are there different time zones around the world?	(wk4 – 2 lessons) <ul style="list-style-type: none"> Look at time zones and how this results in time differences in different parts of the world. Use a chocolate orange to demonstrate. Carry out a time zone activity using atlases.
What are the phases of the moon?	(wk5 – 2 lessons) <ul style="list-style-type: none"> Watch a video about the different phases of the moon and how they are caused. Use Oreo biscuits to illustrate the phases in groups. Recap the eight phases of the moon.

What do I know about our solar system?	<ul style="list-style-type: none"> • Shade and label a moon phase diagram. • Research facts about the solar system/specific bodies within it. • Create a poster.
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Growth	Possibilities	Health	Community
Children will develop an understanding of the importance of teamwork and collaboration linked to space missions and discoveries.	Children will understand that the universe is vast and there could be endless possibilities out there.	Children will understand the importance of night time and a healthy sleeping pattern.	Children will realise the different skillsets required of people in order to reach a successful end point
Relevant RRSA Article	<p>Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can</p>		

Art				
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	Children will know how to; <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Spot the potential in unexpected results as work progresses Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists 	Children will know; <ul style="list-style-type: none"> Geometric patterns are made up of straight lines and circles Repeating patterns show the same thing over and over In Ancient Baghdad, colourful inks were difficult to find 	<ul style="list-style-type: none"> Children will print their own tile design which links with Islamic art. Their tiles will join together to make a bigger pattern. 	
		Writing Opportunity		Resources
		<ul style="list-style-type: none"> Comparison of different Islamic style art 	<ul style="list-style-type: none"> Ink paint Polystyrene tiles Pencils Paint brushes 	
Key Questions / Learning Journey Steps		Implementation		
Which designs can I replicate in my own work?		<ul style="list-style-type: none"> Children will research various examples of Islamic geometric patterns and identify their favourites, what they like about it and how it makes them feel. 		
How can I recreate a design inspired by Islam?		<ul style="list-style-type: none"> Children will be given a geometric Islamic style pattern to colour in, ensuring it is symmetrical throughout. They will then attempt to draw their own geometric, Islamic style pattern, using straight lines and circles throughout. 		
Which colours are appropriate for my design?		<ul style="list-style-type: none"> Children will be taught about the colours that would typically be used in Ancient Baghdad, as well as understanding the reasons behind this. They will then create four designs that they may choose to print, using appropriate colours. 		
How can I recreate my pattern to use as a print?		<ul style="list-style-type: none"> Children will pick their best, most practical design and replicate it onto a polystyrene tile, ensuring they do not rip, break or puncture the tile. They will then paint ink paint on to the tile and print it onto paper, using a roller press it down. They will peel it off carefully and repeat the process to make a repeating, geometric pattern. 		
What should I consider when evaluating my work?		<ul style="list-style-type: none"> Children will evaluate their work against given criteria, and comment on the effectiveness of their design linked to the patterns they have observed in real life. 		

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.		

PSHE – Summer 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand the meaning and importance of resilience and courage Recognise and know how to deal with situations involving peer pressure Recognise the features of extremism Identify some of the stereotypes relevant to extremism Identify the risks faced in relation to extremist activity Understand how extremism can lead to harm Recognise individuality and celebrate differences Identify and challenge stereotypes, including LGBT and other minority groups Understand that there are many situations in which collaboration is necessary Understand the need to develop team work skills Recognise that there are many roles within a community 	<p>Children will know how to;</p> <ul style="list-style-type: none"> PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with pressures HW4 Recognise and respect similarities and differences between people PW66 Reflect on the many different types of relationships that exist HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying Ci15 Work co-operatively, showing fairness and consideration to others HW9 Recognise their strengths and how they can contribute to groups HW20 Work independently and in groups, taking on different roles and collaborating towards common goals PW65 Recognise how new relationships may develop HW18 Work and play independently and in groups, showing sensitivity to others PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW63 Recognise that positive friendships and relationships can promote health and wellbeing 	<p>Children will know:</p> <ul style="list-style-type: none"> Peer pressure is when someone feels they have to do the same as their peers/friends Always do what they think is right. There are many different types of relationship – gay and lesbian Different relationships should be accepted and seen as equally important Extremism is when someone has an extreme (dangerous) religious or political view Extremism can lead to harm and acts of terror Working with others can lead to better outcomes How to work well with others 	<p>Children will understand the meaning of extremism and how these views can affect others and themselves.</p> <p>Children will recognize when it is better to collaborate with others rather than work alone, and how to collaborate effectively in a group.</p>
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> Mindmaps 	<p>Resources</p> <ul style="list-style-type: none"> 3D Dimensions

Key Questions / Learning Journey Steps	Implementation
What is collaboration and when is it important?	Core theme 2: Relationships
How can we collaborate effectively in groups?	Unit 2 Collaboration Lesson 1 Responding: Scrabble
What can be done when someone is not playing their part within the team?	Unit 2 Collaboration Lesson 2 Shared Goals: It's All Go!
How can I deal with accidents and injuries?	Unit 2 Collaboration Lesson 3 Community Spirit: All Join In
	Unit 5 Safety Lesson 5 Basic First Aid: First Aid Tips

Growth	Possibilities	Health	Community
Children will better understand the differences between people and how they can be celebrated. They will also understand how extremist views can lead to harm.	Children will know collaborating with others can help them to achieve their goals.	The children will recognize extremist views that can cause harm to others.	Children will understand the importance of acceptance and collaboration within their community.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PE – Summer 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	Children will know how to; <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, jumping, passing etc). Work alone or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for the game. Uphold the spirit of fair play and respect in all competitive situations 	Children will know; <ul style="list-style-type: none"> How to use a chest pass, bounce pass, lob, overhead pass and shoulder pass That feet cannot move when the ball is in their hand other than when pivoting To keep an appropriate distance from the player with the ball (marking) 	Children will understand how to play a game fairly, following the rules of netball and maintaining good sportsmanship throughout.
		Writing Opportunity <ul style="list-style-type: none"> N/A 	Resources <ul style="list-style-type: none"> Ball Cones Whistle Bibs

Key Questions / Learning Journey Steps	Implementation
How do I pass effectively in netball?	<ul style="list-style-type: none"> Children will practise different types of passes with a partner They will then work in teams to play a 'piggy in the middle' style game, utilizing space around them to keep the ball from the person in the middle of the group.
How do I land effectively in netball?	<ul style="list-style-type: none"> Recap passes learnt in the previous week. Work in pairs to throw and catch balls effectively and the correct footwork that should be used.
How do I attack in netball?	<ul style="list-style-type: none"> Introduce the idea of running away from space and then in to it in order to attack effectively. Children will practise in small groups. Small sided games where children have to pass three times before a goal is scored.
How do you mark in netball?	<ul style="list-style-type: none"> Introduce children to marking and the distance that needs to be maintained. Children will work in pairs to take turns marking one another. Small sided games with a focus on marking.
What are the rules in netball?	<ul style="list-style-type: none"> Watch a short video of netball and identify the rules. Play small sided games within class.

Growth	Possibilities	Health	Community
Children will be patient with themselves and others in relation to learning and developing skills.	Children will be introduced to new activities, broadening their horizons and helping them to discover new sports and games they may enjoy and want to pursue further.	Children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children will be polite, follow the rules and be respectful at all times during games. Demonstrating excellent sportsmanship.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Computing – Summer 2 ESafety

Computing – Summer 2 ESafety			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Children will know how to; <ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. 	Children will know; <ul style="list-style-type: none"> That search engines can be used to find information That the terms put into the search engine must be specific to get specific results That some search engines are more appropriate than others depending on the intended outcome 	Children will understand how and when to use a search engine, and that different search engines will bring up different results. They will understand how to use them appropriately depending on the context of what they are searching.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Project Evolve – Online Reputation.
Key Questions / Learning Journey Steps		Implementation	
How can I use a search engine safely and appropriately?		<ul style="list-style-type: none"> Children will learn about different search engines (Google Bing, Swiggle etc) and identify the pros and cons of each one. They will be asked to research a celebrity and answer questions about their lives, using a search engine. They will produce a leaflet and understand what is factual and what is the opinion of someone else. They will browse one another’s leaflets and identify whether the information is accurate. 	

Music – Summer 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall subject intent
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Children will know how to; <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Choose from a wide range of musical vocabulary to accurately describe and appraise music Combine a variety of musical devices, including melody, rhythm and chords. 	Children will know; <ul style="list-style-type: none"> Play notes in order – ascending and descending Use sharps and flats Read written pieces of music 	The children will be exploring notation to play the boomwhackers. They will know how to use sharps and flats and will read written music to play. They will create their own written music on a staff and play it in pairs.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation of music on whiteboards 	Resources <ul style="list-style-type: none"> Boomwhackers Charanga Youtube

Key Questions / Learning Journey Steps	Implementation
Can you identify notes in a scale?	<ul style="list-style-type: none"> Children stand in order with boomwhackers – playing notes in order of scale. Playing simple songs
How can you play sharp and flat notes?	<ul style="list-style-type: none"> Children stand in order with boomwhackers – playing notes in order of scale. Children to add in sharps and flats to show the step up half note up and down.
How can you read music on a staff?	<ul style="list-style-type: none"> Video of musical staff Reading notes Different type of notes
How can you follow written music to play a boomwhacker?	<ul style="list-style-type: none"> Reading written music on a staff to play and perform as a group Creating own piece of music on a staff
How can you follow written music to play a boomwhacker?	<ul style="list-style-type: none"> Reading written music on a staff to play and perform as a group Creating own piece of music on a staff Performing as a group
When should you play your instruments in an ensemble?	<ul style="list-style-type: none"> Group performance – 2 boom whackers each.

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 chn will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	Article 32: 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"> Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity, and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<p>Children will know how to;</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Using test results to make predictions to set up further comparative and fair tests 	<p>Children will know:</p> <ul style="list-style-type: none"> how particles are arranged in solids, liquids and gases that dissolving is when a solid mixes with a liquid and can't be seen solute/solid, solvent/liquid, solution/mixture, soluble/can dissolve, insoluble/can't dissolve temperature of water, amount of water, amount of solid and stirring affects rate of dissolving sieves and filter paper can separate solids evaporation can separate a dissolved solid from a liquid evaporation, melting, freezing and dissolving are reversible mixtures resulting in chemical reactions are irreversible <p>Writing Opportunity</p> <ul style="list-style-type: none"> STEM sentences. Labelling. Explanation. 	<p>Children will build on their knowledge of the features of solids, liquids and gases, to investigate the reversible process of dissolving. They will also explore which mixtures can be separated and which result in a chemical reaction which means they are irreversible.</p> <p>Resources</p> <ul style="list-style-type: none"> Salt Beakers Thermometers Petri dishes Gravel/sand/salt/paperclips Sieves Funnels/filter paper

Key Questions / Learning Journey Steps	Implementation
What are the properties of different materials?	(wk3 – 1 lesson) <ul style="list-style-type: none"> Recap solids, liquids and gases – identify properties and examples. Group given objects based on their material then by given criteria – hardness, transparency, conductivity etc.
Why do some solids dissolve into liquids?	(wk3 – 1 lesson) <ul style="list-style-type: none"> Demonstrate process of dissolving with different examples. Describe and explain the process.
Which factors affect the rate of dissolving?	(wk4 – 2 lessons) <ul style="list-style-type: none"> Plan and carry out investigation into factors affecting rate of dissolving. Use results from investigation to ask questions about recovering dissolved substance
How can dissolved substances be recovered from a solution?	(wk4 – 1 lesson) <ul style="list-style-type: none"> Explain the process of using evaporation to recover a dissolved substance. Using solution from investigation, observe how evaporation recovers dissolved substance.
How can a mixture of substances be separated?	(wk5 – 2 lessons)

	<ul style="list-style-type: none"> • Examine 'Alien soup' mixture. Suggest how mixture can be separated so contents can be identified. Identify equipment needed. • Separate mixture by sieving out large particles (gravel), filtering out smaller particles (sand) and evaporating water to recover solute (salt). • Explain processes used by annotating pictures.
Which changes to materials are reversible and irreversible?	(wk5 – 1 lesson) <ul style="list-style-type: none"> • Explore different ways materials can be changed through mixing and heating. Identify if original materials can be recovered or not. • Match examples of reversible and irreversible changes.

Growth	Possibilities	Health	Community
Children should increase their understanding of everyday natural processes and be able to explain the world around them.	Children will understand the role of scientists and how they carry out scientific investigations.		
Relevant RRSA Article	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Geography – Summer 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	Children will know how to; <ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	Children will know: <ul style="list-style-type: none"> locations are identified in the index by page number, coordinate, longitude and latitude reference. Ordnance Survey maps use easily recognizable symbols to represent features in a location the meaning of some common symbols 	Children will develop their skills in using an atlas, then learn new skills in reading OS maps and their symbols. They will be able to find a location and describe a location on a map using grid references.
		Writing Opportunity	Resources
		Label diagrams	<ul style="list-style-type: none"> Atlases Digimaps (laptops)

Key Questions / Learning Journey Steps

Implementation

How can I find locations on a map?	<ul style="list-style-type: none"> Use atlases to find locations. Use the index, page number and coordinates. Identify features within locations.
How are features described on an Ordnance Survey map?	<ul style="list-style-type: none"> Study Ordnance survey symbols and their meaning. Match symbols to meaning and record in books. Identify symbols in ordnance survey map, draw and write meaning.
How are compass points used to describe routes on a map?	<ul style="list-style-type: none"> Demonstrate how the 8 compass points are used to describe direction. Play game in pairs to practice giving/following directions using 8 compass points.
How are 4-figure grid references used to locate places on a map?	<ul style="list-style-type: none"> Demonstrate how 4-figure grid references are used on OS maps. Identify locations using 4-figure grid references, then give grid references for different locations.
How are 6-figure grid references used to locate places with more accuracy?	<ul style="list-style-type: none"> Demonstrate how 6-figure grid references are used on OS. Identify locations using 6-figure grid references, then give grid references for different locations.

Growth	Possibilities	Health	Community
Children will learn map reading skills and have a greater knowledge of their local area.	Children will be able to use and adapt this new skill in their own lives.		Children will have a greater awareness of the features and amenities within their local area.
Relevant RRSA Article	Article 28: We all have the right to a good quality education.		

RE – Summer 2

Gateshead Agreed Syllabus	Procedural knowledge	Semantic knowledge	Overall Subject Intent
Muslim prayer and worship including: <ul style="list-style-type: none"> • Places of worship • Prayer - ritual prayers (Salah) • Preparing for prayer – cleansing The Muslim Year and its festivals: <ul style="list-style-type: none"> • Eid-ul-Adha (the story of Abraham) 	Children will know how to; <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Explain some of the different ways that individuals show their beliefs. 	Children will know: <ul style="list-style-type: none"> • Muslims pray 5 times a day • Muslims perform a washing ritual called Wudu before prayer • A mosque has a dome (qubba), tower (minaret), wash room, Qibla wall with a niche (mihrab) and prayer hall • Eid-ul-Adha is known as the Feast of sacrifice • Eid-ul-Adha celebrates Abrahams devotion to Allah • Eid is celebrated by sacrificing a sheep/goat 	Children will build on their existing knowledge of Islam by understanding how they worship and the importance of places of worship. They will study the significance of festivals and how they show their devotion to Islam.
		Writing Opportunity <ul style="list-style-type: none"> • Leaflet • Label • Story-board 	Resources <ul style="list-style-type: none"> • Leaflet • Videos

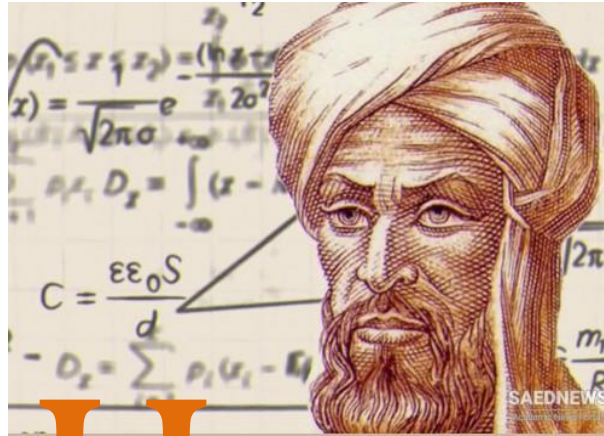
Key Questions / Learning Journey Steps	Implementation
How do Muslims pray?	<ul style="list-style-type: none"> • Watch and discuss a video of Muslim prayer. • Identify how Muslims prepare, practice and carry out rituals for prayer. • Describe Wudu – preparations for prayer.
Where do Muslims pray?	<ul style="list-style-type: none"> • Watch a video showing the features of a mosque. • Label and describe the important features of a mosque.
What is the significance of Eid-ul-Adha?	<ul style="list-style-type: none"> • Identify how the festival of Eid-ul-Adha is linked to the story of Abraham. • Children will create a story-board to represent key events in the life of Abraham
How is Eid-ul-Adha celebrated?	<ul style="list-style-type: none"> • Watch video of Eid-ul-Adha celebrations. • Reading comprehension.

Growth	Possibilities	Health	Community
Children will develop an understanding of other world religions.	Children become aware of different practices around the world and find out about the possibilities of different beliefs.		Children will learn about the Islamic faith and will learn about how the rules for living affect the way that Muslims live as a community.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

DT			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	Children will know how to; <ul style="list-style-type: none"> Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	Children will know; <ul style="list-style-type: none"> Several stitching techniques To put the end of a piece of thread into the eye of a needle 	Children will show an understanding of Islamic culture and the importance of prayer mats within the religion. They will then use their Art knowledge in order to create a realistic, miniature replica of a prayer mat.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation of their Islamic style prayer mat 	Resources <ul style="list-style-type: none"> Needles Thread Binca Scissors

Key Questions / Learning Journey Steps	Implementation
What is a textile?	<ul style="list-style-type: none"> Children will understand what a textile is, as well as how different textiles are used. They will research and evaluate which textiles are most appropriate for different products.
How can different stitching techniques create different effects?	<ul style="list-style-type: none"> Children will be given needles, thread and binca, and will practise different stitching techniques, before evaluating which is easiest and hardest, and which they will use when creating their own Islamic-style prayer mat.
How can I make an appropriate replica of an Islamic prayer mat?	<ul style="list-style-type: none"> Children will complete a planning sheet, allowing them to plan various designs before deciding which to create. They will identify positives and negatives about each design, and explain the decision they have made.
What would I change about my end piece?	<ul style="list-style-type: none"> Children will complete an evaluation sheet in regard to their Islamic-style prayer mat, and explain what they like, don't like and what they would change in future.

Growth	Possibilities	Health	Community
Children will understand more about local communities and how they can interpret their practices and beliefs.	Children will understand the various careers linked to textiles, and how they could use this within several professions.	Children will be aware of how to avoid accidents and injuries when using sharp needles.	Children will show an awareness of the different cultures in the local communities.
Relevant RRSA Article	Article 24: Every child has the right to nutritious food and clean water.		



The House of Wisdom

