



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 2	Topic Title/Theme: Emergency!	Term: Autumn
Entry Point: Map symbol hunt where children are given a sheet with items within our schools grounds. They have to find the matching item and locate the map symbol for it, adding it to their sheet.	Exit Point: DT Parent / carer workshop.	Visits/Visitors or Special Arrangements: <ul style="list-style-type: none"> • Trip to the Angel • Visit from an emergency service - Fire brigade • St Mary's Heritage Centre – Great Fire of Gateshead/Newcastle • Visit from Rev. Mark Worthington
Topic Overview: Children will learn about our area developing map skills to help them better understand the make-up of the area they live in. they will learn about the Angel of the North and create their own maps. Children will explore different drawing techniques and will use these skills to create a drawing of the Angel of The North. Children will then learn about the great fire of Gateshead and follow this by making an emergency vehicle with axels.		Outdoor Learning: <ul style="list-style-type: none"> • Animals and their habitats. Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education • 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.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk5	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
PHSE	Science	Geography	Geography	Art	Art	RE	Science	History	History	DT	DT
Transition	Living Things and their habitats	Local area Geography - Map Skills – aerial photos create maps using symbols (The Angel) Human/Physical, walk to The Angel – create own maps.		Collage and Paint – Colour mixing and creating a Great Fire of Gateshead collage scene.		Christianity	Living Things and their habitats	Great fire of Gateshead – significant local event and Guy Fawkes – Significant individual in history		Make vehicle using axels	
Outdoor Learning / PSHE			PE			Computing			Music / MFL		

PSHE – Autumn 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Respectful relationships:</p> <ul style="list-style-type: none"> 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>Online Relationships:</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How to respond safely and appropriately to adults they may encounter whom they do not know. 	<p>Children will know how to;</p> <ul style="list-style-type: none"> HW2 Recognise right and wrong, what is fair and unfair and explain why. HW19 Use strategies to stay safe when using ICT and the internet CI2 Recognise the difference between right and wrong and what is fair and unfair CI3 Consider ways of looking after the school or community and how to care for the local environment CI5 Express views and take part in decision-making activities to improve their immediate environment or community 	<p>Children will know;</p> <ul style="list-style-type: none"> Being generous is when you give your time, help someone, or give them something you have (while expecting nothing in return). Sometimes rules that seem unfair are needed for a good reason. A community is a group of people that share a common interest. We belong to many communities such as school, a club, the place we live. People we meet online are strangers and we should not meet up with them or give them personal information about ourselves. 	<p>Children will begin to understand the role of the local community, the importance of sharing and that everyone has a responsibility to consider the needs of themselves and others.</p>
		<p>Writing Opportunity</p> <p>Write a class pledge about the local community</p>	<p>Resources</p> <ul style="list-style-type: none"> See Dimensions individual lesson resources. Globe or world map
Key Questions / Learning Journey Steps		Implementation	
<p>Is it important for countries to be friends with each other?</p>		<p>Core 2 unit 4 Lesson 3: Friendship-Hola! Bonjour! Have you ever been to a different country? Look at some of the places on a globe/map. What is different/the same about some of these places? Watch the FunKey film from resources about greeting each other. Can you make up a new greeting? Do you think it is important for people from different countries to be friendly towards each other? Why?</p>	
<p>How can we share and be generous? Should we always expect something in return?</p>		<p>Core 2 Unit 4 Lesson 4: Friendship-Share Alike Read the birthday story. Discuss what the pupils expect when they share their things? Something of the same value back in return e.g. one sweet for one sweet or is it nice to share with the expectation of receiving nothing in return? What do you share? Why?</p>	
<p>How would you define the word 'unfair'? Can you give an example of when you thought something wasn't fair? Can things that seem unfair sometimes be justified?</p>		<p>Core 2 Unit 3 Lesson 1-Fair and Unfair-It's Not Fair! Show the pupils a box containing a number of different statements which could be deemed either fair or unfair. Using an artefact such as a teddy or a ball, introduce a 'Pass the Parcel' type game. As the music stops, a statement is taken out from the box and is read aloud. The pupils must decide if they think it is fair / unfair and why. Discuss situations where something may seem unfair but is justified.</p>	
<p>How do you support your school community? Can you think of another example of a community?</p>		<p>Core 3 Unit 2 Lesson 1- Our School-Common Goals Talk about the meaning of the word community. Ask pupils to think of different members of the school community. Can you think of a time when a member of the school community helped you? Explain that communities offer shared and mutual support. Ask the children to think of other communities that they belong to.</p>	
<p>Why is it good to be part of different communities? Why could school be described as a community?</p>		<p>Core 2 Unit 2 Lesson 2-Belonging-I Belong... Ask the class: - Have you ever called anyone a name? How did it make you feel? Did you deserve</p>	

	it? Why did you call someone a name? Squirt some toothpaste from a tube and ask the children how you can get it back in the tube. Explain that it is like the things you say. Once you have said something you cannot take it back. What should we do if we say something unkind?
How can we help to look after others in our school community? How can we help to look after others in our wider community?	Core 3 Unit 2 Lesson 3- Belonging-Join Our Club! Ask the children to think about clubs they belong to. Do you wear a uniform? Look at some examples e.g ballet, scouts, football club uniform. Talk about how belonging to a club is a way of belonging to another community with shared interests and goals.
Why must we be careful who we communicate with online?	Core 2 Unit 5 Lesson 7 staying Safe-I don't Know You Ask the children to think of three different adults that they know. Someone they know really well like a parent, someone they know quite well like a neighbour and someone they know less well like a friend's big brother. How would you treat these people differently? Why? Look at the situation posters and discuss the most appropriate and safe thing to do in each situation. What is the difference between adults you know and those you don't? What should you do if an adult makes you feel uncomfortable?

Growth	Possibilities	Health	Community
Children should learn the importance of community and about taking responsibility.	Children should learn that there are lots of activities they can get involved in within their local community.	Children should learn that it is healthy to talk to trusted grown-ups if they feel worried or sad.	Children should learn the importance of belonging to a community.
Relevant RRSA Article	Article 7: Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.		

PE – Autumn 1 Dance

PE – Autumn 1 Dance			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Perform dances using simple movement patterns. 	Children will know how to; <ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 	Children will know; <ul style="list-style-type: none"> Music is counted in beats of eight. Canon – actions that are performed one person after another. Know what coordination means. 	The children will perform a sequence of moves to 'After Dark - Thriller'. The children will begin to understand the importance of performing as characters and making facial expressions throughout this unit of work.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Pictures Music - Thriller
Key Questions / Learning Journey Steps		Implementation	
How did the music and characters from the dance today make you feel?		<ul style="list-style-type: none"> Warm up – T to demonstrate a stretch, chn to copy (start at the top of the body and work your way down) Listen to 'Thriller'. Explain that the beat of the music is important and that in dance we work in beats of 8. Children need to clap and count out loud beats of 8 - perform this with the children. Once they can do this repeat again along with the music Ask the children to get into groups of 3/4 and think of movements that reflect each of the characters (E.g. a zombie would put his arms in front of his body and tilt his head to one side, then walk slowly forward) Give the children the opportunity to create movements/actions that show these different characters Cool down – Chn walk around a large space, T calls out a body part, chn stop and shake that part of their body for 8 counts and then continue walking 	
What beat do we dance to?		<ul style="list-style-type: none"> Children need to form 1 line in the centre of the area, everyone laid on their backs with their arms folded At 17 seconds, chn sit up (8 counts) Open eyes (8 counts) Stand up (8 counts) Arms out (8 counts) Jump, arm up, arm up, crouch down (bob for 8 counts) On the eight count, chn strike a scary pose for 8 counts and repeat. Chn move into a space (16 counts) 	
What do you need to think about when performing the dance? <ul style="list-style-type: none"> The beat The character The music 		<ul style="list-style-type: none"> Warm up – Chn move on the spot in different ways (walk, jog, run, high knees). Ask the chn to freeze in different positions (freeze low, freeze high). Jump on tip-toes and out arms in a U shape (8 counts) "It's close to midnight" - Bend knees and drop head (8 counts) Drop arms and dangle (8 counts) Arms straight in the air, circle round and end with arms by side (8 counts) (1:!4) Cool down – T demonstrates a stretch, chn copy (start at the top of the body and work your way down) 	
What elements do you need to think about when performing and why? <ul style="list-style-type: none"> The character – to tell the story. The beat – moving in time to the music. Expressions – to show the emotions of the dance. 		<ul style="list-style-type: none"> Warm up – Chn to find a space, T calls out an action, chn copy "They start to scream" - Jump on tip-toes, move hands in the air from left to right / screaming expression (8 counts) Fall to the floor (8 counts) Move one body part only (8 counts) 	

	<ul style="list-style-type: none"> • Move a different body part (8 counts) • Stand like zombies (1:30) • Cool down – T demonstrates a tall stretch / wide stretch / small stretch, chn copy (repeat each stretch 2/3 times)
	<ul style="list-style-type: none"> • Warm up – T to call out different objects (characters, objects, animals). Chn get into a position / shape that reflects that object. • Find a space with a partner (8 counts) • Chn stand one behind the other (tallest at the back) • The person at the front claps their hands above the head. At the same time, the person at the back claps their hands in front of the person in front. • Both partners jump into a star (1 count) • Both step to the left, shuffle their shoulders and put their feet together (3 counts) • Both step to the right, shuffle their shoulders and put their feet together (3 counts) • REPEAT • Put their hands in claws and turn to the left, right, left and right (4 counts) • Cool down – walk around the area slowly, focusing on breathing (in and out slowly)
What did you work on and how did you improve your performance during the lesson?	<ul style="list-style-type: none"> • Warm up – twister, side lean, shoulder rotation, variations (one arm, two arms, forwards / backwards), knees-up • Split the class into two groups – one half perform / one half watch • Chn watching to give chn performing a star and wish • Groups swap

Growth	Possibilities	Health	Community
Children should learn the importance of exercise and its effect on your body.	Children should be exposed to a range of games they could play at other times.	Children should have the opportunity to take part in activities which improve their health.	Children should understand that there are a range of clubs available within the community that they could join.
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 - Autumn 1 E-Safety

Computing - Autumn 1 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. Identify trusted adults. 	Children will know; <ul style="list-style-type: none"> Pictures online can be different to the original. Describe ways in which people might make themselves look different online. 	The children will be able to explain how other people may look and act differently online and offline.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Self-image and Identity lesson
Key Questions / Learning Journey Steps		Implementation	
How can you change your appearance online?		<ul style="list-style-type: none"> Children to create their own avatar to show that anyone can change their appearance online. Discuss how going online makes the children feel. 	

Computing – Autumn 1

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 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"> Explain the purpose of information technology in the home Find examples of information technology Explain how information technology helps people List different uses of information technology 	Children will know; <ul style="list-style-type: none"> Say what information technology is. List examples of IT in the home and elsewhere. 	In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.
		Writing Opportunity	Resources
		Poster	<ul style="list-style-type: none"> NCCE unit - Computing systems and networks – IT around us
Key Questions / Learning Journey Steps		Implementation	
How can I stay safe online?		<ul style="list-style-type: none"> Review KS1 acceptable use policy for using computers in school. (poster displayed in classrooms) Revise SMART rules for staying safe online. 	
What is information technology?		<ul style="list-style-type: none"> Identify devices which are computers Discuss what IT can be used for Chn to draw pictures showing examples of information technology and not 	
Where have we seen information technology in the home?		<ul style="list-style-type: none"> Recap information technology. Show examples - is this information technology? Discuss how IT is used at home. 	
Where have we seen information technology in the world?		<ul style="list-style-type: none"> Identify information technology beyond school and home. Show pictures of a shopping centre, wood, an office and a beach. Do you think we will find IT here? Children to sort different types of IT depending on whether it would be found on a street or in a shop/café. 	
How does IT improve our world?		<ul style="list-style-type: none"> Look at pictures of IT – Which would be found in a supermarket? Chn will learn that a barcode contains a code which is read very quickly by a computer – linked to item/price 	

	<ul style="list-style-type: none"> • Chn to be a supermarket till – pretend to scan barcode, look up item/price, tells customer and adds to receipt. • Understand how barcodes help shops / shoppers.
Demonstrate safe use of information technology	<ul style="list-style-type: none"> • Recap how we use IT in school • Ask the children how often they use IT • Discuss rules for using a: <ul style="list-style-type: none"> ○ phone ○ tablet ○ games console ○ laptop • Discuss how to stay safe when taking photos of others <ul style="list-style-type: none"> ○ Create a poster of how the photo should look (e.g. not show the person being silly / show the person being happy)
Using information technology responsibly	<ul style="list-style-type: none"> • Discuss: <ul style="list-style-type: none"> ○ What's your favourite IT activity? ○ What's your favourite lesson in school? ○ Why do we have different lessons and activities in school? • Introduce digital five a day • Children spend five minutes trying out each aspect of the digital five a day <ul style="list-style-type: none"> ○ Connect ○ Be active ○ Be creative ○ Give to others ○ Be mindful

Growth	Possibilities	Health	Community
Children to become more independent when using information technology.	Children to understand how technology has made our lives better.	Children will learn how to stay safe online.	Children will learn how information technology can help the community in schools, shops (etc.).
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.		

Science – Autumn 1 & 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Children will know how to;</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, that are dead and that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Children will know;</p> <ul style="list-style-type: none"> Explain what alive, dead and never been alive means and give examples for each. Know that where an animal lives is its habitat. Explain how a polar animal is suited to its habitat. Know what the parts of a food chain are; producer, consumer, predator, prey. Know what omnivores, carnivores and herbivores are. 	<p>Children will have an understanding of different habitats and why the animals are suited to them.</p> <p>Children will learn how to use scientific vocabulary to describe simple food chains.</p>
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Writing (non- fiction) – Instructions to create a bug hotel. 	<ul style="list-style-type: none"> Cup and paper Masking tape

Key Questions / Learning Journey Steps	Implementation
What are the differences between things that are living, dead, and things that have never been alive?	<ul style="list-style-type: none"> Discuss pictures – alive, dead or never been alive? Chn to complete sheet (cut and stick)
What is the relationship between animals and their habitats?	<ul style="list-style-type: none"> Children to be given a fact about an animal. Read a share fact with the class. Discuss the animal’s habitat Chn to write subheading, cut out animals and match to correct habitat. Then, choose an animal to write a sentence about.
What is the relationship between the animals and their habitats?	<ul style="list-style-type: none"> Discuss how most animals are suited to the habitat that they live in. Use videos to show children animals in their habitats – e.g. in the sea, Arctic etc. Children stick in pictures and describe adaptations Reading comprehension on habitats.
Would it be better if we helped wild animals?	<ul style="list-style-type: none"> Discuss what animals need from their habitats in order to survive Identify ways in which their habitats are being damaged or destroyed Create a habitat for a chosen wild animal e.g. bug hotel
How do animals get their food?	<ul style="list-style-type: none"> Identify where animals get their food from in different habitats Introduce and make food chains food chains Introduce and display vocabulary Repeat for different habitats – polar, desert, rainforest, ocean etc.
What would happen if something was removed from a food chain?	<ul style="list-style-type: none"> Draw food chains for different habitats and use scientific vocabulary to label them Draw own food chains and label

Growth	Possibilities	Health	Community
Children will learn to care for the environment and the living things within it.	Regardless of gender, anyone can become a scientist.	Children will understand what they should and shouldn’t touch in the environment.	Children will understand the habitats within their local community.
Relevant RRSA Article	Article 29: Goals of Education - Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

Geography			
National Curriculum <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Procedural Knowledge <p>Children will know how to;</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify land use around the school. Use basic geographical vocabulary: <p>key physical features, including: forest, hill, soil, vegetation and weather.</p> <p>key human features, including: city, town, house, office and shop.</p> <ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key. 	Semantic Knowledge <p>Children will know;</p> <ul style="list-style-type: none"> Know what a map is and what it tells us. Know what a Key is on a map. Recognise some basic symbols. N, S, E and W on a compass. Name a human feature (city / road) and a physical feature (river, mountain, sea). 	Overall Subject Intent <p>Children will have an understanding of their local area using various maps and photographs.</p> <p>Children will learn basic map symbols and apply their knowledge to their own map.</p> <p>Children will identify local landmarks using the language of human and physical.</p>
		Writing Opportunity <p>N/A</p>	Resources <ul style="list-style-type: none"> Aerial photographs Google earth
Key Questions / Learning Journey Steps		Implementation	
What are features of a map?		<ul style="list-style-type: none"> Chn to go on a hunt around school to find map symbols. Chn to symbols in books. To be taught over two lessons. 	
How can we describe direction?		<ul style="list-style-type: none"> Introduce chn to rhymes to remember compass points. Play games where chn follow directions. Create a map of the school grounds using symbols and compass points for directions. To be taught over three lessons. 	
What are the main difference between the old and new aerial photographs?		<ul style="list-style-type: none"> Use ariel photographs and google earth to locate our school and its surroundings. Discuss differences between old and new. To be taught over two lessons. 	
How would you categorise the features of our environment?		<ul style="list-style-type: none"> Teach human and physical features. Using the photographs again, can chn identify them on a map of the local area? 	
What is your opinion of our local landmark?		<ul style="list-style-type: none"> Reading comprehension. 	
Growth	Possibilities	Health	Community
Children will learn to appreciate the natural and physical features of our local environment and discover more about some of our local landmarks.	Children will learn that local can have an impact on their environment.	Children will learn the importance of having a mixture of physical and human features in an environment.	Children will understand the importance of a school community.

Relevant RRSA Article	Article 13 – freedom of expression: Every child must be free to express their thoughts and opinions and the access all kinds of information as long as it is within the law.
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Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Children will know how to; <ul style="list-style-type: none"> Respond to ideas and starting points. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	Children will know; <ul style="list-style-type: none"> Know that Henri Henri Matisse is French and that he is now dead. The Snail is a famous piece of art by Matisse. Describe a collage. Know which colours are primary. Know that we mix primary colours to make a secondary colour. 	The children will have an understanding of the work of Henri Matisse and create their own inspired collage. They'll start to see how artists inspire others and how art can be made without just paint.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Evaluation of their final drawing. 	<ul style="list-style-type: none"> Coloured paper
Key Questions / Learning Journey Steps		Implementation	
What happens when we mix colours?		<ul style="list-style-type: none"> Recap the primary colours. Introduce the secondary colours and explain how they are made by mixing primary. Create a colour wheel using paint (primary and secondary). 	
Who was Henri Matisse?		<ul style="list-style-type: none"> Look at the work of Matisse and his use of cut and torn complementary coloured paper. Talk to the children about the actual size of Matisse's 'The Snail' in the Tate Modern and discuss what they think and feel about the work. Measure out the size of the image on the floor and ask the children to stand in the space. Using torn coloured paper in groups, re-create The Snail image and share. To be taught over two lessons. 	
What are the features of the colours in Henri Matisse's work?		<ul style="list-style-type: none"> Talk to the children about the way in which Matisse placed primary and complementary colours side by side in his collaged images. <ul style="list-style-type: none"> Red – green Blue – orange Yellow – purple Reading comprehension on Matisse/collage. 	
What happens if I mix colours?		<ul style="list-style-type: none"> Show children images of fire – discuss colours within both. Using paint, children to mix as many shades of suitable colours for both fire and ice in sketch books. After, children to create similar colour sheets on paper ready to tear to use for collage. To be taught over two lessons. 	
How would you evaluate your work?		<ul style="list-style-type: none"> Final piece – children to create a fire picture using collage inspired by Matisse. Evaluate their work (verbal). To be taught over two lessons. 	

Growth	Possibilities	Health	Community
Children will work well with a partner showing compassion when comparing their work.	Children will learn that different people express themselves in different ways.	Children will learn how music can affect mood.	Children will be respectful to others when they are comparing their work and work collaboratively.
Relevant RRSA Article	Article 13 - freedom of expression: Every child must be free to express their thoughts and opinions and the access all kinds of information as long as it is within the law.		

RE			
Agreed Gateshead Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
People, places and practices <ul style="list-style-type: none"> Types of prayer/principal prayers (e.g. The Jesus prayer, The Lord's Prayer, The Nicene Creed, The Apostles Creed). Services and sacraments (Mass and Marriage) 	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. Identify how they have to make their own choices in life. Recognise, name and describe some religious artefacts, places and practices. 	Children will know; <ul style="list-style-type: none"> Christians get married in a church. People getting married are called the bride and groom. Promises are exchanged called vows. 	The children will have an understanding of Christian marriage and the wedding ceremony.
		Writing Opportunity	Resources
		Writing – Wedding invitation	
Key Questions / Learning Journey Steps		Implementation	
How do Christians celebrate marriage? What occasions do followers of this religion celebrate?		Services and sacraments – Mass and Marriage <ul style="list-style-type: none"> Pupils share own experience of weddings. Look at Christian wedding – clothes worn, special foods eaten, Church, rings, promises made etc. 	
Based on what you know, how would you explain a Christian wedding?		<ul style="list-style-type: none"> Make wedding invitations. Mind map 	
Growth	Possibilities	Health	Community
Children should develop an understanding of how marriage is celebrated in the Christian church. They will learn about how Christians worship through mass.	Children will understand that they could choose to be a Christian and that one day they may choose to get married.	Children will understand how celebrations bring families together and this is a happy time.	Children will understand the importance of being a member of a religious community and celebrating together as a church community.
Relevant RRSA Article	Article 14: Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.		

PSHE – Autumn 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>Children will know how to;</p> <ul style="list-style-type: none"> • PW6 Recognise what they are good at • PW10 Make positive real-life choices • PW20 Recognise how their behaviour affects other people • HW2 Recognise right and wrong • HW11 Recognise how their behaviour and that of others may influence people both positively and negatively • HW15 Listen to, reflect on and respect other people’s views and feelings • HW16 Negotiate and present their own views • HW18 Work and play independently and in groups, showing sensitivity to others 	<p>Children will know;</p> <ul style="list-style-type: none"> • Setting goals can help us to achieve them. • We can achieve more when we work together as a team. • We should listen to the opinions of others. • It is okay to have different opinions. 	<p>Children will recognise right and wrong and understand that their actions can have positive and negative consequences. They are aware of their own talents and abilities and can set goals. They understand the importance of working together and listening to others’ opinions.</p>
		Writing Opportunity	Resources
		<p>Children to write a short-term goal and a long-term future goal.</p>	<ul style="list-style-type: none"> • See Dimensions individual lesson resources. • Books: Tusk Tusk’ by David McKee. • Soft ball
Key Questions / Learning Journey Steps		Implementation	
<p>What happens if people do things that are wrong? Should there be consequences? Are our beliefs about right and wrong fair for all? Can you think of behaviours that are never right, under any circumstances?</p>		<p>Core 2 Unit 3 Lesson 4- Right and Wrong-In the right Ask the children to decide if different actions are right or wrong from the scenario cards. Give the pupils the statement, which could be either right or wrong, depending upon the Context and ask them to discuss. Should there be consequences for doing things wrong?</p>	
<p>When is the best time to think about consequences – before or after we choose to do something? Why?</p>		<p>Core 1 Unit 4 Lesson 5 Consequences-Good v Bad Give the pupils action statements and ask them to write down the consequences of that particular action e.g. I am running around the classroom / I may hurt myself would be the consequence. Repeat with several action statements. Pupils are to offer their own feedback on the activity. Discuss positive and negative consequences. Why should we think about consequences before we do things?</p>	
<p>Why is it important to have goals? What would you like to be when you grow up?</p>		<p>Core 1 Unit 4 Lesson 6 Aspirations-It’s a Goal Tell your story of what you wanted to be when you grew up, your goals and aspirations, include some challenges that you faced along the way. Use some personal visual aids such as photos and artefacts to help further engage the pupils. Ensure that the pupils understand the terms ‘goals’ and ‘aspirations’. Ask the children to think of a goal they would like to achieve today and a long term goal. Why is it important to have goals?</p>	
<p>Why is it important to be able to negotiate?</p>		<p>Core 2 Unit 1 Lesson 4 Co-operation-Negotiation Tell the children they are going to think of a class name. Explain that they are going to have to negotiate with each other to make a final decision. Give the children a marshmallows and pasta building challenge. Distribute materials unfairly and explain that groups will have to negotiate with each other to get the materials that they need. Why is it important to be able to negotiate?</p>	
<p>Why is it important to be able to work as a team?</p>		<p>Core 2 Unit 1 Lesson 5 Cooperation-Want to Play? Introduce the concept of cooperation - what does it mean? Choose a pupil, place a blindfold over their eyes and ask another pupil to guide them around the classroom safely. Explain that the children had to cooperate to play the game. Discuss other games / occasions where co-operation is important e.g. in the classroom, to ensure a safe and pleasant environment for everyone.</p>	
<p>What rules should we follow when having a debate? What does it mean to be ‘peace-loving?’</p>		<p>Core 2 Unit 1 Lesson 6 o-operation -Let’s Debate!</p>	

Is it OK to disagree?	Read the story 'Tusk Tusk' by David McKee. Who were the smartest elephants? Why? Ask pupils to think about the ending of the story: the grey elephants appeared, so which elephants may have been the smartest after all? What does it mean to be peace loving? Is it okay to disagree?
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Growth	Possibilities	Health	Community
Children should learn the importance of goal setting, and working together to achieve goals.	Children should learn that there are lots of opportunities as they grow up.		Children should learn that there can be lots of different opinions in their community and that debate can be positive to this.
Relevant RRSA Article	Article 7: Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.		

PE – Autumn 2 Hockey

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent	
<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending 	Children will know how to; <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Children will know; <ul style="list-style-type: none"> • What a hockey stick is and to keep it below the waist. • Explain that there should always be two hands on the hockey stick. • Push hit. 	To play a mini game of hockey, following rules, understanding teams and using equipment.	
		Writing Opportunity		Resources
		N/A		<ul style="list-style-type: none"> • Cones • Hockey sticks • Balls

Key Questions / Learning Journey Steps	Implementation
What is an invasion game?	<ul style="list-style-type: none"> • Play the traffic light game with a hockey stick and ball. • Play follow the leader: Groups of 3/4 . The first child dribbles the ball, the rest follow. The leader passes the ball to a team member and they join the back of their group.
How do I develop co-ordination and movement?	<ul style="list-style-type: none"> • Set out different paths for the children to follow - set out 6 - 8 cones of the same colour. Each child requires a ball - they should dribble the ball around the area using their hands to roll the ball. The children can choose a path they want to follow - they must start at one of the cones and visit all the cones in that path touching each with their ball - they can choose the order of the cones they move to. • Each child requires a ball to move around the area with - they should dribble the ball around on the ground using their hands. On the signal "Stop" the children must stop and freeze as quickly as possible - they must also stop their ball.
How can I develop ball control?	<ul style="list-style-type: none"> • Each child requires a ball to move around the area with - they should dribble the ball around the area using their hands to roll the ball. The children should move in and out of the cones without touching them. When the teacher calls out the colour of one of the cones the children should dribble their ball to a cone of that colour and touch it with the ball. • Set out 25 - 30 gates (Using 2 marker cones, 2 steps apart). Each child will need a hockey stick and 1 ball. The children must dribble their ball around the area and through as many gates as possible.
How do I dribble a ball with speed and accuracy?	<ul style="list-style-type: none"> • All the children are to work on their own in a set area (approximately 40 steps by 40 steps for a class of 30). Each child will need a hockey stick and a ball. Ask the children to dribble their ball around the area keeping it under control. Encourage the children to change direction and move into space. • Split the class into groups of 5/6 - each child needs a hockey stick and each group needs 1 ball. Split each of these groups in half and ask them to stand opposite each other 10 steps apart. The first child dribbles the ball in a straight line to their team-mate and gives them the ball before joining the back of the opposite line. This child then dribbles the ball back to the other line, gives it to the next child and then joins the back of this line.
How do I pass to a teammate?	<ul style="list-style-type: none"> • Children to work in pairs with 1 ball between them. Each pair should find a space, stand 4-5 steps apart facing each other. Start by rolling the ball back and forth. Using the hands, roll and stop the ball. • Set out 15 - 20 gates (Using 2 marker cones, 2 steps apart). The children are to work in pairs with a hockey stick each and 1 ball between them. The aim is for the pairs to dribble the ball around the area and pass the ball through a gate to their partner.

	Once the ball is passed through a gate the child who receives the ball dribbles the ball to another gate and passes the ball back to their partner.
How do I score?	<ul style="list-style-type: none"> Play mini games of hockey. In groups of 2 or three, children to pass to their partners and try and score a goal against another team. If the other team gain possession of the ball, they can then try to score a goal. Each child must dribble/pass the ball before scoring.

Growth	Possibilities	Health	Community
Children should learn the importance of exercise and its effect on your body.	Children should be exposed to a range of games they could play at other times.	Children should have the opportunity to take part in activities which improve their health.	Children should understand that there are a range of clubs available within the community that they could join.
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 – Autumn 2 E-Safety

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. Identify trusted adults. 	Children will know; <ul style="list-style-type: none"> How to search online. Information online can be new or old. Know that information online can stay for a very long time. 	The children will explain how information put online about someone can last for a long time.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Online Reputation lesson
Key Questions / Learning Journey Steps		Implementation	
How long do you think information stays online for?		<ul style="list-style-type: none"> Children to complete wordsearch about their personal information. Discuss whether this information should be shared online. Discuss what children think life was like before the internet. Become Time Travellers and see what ‘ancient’ information you can find online. 	

Computing - Autumn 2

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 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"> Describe the things that happen online that I must tell an adult about. Take photos in both landscape and portrait format Discuss how to take a good photograph Improve a photograph by retaking it Explore the effect that light has on a photo Recognise that images can be changed Apply a range of photography skills to capture a photo 	Children will know; <ul style="list-style-type: none"> You can take pictures on an iPad. Where to find them. Name devices used to take photographs. A landscape picture is horizontal. A portrait picture is vertical. 	Through the lessons in this unit, learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> NCCE unit – Digital photography
Key Questions / Learning Journey Steps		Implementation	
How can I stay safe online?		<ul style="list-style-type: none"> Chn to discuss what they do online (e.g. play games) Ask the children what to do if they see something online that gives them yucky feelings Encourage the children to identify who their trusted grow-ups are. 	
What makes a good photograph?		<ul style="list-style-type: none"> Compare photographs and clip art images – how are they different? Chn to sort devices into those that can take photos and those that can't. Discuss when it is ok to take someone's photo. Play photography bingo to find out what the chn have taken photographs of. Discuss what is needed in order to take a good photograph. Chn have an opportunity to take a good quality photograph. 	
What makes a good photograph?		<ul style="list-style-type: none"> Recap – What do you need to take a good photograph? Introduce portrait and landscape. 	
Landscape or portrait?			

	<ul style="list-style-type: none"> • Chn to take a photo of a person and the working wall in portrait and landscape – discuss which looks better. • Look at examples of photos – why has the photographer taken the photo in portrait / landscape. • Chn to be given a list of objects and predict whether a photograph of them will be better in portrait or landscape. Investigate and record results.
What makes a good photograph?	<ul style="list-style-type: none"> • Recap: Look at photos taken in portrait / landscape – how could they be improved? • Discuss what you need to consider to take a good photograph <ul style="list-style-type: none"> ○ Positioning ○ Framing ○ Subject • Look at similar / same photo taken in different ways. Discuss which is better and why • Chn to use a paper frame to decide whether their photo would be better taken in portrait or landscape. • Chn to choose a photo they have taken that they want to improve. Retake.
What makes a good photograph? Lighting	<ul style="list-style-type: none"> • Look at photos of varying quality – chn to decide which they would keep / delete • Look at a dark image and discuss what is wrong with it • Chn to take photos in different locations and score (out of 10) the effect of the lighting • Chn to choose a photo that has turned out too dark. Discuss ways lighting could be added: <ul style="list-style-type: none"> ○ Add more daylight ○ Add camera flash ○ Use another light source • Look at a blurry image. How could it be improved?
What makes a good photograph? Effects	<ul style="list-style-type: none"> • How can you change a photo? <ul style="list-style-type: none"> ○ Talk about editing colour • Chn to use filters in Pixlr to change the colour of a photo by adding a filter • Chn to save image • Chn to create a new image combining more than one effect.
How can I distinguish a real photograph from fake one?	<ul style="list-style-type: none"> • Recap: What have we learnt about taking a good quality photograph? • Chn to take a photo showing all of the skills they have learnt: <ul style="list-style-type: none"> ○ Landscape / portrait ○ Framing ○ Lighting • Chn to review photos taken • Look at four photos that have been changed using a filter. Discuss how they have been changed. • Discuss how you can look for clues in photos to see whether they are real or fake <ul style="list-style-type: none"> ○ Look at examples and discuss

Growth	Possibilities	Health	Community
Children will learn the importance of taking a good photograph and capturing moments in their lifetime.		Children will learn how to take appropriate photographs of themselves and others.	Children will learn how communities have developed by looking at photographs.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.		

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimension of music. Play tune and untuned instruments musically. 	Children will know how to; <ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Use symbols to represent a composition and use them to help with a performance. Identify beat and pulse in music 	Children will know; <ul style="list-style-type: none"> Names of a range of instruments such as glockenspiel, drum, saxophone, triangle, guitar. That they can like or dislike music. That some notes go together and some don't. A beat is the length of time each note is played. The pulse is a steady beat. 	The children will use musical language to describe songs and will use symbols (rather than notation) to play a simple tune. They will be able to copy a tune with 2 different notes with increasing confidence.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Charanga Glockenspiels
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 Listen and appraise What instrument is this PPT 	
Can you identify a musical note?		<ul style="list-style-type: none"> Playing instruments – notation – listen to 2 notes and play back. create simple tunes with a partner to copy. 	
Can you play a tune with 2 notes?		<ul style="list-style-type: none"> Playing instruments – creating a tune with 2 different notes. 	
Can you copy a tune with 2 notes?		<ul style="list-style-type: none"> Playing instruments – copying a tune with 2 different notes 	
Can you follow notes to play a simple tune ?		<ul style="list-style-type: none"> Playing instruments – to play a simple tune. 	
Can you perform a simple tune?		<ul style="list-style-type: none"> Final performance 	
Christmas songs		<ul style="list-style-type: none"> Christmas performance 	

Growth	Possibilities	Health	Community
Children will begin to listen and appraise music from other cultures. This will allow them to develop their knowledge of the world around them.	Giving children the opportunity to listen to music from around the world will broaden their choices and allow differences to be explored.	Children will listen to different songs that allow them to express themselves.	Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them to share these experiences with other's and spread knowledge.
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.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. 	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? Describe historical events. Describe significant people from the past. Use dates where appropriate. 	Children will know; <ul style="list-style-type: none"> Know the year of the Great Fire of Gateshead. Know key facts about the Great Fire of Gateshead; where it started, how it spread across the river, how it stopped. 	Children will have an understanding of and event in local history and the circumstances behind it. Children will compare how this might be different if it happened now.
		Writing Opportunity	Resources
		NA	<ul style="list-style-type: none"> Trip to St Mary's Heritage Centre Videos and images
Key Questions / Learning Journey Steps		Implementation	
Why did the Great fire of Gateshead start?		<ul style="list-style-type: none"> Visit St Mary's Heritage Centre, Gateshead Introduce the Great Fire of Gateshead Timeline – sequence events as pictures (and text). 	
Why was the fire difficult to put?		<ul style="list-style-type: none"> Reading comprehension Look at fire engine (from today) and fire tender (1854) Explain that a fire tender moves water from one place to another Children to identify features of fire tenders from 1854 and today Compare 	
Why did the fire spread?		<ul style="list-style-type: none"> Discuss the reasons why the fire took so long to put out <ul style="list-style-type: none"> Fire tenders pulled by horse Pump water Houses were close together Explosion which caused it to spread Firemen came from across the region Children to choose three reasons, draw three pictures and write a sentence to explain one of the causes. 	
How has fire safety changed over time?		<ul style="list-style-type: none"> Children to recap the events following the start of the fire in 1854 Children to compare how those events would be different in 2022 E.g. Fire starts > policeman saw, Fire starts > alarm sounds Children to draw pictures to show how fires are extinguished today compared to the 19th Century. 	

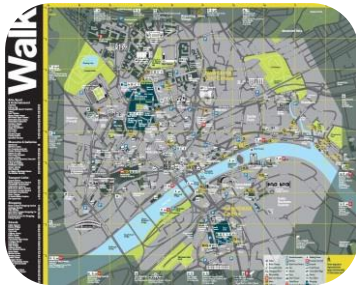
Growth	Possibilities	Health	Community
Children will learn about significant events in our local history	Children will be given opportunities to ask questions and experience what it was like at the time of the fire	Children will learn why the emergency services are important for our safety	Children will learn the importance of acting responsibly in their local community.
Relevant RRSA Article	Article 6 – Life, survival and development: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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"> Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Create products using levers, wheels and winding mechanisms. Cut materials safely using tools provided. 	Children will know; <ul style="list-style-type: none"> Know wheels turn on an axel. Name a fault in a battery operated device. Know that George William Manby invented the fire extinguisher. 	Children will understand that wheels turn on an axle. Children will compare fire engines from the past and present, and use their research to design, make and evaluate their own moving vehicle.
		Writing Opportunity Evaluation	Resources <ul style="list-style-type: none"> Chassis Wheels Axles Cardboard box Paint Glue Double sided sellotape Decorative supplies String Card Dowel

Key Questions / Learning Journey Steps	Implementation
What types of vehicles are used in an emergency?	<ul style="list-style-type: none"> Introduce incredible inventor – George William Manby (fire extinguisher) Look at examples of toy fire engines. Ask chn which they like the best. Create a tally. Chn to write a sentence explaining which they like the most. Discuss faults in battery operated devices.
How can I make a vehicle move? What does a fire engine need?	<ul style="list-style-type: none"> Design fire engine Label chassis, wheels and axles Design winding mechanism (ladder)
	<ul style="list-style-type: none"> Make fire engine <ul style="list-style-type: none"> Paint box Construct chassis, wheels and axle Add features (e.g. lights, hose, windows) Create winding mechanism
Does my product work?	<ul style="list-style-type: none"> Write an evaluation <ul style="list-style-type: none"> Tick aspects of design brief achieved (wheels turn on an axle / winding mechanism) Chn to write two sentences explaining how their product meets the design brief

Growth	Possibilities	Health	Community
Children should learn that we have emergency services now that we didn't have in the past.	Children should learn about the job roles within the emergency services.	Children should learn that the emergency services are to keep up safe.	Children should learn about how to act responsibly within their community.
Relevant RRSA Article	Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

Emergency!



By failing to prepare, you
are preparing to fail.

Benjamin Franklin

