



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 1	Topic Title/Theme: How To Find A Dinosaur!	Term: Autumn
Entry Point: Dinosaur Hunt Children to find different types of dinosaurs in the school ground and then create a fossil out of clay of a miniature dinosaur. Watch an episode of Andy's Dinosaurs.	Exit Point: Children to excavate chocolate chips out of cookies.	Visits/Visitors or Special Arrangements: Children to look at a variety of fossils. Children to use the outdoor area to dig for fossils.
Topic Overview: Children will find out about famous people from the past focusing on Mary Anning and her work regarding fossils. They will group and classify animals by type and understand their different diets. Children will create prints around the dinosaur theme in art and will make a negative print using a dinosaur template. Children will then find out about where in the UK dinosaur discoveries have been made and will use maps to learn about different countries of the UK and the four points of a compass.		Outdoor Learning: <ul style="list-style-type: none"> • Digging for fossils • Dinosaur hunt (follow the footprints) Subjects taught on a weekly basis: <ul style="list-style-type: none"> • PE • Music • Computing • PSHE

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.

Wk 1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
PHSE	Science	History	History	Art	Art	RE	Science	DT	DT	Geography	Geography
Feelings Rules Transition	Animals including Humans	Famous People – Mary Anning - Dinosaurs		Printing (Y1 unit)		Diwali	Animals incl. humans (Weather & seasons)	Split pin dinosaurs	UK Countries, Capital Cities and Seas Where were dinosaurs found in the UK – England Scotland and Wales		
Outdoor Learning / PSHE			PE			Computing			Music		

PSHE – Autumn 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Caring Friendships:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Being Safe:</p> <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. <p>Mental Wellbeing:</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>Children will know how to;</p> <ul style="list-style-type: none"> • PW20 Recognise how their behaviour affects other people. • PW22 Seek help from an appropriate adult when necessary. • PW23 Develop positive relationships through work and play. • HW19 Use strategies to stay safe when using ICT and the internet. • Ci1 Recognise the difference between good and bad choices. • Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary. • Ci6 Take turns and share as appropriate. • Ci7 Suggest rules that would improve things for the common good 	<p>Children will know:</p> <ul style="list-style-type: none"> • Rules keep us safe and healthy. • Know what respect is. • Sometimes people are not who they say they are online. • Know some personal information that we wouldn't share online. (Address for example.) • To tell a trusted adult if they are worried. <p>Writing Opportunity</p> <ul style="list-style-type: none"> • Writing class Rules 	<p>Children will learn about the importance of rules and expectations. They will also learn about what makes a good friend and to take turns when playing games. They will learn how to access the internet safely.</p> <p>Resources</p> <ul style="list-style-type: none"> • See Dimensions individual lesson resources. • Books-The Colour Monster, Worrysaurus.
Key Questions / Learning Journey Steps		Implementation	
<p>What different emotions do we feel? What emotions do we feel when we worry?</p>		<p>Read the Colour monster. Create Colour monsters with vocabulary from the text. Can the children create an emotion to match the vocabulary?</p> <ul style="list-style-type: none"> • Read Worrysaurus 	
<p>What do our teachers expect in school? What should our class rules be?</p>		<p>PSHE Core 3 Unit 1 Lesson 1 Rules and expectations PSHE Core 3 Unit 1 Lesson 2 Class Charter Talk about what rules are and why they are important. Introduce the word expectations and explain how expectations allow pupils to take responsibility for their own actions. Discuss what school would be like without any rules/expectations.</p> <ul style="list-style-type: none"> • Children to discuss the expectations that should be on the classroom rules display. Ready, Respectful, Safe. Come up with a set of classroom expectations to write on the Ready, Respectful, Safe posters. 	
<p>How can we keep ourselves safe on the internet?</p>		<p>PSHE Core 1 Unit 5 Lesson 6 Internet safety – E Safety Introduce a puppet as a stranger that the children do not know. The puppet should ask children personal information such as where they live, their school, who they live with at home etc. Ask the children if it is a good to share this information with strangers? Explain that when you talk to people online you don't know who they really are so they should not be trusted. Go through key rules: a) Do not tell anyone where you live b) Do not give them your name or age c) Only use adult approved websites</p> <ul style="list-style-type: none"> • d) Do not arrange to meet anyone from the internet 	
<p>What makes a good friend?</p>		<p>PSHE Core 2 Unit 4 Lesson 1 – Friendship – Forever Friends Show the children the outlines of two children labelled good friend and bad friend. Ask the children to suggest characteristics of a good friend and scribe them on the outline. Do the same for a bad friend.</p>	

<p>How can we make friends?</p>	<ul style="list-style-type: none"> • Discuss why it is important to have good friends and be a good friend. <p>PSHE Core 2 Unit 4 Lesson 2 – Friendship – Making friends Talk to children about their friendships. Is it possible to be friends with everyone? If someone is not a friend should we treat them badly? How can we make a new friend? Watch the video on Espresso Friendship Friendship.</p> <ul style="list-style-type: none"> • Why are friends important?
<p>Why is it important to have rules when playing a game?</p>	<p>PSHE Core 3 Unit 1 Lesson 3 – Taking Turns – It’s your turn. Show the children how to play some simple games such as snap, snakes and ladders, dominoes. What are the rules for each game? Ask the children to play the games in small groups. Were rules and turn taking important? Why?</p> <ul style="list-style-type: none"> •

Growth	Possibilities	Health	Community
<p>Children will learn how to be a caring friend and help other children they know if they have an problem or worry.</p>		<p>They should being to understand that they have to keep their body and their mind healthy.</p>	<p>Chn will understand how their treatment of others can have a positive impact on the classroom, school and the community and that online can have risks too.</p>
<p>Relevant RRSA Article</p>	<p>Article 12: You have the right to give your opinion and for adults to listen and take it seriously.</p>		

PE – Autumn 1 Gymnastics

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Pupils should be taught to: <ul style="list-style-type: none"> • Master basic movements. • Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	Children will know how to; <ul style="list-style-type: none"> • Different shapes with body. • Hold a balance. • Link movements together to form a sequence. 	Children will know; <ul style="list-style-type: none"> • I can balance my body by stretching and staying still. • Name ways you can move; forwards, backwards, left and right. • Shapes can be made with our body. 	Children will develop balancing skills and link balances together with simple movements.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Mats
How can I balance?		<ul style="list-style-type: none"> • Warm up: watch the teacher. • Main: spot balance - balance on the spot, stand on 1 foot, march on the spot, jog on the spot, jump on the spot etc. • Challenge: gymnastics traffic lights – stop and hold a shape. • Cool down: static stretches. 	
How can I make different shapes with my body?		<ul style="list-style-type: none"> • Warm up: grasshoppers – side to side, over the stone, lost grasshoppers, slow motion, grasshoppers. • Main: key shapes – straight, star, tuck, dish, arch. • Challenge: sequence using shapes. • Cool down: circle stretch. 	
How can I move in different directions?		<ul style="list-style-type: none"> • Warm up: leave it. • Main: coordination and movement – moving in different directions. • Challenge: change direction and link ways of travelling. • Cool down: circle stretch. 	
How can I link balances together?		<ul style="list-style-type: none"> • Warm up: on the spot. • Main: spot balance and individual balance. • Challenge: link individual balances. • Cool down: circle stretch sitting. 	
How can I create a sequence of movements?		<ul style="list-style-type: none"> • Warm up: draw the letter. • Main: change direction and linking balances. • Challenge: different levels. • Cool down: circle stretch. 	
How can I create a sequence of movements?		<ul style="list-style-type: none"> • Warm up: focus on the arms. • Main: key shapes. • Challenge: develop sequences. • Cool down: circle stretch sitting. 	

Growth	Possibilities	Health	Community
Chn will become more confident when throwing and catching a ball. Chn will understand how different equipment can be moved / balanced in different ways.	Children will be willing to have a go and begin to motivate themselves and each other to fulfil their potential.	Chn will understand the importance of exercise and how it can have a positive impact on their health and mental wellbeing.	Children will understand the importance of working as part of a team.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Children will know how to; <ul style="list-style-type: none"> Understand online risks and how to be safe online. Identify trusted adults. 	Children will know; <ul style="list-style-type: none"> A trusted adult is someone that you can rely on and talk to. What unkind things are on the internet. 	Children can talk about what they should do if someone is unkind to them online. Children to identify 5 trusted adults.
		Writing Opportunity <ul style="list-style-type: none"> N/A 	Resources <ul style="list-style-type: none"> Project evolve self-image and identify lesson.
		Key Questions / Learning Journey Steps	
What should I do if someone is unkind to me?		<ul style="list-style-type: none"> Look at scenario of a boy being unkind to Alex. Alex asks his friend Lilly what he should do. Lilly gives him three options: try to forget about it, don't play that game, tell a trusted adult. Children to decide what he should do and identify their 5 trusted adults. 	


Computing - Autumn 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> Make marks, lines and circles on a screen using various tools. Make marks with the shape and line tools. Use the shape and line tools to recreate the work of an artist. Explain that different paint tools do different jobs. Choose appropriate paint tools and colours to recreate the work of an artist. Say which tools were helpful and why. Change the colour and brush sizes. Explain that pictures can be made in lots of different ways. Spot the differences between painting on a computer and on paper. Say whether they prefer painting using a computer or using paper. 	Children will know; <ul style="list-style-type: none"> What is a programme? A painting programme can be used to create a picture. Different tools are used for different purposes (paint brush, shapes, undo, paint can) 	Children will learn to use the web safely to find ideas for an illustration for a particular use. They will also develop their word processing skills by saving and retrieving work.
		Writing Opportunity <ul style="list-style-type: none"> Evaluation 	Resources <ul style="list-style-type: none"> NCE Purple Mash painting iPads
		Key Questions / Learning Journey Steps	
How can we paint using computers?		<ul style="list-style-type: none"> How do we usually paint? What equipment would we need? Introduce tools on a computer and similarities e.g. paint brush. Children to investigate on iPads what the other tools can do. Children to decide on appropriate tools and use these to create a self-portrait on Purple Mash. 	
How can we use shapes and lines?		<ul style="list-style-type: none"> Study a piece of Piet Mondrian's work (lines and squares). Read a piece of text about Piet Mondrian and his work – discuss verbal answers. 	

	<ul style="list-style-type: none"> • What shapes can you see? What colours can you see? How do you think these shapes were made? • Look at a range of tools from last week. Which of these tools would be useful? • Children to use square tool, line tool and fill tool to complete their own work based on Piet Mondrian.
How can we use shapes?	<ul style="list-style-type: none"> • Introduce Henri Matisse. • Read a piece of text about Henri Matisse and his work – discuss verbal answers. • Look at his Snail work and discuss how we could have created it. • Children to use their imagination – what does it look like? Can you see a pattern? What animal does it look like? • Children to create own version of the snail on Purple Mash painting using squares, rectangles and the colour tool.
How can we paint circles?	<ul style="list-style-type: none"> • Look at tools used so far and discuss. • Short quiz – multiple choice. Which tool would I use for...? • Look at Kandinsky's circle painting work. Discuss what tools would be used for this. • Children to have a go at painting in the style of Kandinsky on Purple Mash program.
How can I change the size of the brush?	<ul style="list-style-type: none"> • Look at tools used last week. • Paint a sunflower using different sized dots – changing the brush size and the colour of paint.
How can I use all of the tools (that I have learnt about) to create a picture?	<ul style="list-style-type: none"> • Recap on all tools studied so far. • Model how to create a rangoli pattern.

Growth	Possibilities	Health	Community
Children to develop patience when using technology.	Children will be given the skills to become digitally literate.	To develop the confidence and assurance to seek help when unsure in the use of technology.	To understand what it means to use the internet safely.
Relevant RRSA Article	Article 16: You have the right to privacy.		

Science – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify and name a variety of common animals e.g. fish, amphibians, reptiles, birds. Distinguish between carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Children will know how to; <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to suggest answers to questions. 	Children will know; <ul style="list-style-type: none"> Fish, birds, mammals and insects are groups of animals. Carnivores eat meat, Herbivores eat plants, Omnivores eat both. The human body has a head, arms, legs, hands, feet, shoulders, knees, a neck, eyes, a nose, a mouth and ears. 	Children will begin to name some animal groups. Children will have an understanding of what carnivores, herbivores and omnivores are and be able to describe what they eat. Children will be able to name parts of the human body.
		Writing Opportunity <ul style="list-style-type: none"> Children to describe animals. A labelled diagram of the human body. 	Resources <ul style="list-style-type: none"> Non-fiction books Images of common animals Espresso Sorting hoops Toy animals / dinosaurs

Key Questions / Learning Journey Steps	Implementation
What different types of animals can you recall? (2 lessons)	<ul style="list-style-type: none"> Circle time – Children to think of an animal beginning with each letter of the alphabet. Show the children a selection of pictures of different types of animals. Discuss similarities and differences. Introduce different groups of animals – mammals, fish, insects, birds – and discuss their characteristics. Children to draw a picture of their favourite animal and some children will label what type of animal it is.
How would you classify different types of animals? (fish, reptiles, birds, mammals, amphibians) (2 lessons)	<ul style="list-style-type: none"> Recap different groups of animals. Whole class – Sort toy animals into mammals, birds, fish and insects on a large piece of paper. Begin to explain why each animal fits into that group (E.g. Fish have gills to breathe.) Children to cut and stick one animal for each group (in books).
How would you classify animals based on their diet? (2 lessons)	<ul style="list-style-type: none"> Explain the meaning of herbivore, carnivore and omnivore. Play sorting game on espresso. Sort animals on a diagram – carnivore, herbivore, omnivore.
What are the different parts of the human body? (1 lesson)	<ul style="list-style-type: none"> Sing head shoulders, knees and toes. Label a diagram/picture of the human body. Draw around our bodies. 

Growth	Possibilities	Health	Community
Children to develop a growing awareness of our natural world and how humans interact within it.	Children can become meteorologists/ environmentalists.	Children will begin to understand the need and importance for looking after the human body.	Children to develop an understanding of looking after everything in their school grounds.
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.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. 	Children will know how to; <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Describe historical events. Describe significant people from the past. Place events and artefacts in order on a time line. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	Children will know; <ul style="list-style-type: none"> The past has already happened. Fossils are preserved remains / bones of animals. Dinosaurs became extinct (died out). Mary Anning found the first dinosaur skeleton in the UK. 	Children will have an understanding of how paleontologists have found out about dinosaurs. Children will understand the significance of Mary Anning and her discovery.
		Writing Opportunity <ul style="list-style-type: none"> Comprehension: Children will follow a set of instructions to produce an accurate drawing on Mary Anning. Writing: Write a simple sentence to describe a fossil. 	Resources <ul style="list-style-type: none"> Items for a paleontologist (chisel, fossils, camera, paintbrushes, etc.). Sandtray <i>Stone Girl, Bone Girl</i> book Fossils Toy dinosaurs Fiction and non-fiction books Clay
Key Questions / Learning Journey Steps		Implementation	
Who was Mary Anning? (2 lessons)		<ul style="list-style-type: none"> Have a variety of objects related to a paleontologist. Children to predict who might use these. Excavate chocolate chips out of a cookie. Read part of <i>Stone Girl, Bone Girl</i> Children to draw a picture of Mary Anning. Some children to write a simple sentence based on video. 	
What happened in Mary Anning's life? (1 Lesson)		<ul style="list-style-type: none"> Watch videos – YouTube and BBC Bitesize. Sequence 3 events from Mary's life 	
Why was Mary Anning's discovery important? (1 Lesson)		<ul style="list-style-type: none"> Draw a picture of Mary Anning's discovery. Write an accompanying sentence. 	
Why was Mary Anning's discovery important? (1 Lesson)		<ul style="list-style-type: none"> Mary Anning received little recognition for her achievements during her lifetime. Design a medal to commemorate her achievements. 	

Growth	Possibilities	Health	Community
Children to develop an understanding of how their actions can have a positive impact on the wider world.	Children can become paleontologists regardless of gender.	Children to understand that they should be positive about themselves and others.	Children to understand that that their actions can have a positive impact on the community.
Relevant RRSA Article	Article 8: You have the right to an identity.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	Children will know how to; <ul style="list-style-type: none"> Create colour wheels. Colour (own work) neatly following the lines. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). 	Children will know; <ul style="list-style-type: none"> Red, blue and yellow are primary colours. You can print with many objects. You can print with objects that roll. A negative print needs to be cut out and painted around. 	Children will have an understanding of the primary colours. Children will begin to understand the techniques of printing.
		Writing Opportunity <ul style="list-style-type: none"> Writing: Children will label colours on primary colour wheel. 	Resources <ul style="list-style-type: none"> Primary colours (paint) Black/white paper or card Crayons Plastic cups Colour wheel Coloured pencils
Key Questions / Learning Journey Steps		Implementation	
What are primary colours? (1 lesson)		<ul style="list-style-type: none"> Introduce the primary colours – red, blue, yellow. Explain why they are primary colours. Chn to use coloured pencil to colour in a primary colour wheel and label. 	
What happens if we print with primary colours? (2 lessons)		<ul style="list-style-type: none"> Recap primary colours. Investigate when primary colours mix. Chn to use a variety of objects to print using the primary colours. 	
How can we print in different ways? (2 lessons)		<ul style="list-style-type: none"> Chn to investigate printing with items that roll e.g. rolling pins, cars, printing wheels etc. 	
How can we print with leaves? (2 lessons)		<ul style="list-style-type: none"> Collect different types of leaves. Print with leaves using autumnal colours – brown, red, yellow, orange. 	
Growth	Possibilities	Health	Community
Children to become independent artists and learn from their mistakes.	Children should be aware that art can take many different forms.	Children to recognize the importance of creative talents.	Children will have the opportunity to showcase their artwork in the school community.
Relevant RRSA Article	Article 29: Your education should help you use and develop your talents and abilities.		

RE			
Gateshead Agreed Syllabus 2018	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Gateshead Agreed Syllabus for RE 2018 (Appendix1) Narrative <ul style="list-style-type: none"> The Ramayan – the story of Prince Rama Sita and Lakhsman Principal Beliefs (Texts) The Ramayana The Calendar The festival of Diwali	Children will know how to; <ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	Children will know; <ul style="list-style-type: none"> Diwali is a Hindu festival. Diwali is the festival of light. Bright colourful patterns can be known as Rangoli patterns. They are created to celebrate Diwali. Rama and Sita created the first ever Diwali. 	Children will learn about the Hindu festival of Diwali. They will listen to the story of Rama and Sita and learn how it is linked to the current Diwali celebrations.
		Writing Opportunity Labelling of a Diwali celebration.	Resources <ul style="list-style-type: none"> The story of Rama and Sita Decorative items Fake candles Diwali foods
		Key Questions / Learning Journey Steps	
What is Diwali? (2 lessons)	Festival of Diwali <ul style="list-style-type: none"> Look at customs associated with Diwali – cleaning the house, special clothes etc. Look at a picture of a family celebrating Diwali? What can you see happening? Why do you think this is happening? What time of year do you think it is and why? Look at the God Lakshmi Colour a rangoli pattern 		
How did Diwali begin? (1 lesson)	Share the story of Rama and Sita. <ul style="list-style-type: none"> Respond to the story – Make Rama and Sita puppets and act out the story. 		
How is Diwali celebrated? (1 lesson)	Label pictures of Diwali traditions <ul style="list-style-type: none"> Diva lamps Fireworks Presents Rangoli 		

Growth	Possibilities	Health	Community
Develop an understanding of what people in different religions and cultures believe and how they celebrate.	Explore different religions.	To experience how it feels good to celebrate together.	Be respectful of different religious communities.
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		

PSHE – Autumn 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Respectful Relationships</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. <p>Mental Wellbeing</p> <ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Children will know how to;</p> <ul style="list-style-type: none"> HW13 Listen to and show consideration for other people’s views PW5 Recognise what they like and dislike PW7 Recognise, name and manage their feelings in a positive way PW20 Recognise how their behaviour affects other people 	<p>Children will know;</p> <ul style="list-style-type: none"> A fact is something known to be true. An opinion is a view you have formed about something. It is fine to have an opinion about things important to you. What feelings you can have and how to deal with them. We should say please and thank you when somebody does something for us. 	<p>Children will learn about the importance of good manners. They will also learn how to manage their feelings in a positive way, share their feelings, listen to others and share opinions.</p>
		Writing Opportunity	Resources
			<ul style="list-style-type: none"> See Dimensions individual lesson resources. Books: Guess How Much I Love You Lost and Found
Key Questions / Learning Journey Steps		Implementation	
<p>How do our attitude and manners affect other people?</p>		<p>PSHE Core 2 Unit 1 Lesson 7 – Good Manners How Rude! Share some fruit out around the class without commenting. Discuss manners. Who said thank you? How can you politely decline?</p> <ul style="list-style-type: none"> Listen to the good manners song. Look at scenarios cards in pairs. How could the child have acted differently in each scenario? Are good manners important? Why? 	
<p>What are our emotions? What makes us happy?</p>		<p>PSHE Core 1 Unit 4 Lesson 1 – Happiness Smile! Pass a smile around the circle. How does it make us feel? What makes us happy? Can we make our own happiness?</p> <ul style="list-style-type: none"> Watch the video Happiness on Espresso and discuss how small acts of kindness can make us happy. happiness espresso link. 	
<p>How do we show our emotions?</p>		<p>PSHE Core 1 Unit 4 Lesson 2 – Anger GRRRR! Ask pupils to show an angry face. Can we think of any other words for angry? What makes you angry? Using mime ask the children to demonstrate being angry. Is it good or bad to be angry? What are the consequences of being angry? Should you hit out when you are angry? How can you deal with feeling angry?</p> <ul style="list-style-type: none"> Listen to the story Angry Arthur on Espresso Angry Arthur Story 	
<p>Why is it important to be able to express our emotions and talk about them?</p>		<p>PSHE Core 2 Unit 1 Lesson 1 – Feelings How I feel Read ‘Guess how much I Love You’ How did the characters express their feelings? Act out different feelings using mime. Why is it important to be able to express your feelings to others?</p> <ul style="list-style-type: none"> 	
<p>What strategies can we use to deal with negative emotions?</p>		<p>PSHE Core 2 Unit 1 Lesson 2 – Responses – you and Me</p>	

	<p>Read 'Lost and Found' by Oliver Jeffers and ask the pupils to think about the penguin in the story and how he felt. How did the little boy respond to the penguin's feelings?</p> <ul style="list-style-type: none"> • Feelings on Espresso. How can you recognise people's feelings? How can you help someone who is experiencing negative feelings?
Why is it important to express our views and listen to other people's opinions?	<p>PSHE Core 2 Unit 1 Lesson 3 – Opinions – I think....</p> <p>Discuss what the word fact and the word opinion mean. Ask the children to look at a variety of pictures by famous artists. Ask them to choose one picture to say one fact and one opinion about. Can you phrase your opinion in a positive way? Ask the children for their opinions on wearing school uniform. Why should we listen to and reflect on other people's views?</p>

Growth	Possibilities	Health	Community
Children will learn about understanding that discussions can contain both facts and opinions and we can learn from both.	Chn will understand how their treatment of others can have a positive impact on the classroom, school and the community.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Chn will understand how their treatment of others can have a positive impact on the classroom, school and the community.
Relevant RRSA Article	Article 12: You have the right to give your opinion and for adults to listen and take it seriously.		

PE – Autumn 2 Basic Skills Throwing and Catching

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Pupils should be taught to: <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending 	Children will know how to; <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	Children will know; <ul style="list-style-type: none"> • A ball can be controlled by rolling, bouncing, throwing and kicking. • What is balancing? • What is an underarm throw? 	Children will develop game playing skills involving throwing and catching.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> • Balls • Beanbags • Hoops

Key Questions / Learning Journey Steps	Implementation
How can I follow instructions?	<ul style="list-style-type: none"> • Play team games to introduce class to outdoor space and use of whistle to stop/start lesson. • Stuck in the mud, traffic lights, fruit salad.
How can I control a ball?	<ul style="list-style-type: none"> • Play Mister game. • Skills – pat, throw, catch and bounce. • Play copy cats • Cool down – stretch with objects in hand.
How can I control a ball?	<ul style="list-style-type: none"> • Play Mister game. • Skills – throw ball in the air. • Play copy cats • Cool down – stretch with objects in hand.
How can I throw and catch a ball?	<ul style="list-style-type: none"> • Warm up – bean game • Skills – Follow the leader, roll ball around body etc • Partner work – underarm throwing and catching. • Cool down – cat stretches.
How can I keep a bean bag still?	<ul style="list-style-type: none"> • Warm up – Bean bag game. Put bean bag on the floor. Fetch someone else’s bag. • Skill – Balance beanbag on different parts of the body. Advance to moving and balancing. • Cool down – sleeping lions.
How can I control a ball?	<ul style="list-style-type: none"> • Warm up – stuck in the mud. Gentle stretching. • Skill – On the floor use hands to keep the ball under control. • Balance ball on body parts. • Cool down – sleeping lions.
How can I move a ball?	<ul style="list-style-type: none"> • Warm up – move in different ways by playing copy cats. • Skills – steer ball with hands and kick ball with feet. • Cool down – shake it out.

Growth	Possibilities	Health	Community
Chn will become more confident when throwing and catching a ball. Chn will understand how different equipment can be moved / balanced in different ways.	Children will be willing to have a go and begin to motivate themselves and each other to fulfil their potential.	Chn will understand the importance of exercise and how it can have a positive impact on their health and mental wellbeing.	Children will understand the importance of working as part of a team.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

Computing – Autumn 2 E-Safety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Children will know how to; <ul style="list-style-type: none"> Understand online risks and how to be safe online. 	Children will know; <ul style="list-style-type: none"> Tell a trusted grown up if you see something on the computer that gives you yucky feelings. 	Children know what they should do in various situations to keep safe online.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Project evolve online relationships lesson.
Key Questions / Learning Journey Steps		Implementation	
How can I keep myself safe online?		<ul style="list-style-type: none"> Look at scenario of a girl called Alice who is new to school. She is on the playground and the children walk away from her. Look at scenario of a boy called James who is playing a game online. He is finding the game tricky and doesn't know what he is doing. Something pops up on his screen etc. How might each person feel? Using the flashcards, discuss what each person could have done to keep themselves safe. 	

Computing – Autumn 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	Children will know how to; <ul style="list-style-type: none"> Use simple databases to record information. Describe objects using labels. Match objects to groups. Identify the label for a group of objects. Count, group and count groups of objects. Group objects by properties. Choose how to group objects. Decide how to group objects to answer a question. Compare groups of objects. Record and share findings. 	Children will know; <ul style="list-style-type: none"> Objects can be grouped. Each groups needs a label. Objects can be grouped in different ways. 	Children will learn to group objects both practically and via a computer program. They will begin to understand the importance of labels and begin to compare groups.
		Writing Opportunity	Resources
		Labels	<ul style="list-style-type: none"> NCCE Purple Mash painting iPads
Key Questions / Learning Journey Steps		Implementation	
How can we label groups?		<ul style="list-style-type: none"> Labels hunt. Looking at labels and match objects to different groups. Set up three hoops and children to sort into 'things we play with', 'things we write with', 'things we eat'. Show children some pictures. What is the best label for this group and repeat. Children to complete labelling groups activity sheet. 	
How can we count objects?		<ul style="list-style-type: none"> Count objects. Children to group objects on their table without moving them. Children to count objects on their table without moving them – children to write answers on whiteboards. We could make it easier by grouping – children to sort objects into correct groups and count again. Introduce the idea of a computer counting objects – register example. 	

How can we group objects?	<ul style="list-style-type: none"> • Look at different ways of grouping objects: colour, size, shape, object etc. • Children to have a go at grouping in each way on Purple Mash sorting.
How can we make different groups?	<ul style="list-style-type: none"> • Look at examples of pictures – how could we group these? • Look at examples of labels – too many, not enough? • Choose a 2D shape – how could we label this? • Give children circles, squares, rectangles and triangles of 3 different colours. • Children to have a go at grouping – how did you group? Look at grouping by colour, shape and size.
How can we compare objects?	<ul style="list-style-type: none"> • Look at comparing groups. • Focus on language: more than, less than, same as, most and least. • Children to use Purple Mash to put objects into groups and compare.
How can we answer questions?	<ul style="list-style-type: none"> • Thumbs up, thumbs down – these objects are grouped by... • Children to complete grouping activity 2 on Purple Mas and explain how they can group each set of objects.

Growth	Possibilities	Health	Community
Children to develop patience when using technology.	Children will be given the skills to become digitally literate.	To develop the confidence and assurance to seek help when unsure in the use of technology.	To understand what it means to use the internet safely.
Relevant RRSA Article	Article 16: You have the right to privacy.		

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music 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"> Respond to different moods of music in different ways Create and choose sounds in response to different starting points Use their own voices in many different ways Copy and perform simple rhythm patterns 	Children will know; <ul style="list-style-type: none"> Know that rhythm is the repeated pattern of sound in the music. Show a beat. Pulse is a steady beat. 	The children will learn rap songs, performing them with actions and rhythm. They will learn about reggae music and perform a song in the style of reggae.
		Writing Opportunity NA	Resources <ul style="list-style-type: none"> Charanga
Key Questions / Learning Journey Steps		Implementation	
How can I create and describe music?		<ul style="list-style-type: none"> Use different instruments to create sounds –describe the sounds using musical vocabulary 	
How is this song performed?		<ul style="list-style-type: none"> Listen and appraise – <i>Hey You!</i> Use your body to find the pulse 	
How are they similar? How are they different?		<ul style="list-style-type: none"> Listen and appraise – <i>Me, Myself and I</i> Compare and contrast to <i>Hey You!</i> 	
How would you describe the pulse?		<ul style="list-style-type: none"> Listen and appraise – <i>Fresh Prince of Bel Air</i> Clap out the pulse 	
How does the music make you feel?		<ul style="list-style-type: none"> Listen and appraise – <i>Rapper’s Delight</i> Use correct musical language to describe the song 	
How would you move your body in time to the music?		<ul style="list-style-type: none"> Listen and appraise – <i>U Can’t Touch This</i> Think of actions to perform the song 	
How can perform the song well?		<ul style="list-style-type: none"> Listen and appraise – <i>It’s Like That</i> Perform <i>Hey You!</i> to an audience 	
How is this song performed?		<ul style="list-style-type: none"> Listen and appraise – <i>Rhythm In the way we walk</i> Use your body to find the pulse 	
What instruments can you here?		<ul style="list-style-type: none"> Listen and appraise – <i>The Planets</i> by Gustav Hoist Learn about different instruments in the orchestra 	
How would you describe the pulse?		<ul style="list-style-type: none"> Listen and appraise – <i>Tubular Bells</i> by Mike Oldfield Clap out the pulse 	
How does the music make you feel?		<ul style="list-style-type: none"> Listen and appraise – <i>The Banana Rap</i> Use correct musical language to describe the song 	
How would you move your body in time to the music?		<ul style="list-style-type: none"> Listen and appraise – Happy by Pharrel Williams Think of actions to perform the song 	
How can perform the song well?		<ul style="list-style-type: none"> Listen and appraise – <i>When I’m 64</i> by The Beatles Perform <i>Banana Rap</i> to an audience 	
Christmas songs		<ul style="list-style-type: none"> Christmas performance 	

Growth	Possibilities	Health	Community
To develop an awareness of different styles of music. To become a well-rounded musician.	To overcome insecurities and be willing to have to go.	Children to understand how music can express feelings and emotions in different ways.	Children to collaborate together and take pride in a musical performance in front of their community.
Relevant RRSA Article	Article 17: You have the right to get information that is important to your wellbeing.		

Science – Autumn 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Observe changes across the four seasons. 	Children will know how to; <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	Children will know; <ul style="list-style-type: none"> The four seasons are Spring, Summer, Autumn and Winter. Leaves fall off the trees in Autumn. Hibernation is when animals sleep in the winter. Name animals that hibernate; hedgehogs, bats and dormice. The weather can be sunny, rainy, cloudy, windy, snowy and foggy. 	Children will learn about the different seasons and the weather and activities associated with them. Children will learn vocabulary associated with the weather and pretend to be a meteorologist to create a weather diary.
		Writing Opportunity	Resources
		Writing captions for a weather diary.	<ul style="list-style-type: none"> Non-fiction books Espresso Bags for leaf collecting Crayons

Key Questions / Learning Journey Steps	Implementation
What are the four seasons? (1 lesson) How do we know it is Autumn time? (2 lessons)	<ul style="list-style-type: none"> Watch espresso video Go on an Autumn hunt – collect leaves Read Leaf Man. Discuss events in Autumn including hibernation Make a Leaf hedgehog.
What happens in the different seasons? (4 lessons)	<ul style="list-style-type: none"> Display a picture/photo of each season. Which season does each photo show? Why do you think this?
	<ul style="list-style-type: none"> Discuss each season and what changes as a result. Look at trees from all seasons. Children to create artwork showing how trees change across the year.
	<ul style="list-style-type: none"> Discuss each season and what changes as a result. Draw pictures representing each season. Complete the sentence 'My favorite season is...'
How can we describe the weather? (1 lesson) How does the weather change across a week/year? (2 lessons)	<ul style="list-style-type: none"> Discuss each season and what changes as a result. Read Seasons Come, Seasons Go (Tree). Observe daily weather changes. Record what they have seen using pictures and a simple sentence. Watch weather clips on espresso.

Growth	Possibilities	Health	Community
Children to develop a growing awareness of our natural world and how humans interact within it.	Children can become environmentalists.	Children will begin to understand the need and importance for looking after the human body.	Children to develop an understanding of looking after everything in their school grounds.
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.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	Children will know how to; <ul style="list-style-type: none"> Cut materials safely using tools provided. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Explore how products have been created. 	Children will know; <ul style="list-style-type: none"> Things can move with force. Words for mechanisms; levers, slider, pivot. Design is creating an idea. Designs can be changed and improved. 	The children will investigate how designs can be made to move in things like toys. They will design, make and evaluate a dinosaur picture with moving parts.
		Writing Opportunity <ul style="list-style-type: none"> Describe what they want to do using pictures and words 	Resources <ul style="list-style-type: none"> Card Split pins Templates Coloured pencils Proforma Toys Pop-up books
Key Questions / Learning Journey Steps		Implementation	
How do these objects move? (1 lesson)		<ul style="list-style-type: none"> Look at different moving objects (e.g. puppets) 	
How can I make a picture move? (1 lesson)		<ul style="list-style-type: none"> Look at moving pictures. What is making the picture move? Children to choose their own moving picture design and colour in. Cut out moving picture. Attach object to slider. 	
What do I need to include on my design? (1 lesson)		<ul style="list-style-type: none"> Design a picture of a pterodactyl flying over a volcano. What will you need? How will it move? 	
How will you make your moving picture? (2 lessons)		<ul style="list-style-type: none"> Make pterodactyl flying over a volcano with a level and split pin. On IWB have a photo of a model made with split pins EG Dancer and a model made with a lever EG sheep jumping over a fence. Explain to your partner how each picture can move. What mechanisms do they have. 	
What do you think of your moving picture? (1 lesson) How could you improve your moving picture?		<ul style="list-style-type: none"> Evaluate moving dinosaur picture. Say what is good about it. What would you do next time? 	
Growth	Possibilities	Health	Community
Children will learn to become independent fine motor skills.	Children should be willing to have a go and understand how to improve and how to develop resilience if things go wrong.	Children will become reflective and begin to evaluate their own and others work.	Children to show empathy and begin to realise how they can help others.
Relevant RRSA Article	Article 12: You have the right to give your opinion and for adults to listen and take it seriously.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	Children will know how to; <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. 	Children will know; <ul style="list-style-type: none"> We live in England. The United Kingdom is made of England, Scotland, Wales and Northern Ireland. London is the capital of England. 	Children will learn about the United Kingdom and the four countries within it. They will use maps to look at the location of the United Kingdom. They will learn about the capital city of England and landmarks associated with it.
		Writing Opportunity <ul style="list-style-type: none"> Label a map of the UK including the names of the countries, capital cities and major seas. Place names begin with capital letters. 	Resources <ul style="list-style-type: none"> Atlases Espresso Large map of UK (per class)
Key Questions / Learning Journey Steps		Implementation	
Where do we live? (1 lesson)		<ul style="list-style-type: none"> Look at a map of the UK Label and colour England. 	
What are the countries in the United Kingdom? (2 lesson)		<ul style="list-style-type: none"> Look at the flags Children to make a flag for one country of the United Kingdom. Children to label and colour countries of the UK on a map 	
What are the capital cities of the United Kingdom? (1 lessons)		<ul style="list-style-type: none"> Look at the capital cities of the countries within the UK on a map. Label London on a map in small groups. 	
What landmarks can we find in London? (2 lessons)		<ul style="list-style-type: none"> Look at London landmarks (e.g. Big Ben, Buckingham Palace, Houses of Parliament, River Thames). Read <i>Katie goes to London</i>. What landmarks does she visit? Children to draw a London Landmark and label with a simple sentence – <i>This is the...</i> 	

Growth	Possibilities	Health	Community
Differences between countries make us unique and important.	Children should be able to broaden their horizons through travel.	Children should be proud to be British.	Children should understand what it means to be British.
Relevant RRSA Article	Article 7: You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).		

How To Find A Dinosaur



It is large and heavy but... it is the first and only one discovered in Europe.

(Mary Anning – Paleontologist)

