



# Harlow Green Primary School

## National Curriculum Medium Term Planning

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|--|---|--|
| <b>Year Group: 3</b>   | <b>Topic Title/Theme: Water of Life (Health)</b>  | <b>Term: Autumn</b>  |
| <b>Entry Point:</b><br>Handling artefacts from Ancient Egypt to generate interest.   | <b>Exit Point:</b><br>Learn about flooding and revisit how this was helpful in Ancient Egypt. Create explanation. | <b>Visits/Visitors or Special Arrangements:</b><br><ul style="list-style-type: none"> <li>Hancock museum</li> </ul>  |
| <b>Topic Overview:</b><br>Children will learn about how the Ancient Egyptian civilization grew up around the River Nile and about how important the river was to their everyday lives. Children will learn how to use printing ink to communicate and will replicate ancient Egyptian hieroglyphs. Children will learn about Mountains and the water cycle ending with learning about how and why rivers flood and how this was instrumental in creating a fertile land for people to live and work on in Ancient Egypt. |   | <b>Outdoor Learning:</b><br>Mirror investigation (science)<br>DT making a Shaduf (outdoor learning)  |
|  |   | <b>Subjects taught on a weekly basis:</b><br><ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>MFL</li> <li>Computing</li> <li>PSHE</li> </ul> |

| Curriculum Drivers   |   |  |   |
|--|---|--|---|
| Growth   | Possibilities   | Health   | Community   |
| compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,   | open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,   | Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,   | Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,   |
| Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts. | Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults. | All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online. | Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities. |

| Wk1                     | Wk2                   | Wk3   | Wk4     | Wk5                               | Wk6 | Wk7       | Wk8   | Wk9 | Wk10  | Wk11      | Wk12   |
|-------------------------|-----------------------|---|---------|-----------------------------------|-----|-----------|---|-----|---|-----------|--------|
| PHSE                    | Science               | History   | History | Art                               | Art | Science   | RE  | RE  | Geography   | Geography | DT     |
| Transition              | Light – Shadow Clocks | Ancient Civilizations (Egypt) – achievements and advances |         | Printing on papyrus – Hieroglyphs |     | Rocks     | <b>Christianity</b> The baptism of Christ, John the Baptist Baptism – sacrament and service |     | The water cycle<br>If there is little rain, how does the river Nile flood annually? |           | Sewing |
| 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"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>The conventions of courtesy and manners.</li> <li>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.</li> </ul> <p>Online Relationships</p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> | <p>Children will know how to;</p> <ul style="list-style-type: none"> <li>HW19 Use strategies to stay safe when using ICT and the internet</li> <li>HW21 Use ICT safely including keeping electronic data secure</li> <li>PW33 Begin to make responsible choices and consider consequences</li> </ul> | <p>Children will know;</p> <ul style="list-style-type: none"> <li>SMART rules for staying safe online:<br/>S= stay safe by not <b>sharing</b> personal information.<br/>M= Don't <b>meet</b> anyone you have only made friends with online.<br/>A=Don't accept messages or friend requests from strangers.<br/>R=Know that not everyone online is <b>reliable</b>.<br/>T=<b>Tell</b> an adult if anything online worries you.</li> <li>Class rules.</li> </ul> | <p>Children will understand why rules are needed in different situations and recognise that rules may need to be changed. They will also recognise how their behaviour and that of others may influence people both positively and negatively and know how to keep safe and how and where to get help.</p> |
|   |  | Writing Opportunity  | Resources  |
|   |  | <p>Lesson plan</p>   | <ul style="list-style-type: none"> <li>See Dimensions individual lesson resources.</li> </ul>  |
| Key Questions / Learning Journey Steps  |  | Implementation   |  |
| How can I be safe online?   |  | PSE Core 1 Unit 6 Ln 1: E-Safety – Online Chat   |  |
|   |  | Learn the SMART rules for staying safe online and learn why they are so important.   |  |
| Why should we keep our information safe?  |  | PSE Core 1 Unit 6 Ln 2: Online Privacy – The Secrets Jar   |  |
|   |  | Discuss which information we should keep private. How would we feel if private/secret information was stolen and shared? Explain that it is the same for information that we share online.   |  |
| What are the sensible choices we need to make to keep ourselves safe online?  |  | PSE Core 1 Unit 6 Ln 3: Online Privacy: E Protection   |  |
| Where can you go to get help and support?   |  | List all the good things this technology allows us to do.  |  |
|   |  | Does it allow us to do bad things and make bad choices?  |  |
|   |  | Discuss these - why might this happen more easily online?  |  |
|   |  | Ask the children to complete the e-safety quiz.  |  |
|   |  | <ul style="list-style-type: none"> <li>Were any of the pupils surprised by the results?</li> </ul>   |  |
| Why do we have rules?   |  | PSE Core 3 Unit 1 Ln 1 Rules: I'm in Charge!   |  |
|   |  | Discuss why rules are important and why it is important to act responsibly.  |  |
|   |  | In groups, ask the children to plan a 5 minute activity for the class to do in groups.   |  |
|   |  | <ul style="list-style-type: none"> <li>What are the positives and negatives of being in charge of the class. Why do we need rules and expectations?</li> </ul>   |  |
| How does irresponsible behavior affect learning?  |  | <ul style="list-style-type: none"> <li>PSE Core 3 Unit 1 Ln 2 Thinking Ahead: Lesson Planning</li> <li>PSE Core 3 Unit 1 Ln 3 Taking the Lead: Learning Time</li> <li>Children teach their activities to the class. 5 mins per group. Think about behaviour in the sessions. Were all the pupils behaving responsibly? Was there any behaviour that made</li> </ul>  |  |

|  |   |
|--|---|
|  | teaching difficult or hindered the learning? What important role does behaviour play in learning? |
|--|---|

| Growth  | Possibilities   | Health   | Community  |
|---|---|--|--|
| Children develop an understanding of their own emotions and about the importance of money | Children learn about being in charge and learn that they could be a manager, they can be the one who makes the rules.   | Children will learn about emotional health. We will discuss loss and develop strategies for dealing with loss. | Children will learn about being financially viable members of the community. |
| <b>Relevant RRSA Article</b>  | <b>Article 19:</b> Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them |  |  |

**PE – Autumn 1 Hockey**

| <b>National Curriculum</b>  | <b>Procedural Knowledge</b>  | <b>Semantic Knowledge</b>   | <b>Overall Subject Intent</b>  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Follow the rules of a game and play fairly</li> <li>Pass to team-mates at appropriate times</li> <li>Maintain possession of a ball</li> <li>Lead others and act as a respectful team member</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>You hold a unihoc stick with two hands</li> <li>The difference between a push shot and a slap shot</li> <li>That you must only touch the ball/puck with the side of the unihoc stick</li> <li>Rules for basic games</li> </ul> | Apply skills and play with confidence in small game formations, following rules, using key vocabulary and playing as a team. |
|   |  | <b>Writing Opportunity</b>  | <b>Resources</b>   |
|   |  | NA  | <ul style="list-style-type: none"> <li>Unihoc sticks and balls</li> <li>Cones</li> <li>Bibs and chalk</li> </ul>             |

| <b>Key Questions / Learning Journey Steps</b>      | <b>Implementation</b>   |
|--|---|
| What is Unihoc?                                    | <ul style="list-style-type: none"> <li>Share sport with class and watch video - <a href="http://www.youtube.com/watch?v=nVX4HLQs-80">http://www.youtube.com/watch?v=nVX4HLQs-80</a></li> <li>Split class into teams of 6 – mini games (allow for T assess and to draw out from children which skills they need to work on)</li> </ul>   |
| How can I pass the ball successfully?              | <ul style="list-style-type: none"> <li>Show children how to hold the Unihoc stick – go through ppt about holding the stick, body position and ball position. Power hand (right if right handed – on middle of stick)</li> <li><a href="https://www.youtube.com/watch?v=PCB2V9brkP4">https://www.youtube.com/watch?v=PCB2V9brkP4</a> (Tips on holding stick)</li> <li>Introduce push pass.</li> <li>Set children up in pairs or threes - practice passing between each other.</li> <li>Extend by passing and moving into a space.</li> </ul> |
| How can I control the ball when dribbling?         | <ul style="list-style-type: none"> <li>Watch video of / model dribbling techniques <a href="https://www.youtube.com/watch?v=FX-UVFx_fxc">https://www.youtube.com/watch?v=FX-UVFx_fxc</a></li> <li>Practice dribbling techniques on spot.</li> <li>Children dribble around space</li> <li>Progress onto dribbling around cones.</li> <li>Introduce a pass at the end</li> <li>Finish with relay races</li> </ul>   |
| What is the best technique to shoot?               | <ul style="list-style-type: none"> <li>Paired work – passing ball between cones – shooting into goal at end</li> <li>Introduce slap shot. <a href="https://www.youtube.com/watch?v=TaJ_GQglats">https://www.youtube.com/watch?v=TaJ_GQglats</a></li> <li>Finish with small games – look for use of taught skills.</li> </ul>  |
| How do I tackle?                                   | <ul style="list-style-type: none"> <li>1 v 1 tackling activity and King of the Ring</li> </ul>  |
| Which skills do I need to play Unihoc effectively? | <ul style="list-style-type: none"> <li>Ask children – which skills have we been working on?</li> <li>Unihoc circuit – 4 stations to practice taught skills.</li> </ul>  |
| How do I play successfully as part of a team?      | <ul style="list-style-type: none"> <li>Discuss importance of communication and team work.</li> <li>Play Unihoc games in small teams (6 players)</li> <li>2 games happening (5 mins each) – rotate so each team gets a rest and can watch / pick out star players.</li> </ul>  |

| <b>Growth</b>  | <b>Possibilities</b>   | <b>Health</b>                          | <b>Community</b>  |
|--|--|--|---|
| Children will grow and develop confidence and co-ordination. | Children will be open to the possibility that they can be sports people.   | Children will exercise and be healthy. | Children will work as members of teams and in small groups. |
| <b>Relevant RRSA Article</b>                                 | <b>Article 29</b> (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. |  |   |

**PE – Autumn 1 Gymnastics**

| National Curriculum   | Procedural Knowledge  | Semantic Knowledge  | Overall Subject Intent  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul> | <p>Children will know how to;</p> <ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> </ul> | <p>Children will know:</p> <ul style="list-style-type: none"> <li>7 key shapes: straight, star, tuck, dish, arch, pike and straddle</li> <li>4 balances: arch balance, front support, arabesque, crab balance</li> <li>That 'travel' means to move from one place to another</li> </ul> | <p>Children will create a sequence which includes a starting position, three different ways of traveling with three different balance and a finishing position.</p> |
|   |   | Writing Opportunity   | Resources   |
|   |   | NA  | <ul style="list-style-type: none"> <li>Mats</li> <li>Benches</li> </ul>   |

| Key Questions / Learning Journey Steps        | Implementation   |
|---|--|
| What gymnastic skills do the children have?   | <ul style="list-style-type: none"> <li>Recap landing safely</li> <li>Ask the children to create a gymnastic routine to assess their abilities.</li> </ul>  |
| What are the key shapes?                      | <ul style="list-style-type: none"> <li>Introduce children to seven of the key shapes: straight star, tuck, dish, arch, pike and straddle.</li> <li>Children to practice creating the shapes.</li> </ul>                      |
| How can we travel using different body parts? | <ul style="list-style-type: none"> <li>Model traveling on different body parts.</li> <li>Children to practice.</li> <li>Investigate travelling at different speeds.</li> <li>Children to link movements together.</li> </ul> |
| How do you perform a balance effectively?     | <ul style="list-style-type: none"> <li>Teach the children four individual balances: arch balance, front support, arabesque, crab balance.</li> <li>Children to create a sequence linking together the balances.</li> </ul>   |
| How to we link movements together?            | <ul style="list-style-type: none"> <li>Recap key shapes and balances</li> <li>Children to link a shape and a balance</li> </ul>  |
| How is a sequence created?                    | <ul style="list-style-type: none"> <li>Children to develop a sequence with a starting position, travelling into a balance (3 times) and a finishing position.</li> </ul>   |

| Growth   | Possibilities  | Health                                 | Community   |
|--|--|--|---|
| Children will grow and develop confidence and co-ordination. | Children will be open to the possibility that they can be sports people.   | Children will exercise and be healthy. | Children will work as members of teams and in small groups. |
| <b>Relevant RRSA Article</b>                                 | <b>Article 29</b> (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. |  |   |

### Computing – Autumn 1 ESafety Privacy and Security

| Computing – Autumn 1 ESafety Privacy and Security  |   |  |   |
|--|---|--|---|
| National Curriculum  | Procedural Knowledge  | Semantic Knowledge   | Overall Subject Intent  |
| <ul style="list-style-type: none"> <li>Pupils should be taught to use technology safely, respectfully and responsibly.</li> <li>Recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</li> <li>Be discerning in evaluating digital content.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Create a unique password to log on to the school network</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>Using 8 characters or more helps make a password secure.</li> <li>Including numbers, letters, symbols helps make a password secure.</li> <li>Not using personal names or dates</li> <li>Not to share passwords</li> </ul> | Children will be able to create passwords that are hard to decipher, understanding that a good password can protect a lot of private information and have a purpose to keep the user safe. Children will also continue to understand that there are many threats and dangers with online work and we have to keep ourselves safe. |
|  |   | <b>Writing Opportunity</b>   | <b>Resources</b>  |
|  |   | N/A  | <ul style="list-style-type: none"> <li><a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a></li> <li><a href="#">Y3 Powerful Passwords</a></li> <li>Planit-Twinkl Internet safety</li> <li>Unit 3.2 Purple Mash</li> <li>Online Safety</li> </ul>  |
| Key Questions / Learning Journey Steps   |   | Implementation   |   |
| What would make a strong password?   |   | <ul style="list-style-type: none"> <li>Read information about different children and create their passwords as a group</li> <li>Children create own passwords on flashcards</li> </ul>   |   |

### Computing - Autumn 1

| Computing - Autumn 1  |   |   |   |
|---|---|---|---|
| National Curriculum   | Procedural Knowledge  | Semantic Knowledge  | Overall Subject Intent  |
| <ul style="list-style-type: none"> <li>Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Children will develop an understanding of how to safely connect with others.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>Input devices: e.g. keyboard, mouse, scanner</li> <li>Output devices: e.g. monitor, speakers, printer</li> <li>Name the parts of a computer network:                             <ul style="list-style-type: none"> <li>Server</li> <li>Switch</li> <li>Client Computer</li> <li>Wireless Router</li> <li>Printer</li> </ul> </li> </ul> | Children will develop their understanding of digital devices, with a focus on inputs, processes and outputs.<br>Children will compare digital and non-digital devices.<br>Children will discover the benefits of connecting devices in a network. |
|   |   | <b>Writing Opportunity</b>  | <b>Resources</b>  |
|   |   | N/A   | <ul style="list-style-type: none"> <li>NCCE – <a href="http://www.teachcomputing.org">www.teachcomputing.org</a></li> </ul>   |
| Key Questions / Learning Journey Steps  |   | Implementation  |   |
| How does a digital device work?   |   | <ul style="list-style-type: none"> <li>NCCE Connecting Computers Unit – Lesson 1</li> <li>Children will understand that digital devices accept inputs, produce outputs.</li> <li>Children will follow a process.</li> </ul>   |   |
| What parts make up a digital device?  |   | <ul style="list-style-type: none"> <li>NCCE Connecting Computers Unit – Lesson 2</li> <li>Children will classify input and output devices.</li> <li>Children will design a digital device.</li> </ul>   |   |

|   |   |
|---|---|
| How do digital devices help us?         | <ul style="list-style-type: none"> <li>• NCCE Connecting Computers Unit – Lesson 3</li> <li>• Children will compare inputs and outputs on a digital device to non-digital tools.</li> </ul> |
| How am I connected?                     | <ul style="list-style-type: none"> <li>• NCCE Connecting Computers Unit – Lesson 4</li> <li>• Children will learn how and why computers are joined together to form networks.</li> </ul>    |
| How are computers connected?            | <ul style="list-style-type: none"> <li>• NCCE Connecting Computers Unit – Lesson 5</li> <li>• Children will look at the benefits of networking computers.</li> </ul>                        |
| What does our school network look like? | <ul style="list-style-type: none"> <li>• NCCE Connecting Computers Unit – Lesson 6</li> <li>• Children will identify networked devices in school.</li> </ul>                                |

| Growth   | Possibilities   | Health                                    | Community   |
|--|---|---|---|
| Children will develop ICT skills for the world in which we live. | Children will learn how connected devices support their learning and the benefits of connecting devices.  | Children will learn how to be safe online | Children will understand how devices can be connected to a community. |
| <b>Relevant RRSA Article 13</b>                                  | <b>Article 13:</b> Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. |   |   |

| Music  |  |  |   |
|--|--|--|---|
| National Curriculum  | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent  |
| <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>• Improvise repeated patterns</li> <li>• Play clear notes on instruments and use them to make a range of sounds</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>• A range of instruments such as glockenspiel, drum, saxophone, triangle, guitar etc.</li> <li>• How to hold beaters correctly to play notes clearly on a glockenspiel.</li> <li>• That pulse is the constant spaced beats that the melody follows</li> </ul> | Children will begin to understand how to use symbols to read music to play the glockenspiel. Children will learn how to improvise and sing and play instruments alongside each other in time in front of an audience. |
|  |  | <b>Writing Opportunity</b>   | <b>Resources</b>  |
|  |  | N/A  | <ul style="list-style-type: none"> <li>• Charanga</li> <li>• Glockenspiels</li> <li>• Wooden instruments</li> </ul>   |

| Key Questions / Learning Journey Steps   | Implementation   |
|--|--|
| How can I create and describe music?   | <ul style="list-style-type: none"> <li>• Use different instruments to create sounds –describe the sounds using musical vocabulary</li> <li>• Listen to the song ‘Let your spirit fly’ – what can the chn hear? Identify the pulse, rhythm and genre. (R ‘n’ B)</li> </ul>  |
| What are the similarities and differences between each song?                       | <ul style="list-style-type: none"> <li>• Warm up games. Chn listen to the song again and tap along to the pulse. Play Michael Jackson, allow the chn to tap along to the pulse to begin to identify similarities and differences. Begin to learn different parts of a song and how they are put together.</li> </ul> |
| Which notes do we use for each part of the song on the glockenspiel? (week 4)      | <ul style="list-style-type: none"> <li>• Adapted for COVID – changed from recorders. Chn to start to learn the ‘easy’ part on the glockenspiel in pairs, one person says the note whilst the other plays the instrument. Chn to sing the song at the end of each lesson.</li> </ul>                                  |
| How are instruments used to create effect? (week 5)                                | <ul style="list-style-type: none"> <li>• Listen to ‘consider yourself’ – think about how the song is made and the instruments used. Talk about the theatrical aspect. Try to play along to it before going back to ‘let your spirit fly’. (Adapted for COVID Use glockenspiels, practise the song.)</li> </ul>       |
| What does ‘improvise’ mean? How can we improvise with music?                       | <ul style="list-style-type: none"> <li>• The chn must use their instruments to improvise with notes. They must play their own tune along to the backing track.</li> </ul>  |
| In a song, is it the same person who sings and plays the instruments ?             | <ul style="list-style-type: none"> <li>• Split the children into groups. Have singers and chn using instruments. Chn will alternate so that they all have a chance at each thing.</li> </ul>   |
| Children will do their final performance, some using instruments and some singing. | <ul style="list-style-type: none"> <li>• Children will do their final performance, some using instruments and some singing.</li> </ul>   |

| Growth  | Possibilities  | Health | Community  |
|---|--|--------|--|
| Children will develop their understanding of composing music. They will learn how a song is put together and how different parts of a song are used for effect. | The children will be learning to improvise with the song allowing them to explore different notes and sounds. They will become more aware of how sounds are made.  |        | The children will experience different music that they may like or dislike. They will be able to use this to communicate with others and spread their knowledge. |
| <b>Relevant RRSA Article</b>  | <b>Article 29</b> (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. |        |  |



**Science – Autumn 1**

| National Curriculum   | Procedural Knowledge  | Semantic Knowledge   | Overall Subject Intent   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> | <p>Children will know how to;</p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> </ul> | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• That the sun (and other stars), torches, lamps and screens are sources of light</li> <li>• The moon is not a source of light but reflects light from the sun</li> <li>• Good reflective materials are smooth and shiny</li> <li>• light travels in straight lines</li> <li>• that materials are either opaque, translucent and transparent and are able to define</li> <li>• that we need some UV light to produce Vitamin D and to support good mood</li> <li>• That too much UV light can cause skin cancer, premature aging and eye damage</li> <li>• That shadows are formed when an (translucent/opaque) object blocks the light</li> </ul> | <p>Children will learn how light reflects off objects and how shadows are formed and changed. Children will set up an investigation and make predictions.</p>                  |
|   |   | Writing Opportunity  | Resources  |
|   |   | <ul style="list-style-type: none"> <li>• Create advert/poster warning dangers of UV light</li> <li>• Write an explanation why they have chosen a particular material</li> <li>• Write up investigation with prediction, method and conclusion</li> </ul>   | <ul style="list-style-type: none"> <li>• Sorting game</li> <li>• Mind map</li> <li>• Feely bags</li> <li>• Mirrors</li> <li>• Range of materials</li> <li>• Torches</li> </ul> |
| Key Questions / Learning Journey Steps  |   | Implementation   |  |
| <p>What is light? What is the difference between light and dark?</p>  | <ul style="list-style-type: none"> <li>• Light mind map- discover what chn already know.</li> <li>• Play light source sorting game</li> <li>• What’s in the bag- use 5 feely bags- chn to complete logs.</li> </ul>   |  |  |
| <p>Which surfaces will reflect light?</p>   | <ul style="list-style-type: none"> <li>• Watch clip- design reflective book bag making a prediction</li> <li>• Make reflective tester in pairs</li> <li>• Create a conclusion together</li> </ul>   |  |  |
| <p>How do mirrors work?</p>   | <ul style="list-style-type: none"> <li>• Model use of mirrors using interactive game</li> <li>• Record messages in pairs using mirrors to decipher</li> <li>• Outdoors- draw wavy line and follow looking at mirror above heads</li> </ul>  |  |  |
| <p>Why is the sun dangerous for our eyes and how can we protect them?</p>   | <ul style="list-style-type: none"> <li>• Sort statements- hero or villain</li> <li>• Discuss UV light and its effects</li> <li>• Sun safety quiz</li> </ul>   |  |  |
| <p>Which material is best to block light and why?</p>   | <ul style="list-style-type: none"> <li>• Investigate in groups how light travels in a straight line</li> <li>• Discuss opaque, translucent and transparent</li> <li>• Children complete investigation- best material for baby brother’s bedroom</li> </ul>  |  |  |
| <p>How can we change the size of shadows?</p>   | <ul style="list-style-type: none"> <li>• Investigate how the size of shadows can change- explore patterns by moving object from light source and record patterns.</li> <li>• Create own shadow puppets and record findings using STEM sentences</li> </ul>  |  |  |

| Growth   | Possibilities   | Health   | Community   |
|--|---|--|---|
| Children have thirst for knowledge and make scientific predictions | Regardless of age or gender, children should be inquisitive and curious as to why things happen – children learn about scientific ways of working and the possibility that they could be a scientist.   | Children should know how to keep themselves safe in the sun. | Children should have a responsible attitude when working outdoors |
| <b>Relevant RRSA Article</b>                                       | <b>Article 29:</b> 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. |  |   |

| History  |  |  |   |
|--|--|--|---|
| National Curriculum  | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent  |
| <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Use appropriate historical vocabulary</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>That an artefact is an object made by a human being which is of cultural and historical importance</li> <li>That the Nile River was important to ancient Egyptians providing fertile land for crops, fish for food, a way of transporting goods by boat</li> <li>That mummification was used to preserve the bodies of Pharaohs when they died</li> <li>Order some of the processes of mummification</li> <li>That hieroglyphs (images) were used by ancient Egyptians for writing</li> <li>That Howard Carter was a famous archaeologist and Egyptologist</li> <li>That Tutankhamun was an ancient Egyptian pharaoh whose mummified remains were discovered and helped our understanding of Ancient Egypt</li> </ul> | Children will learn about the advances made by the ancient Egyptians and how these were used in daily lives during this period of history. They will understand the importance of the River Nile and how it allowed the civilization to flourish. |
|  |  | <b>Writing Opportunity</b><br>Diary entry as Howard Carter   | <b>Resources</b> <ul style="list-style-type: none"> <li>Artefacts</li> <li>Videos</li> <li>Mummification images</li> <li>Hieroglyphic alphabet</li> </ul>   |
|  |  | <b>Key Questions / Learning Journey Steps</b>  |   |
| Why was the River Nile important to the ancient Egyptian civilisation?   |  |  |   |
| Who were the ancient Egyptians?  |  | <ul style="list-style-type: none"> <li>Look at artefacts (real and images) and ask questions</li> <li>Video about ancient Egyptians</li> </ul>   |   |
| Why was the Nile River important to ancient Egyptians?   |  | <ul style="list-style-type: none"> <li>Video</li> <li>Label River Nile to show different ways it was used and how it supported life in Egypt</li> </ul>  |   |
| What advances did the Ancient Egyptians make?  |  | <ul style="list-style-type: none"> <li>Explore mummification process – write a step by step guide</li> <li>Hieroglyphs – design your own cartouche</li> </ul>  |   |
| Why do you think Tutankhamun is remembered today?  |  | <ul style="list-style-type: none"> <li>Explore Howard Carter and how he found the tomb of Tutankhamun.</li> <li>Write his diary entry on the night he found the tomb.</li> </ul>   |   |

| Growth  | Possibilities  | Health   | Community  |
|---|--|--|--|
| Developing an understanding of how life was different in the past and how life has changed over time. | Children can become archaeologists regardless of gender.   | Understanding how the river Nile kept people healthy (food and sanitation). Make links to our river. | Understanding how people live in communities, and how communities existed in the past. |
| <b>Relevant RRSA Article</b>  | <b>Article 31:</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. |  |  |

| Art  |  |  |   |
|--|--|--|---|
| <b>National Curriculum</b>   | <b>Procedural Knowledge</b>  | <b>Semantic Knowledge</b>  | <b>Overall Subject Intent</b>   |
| <ul style="list-style-type: none"> <li>Pupils should be taught to develop their techniques (printing) through experimentation.</li> <li>Create sketch books and record observations</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Develop ideas from starting points</li> <li>Replicate patterns observed</li> <li>Make printing blocks</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>That a monoprint is an image that can only be made once</li> <li>That's a stamp block is used to make a print</li> <li>How to load a roller with ink</li> </ul>   | Children will create a press print hieroglyph (or own design) onto papyrus.   |
|  |  | <b>Writing Opportunity</b>   | <b>Resources</b>  |
|  |  | <ul style="list-style-type: none"> <li>Annotations and writing evaluations</li> </ul>  | <ul style="list-style-type: none"> <li>Slabs</li> <li>Roller</li> <li>Different textures (bubble wrap, sand paper, corrugated card, Lego board, metal book holder, tinfoil etc)</li> <li>Copy of hieroglyph symbols</li> <li>Styrofoam tiles</li> </ul> |
| Key Questions / Learning Journey Steps   |  | Implementation   |   |
| How do we use printing ink and a roller?   |  | <ul style="list-style-type: none"> <li>Explore different techniques including inking up a slab and using a roller on paper</li> <li>Explore the printing process</li> <li>Explore the effects produced by putting textured objects underneath the paper</li> </ul>   |   |
| What effect do different textures create?  |  | <ul style="list-style-type: none"> <li>Explore the effects produced by putting textured objects underneath the paper</li> </ul>  |   |
| What is a monoprint?   |  | <ul style="list-style-type: none"> <li>Ink slabs - use different tools to etch into the surface (ie. Lolly stick). Print onto paper for topic working wall/ sketch books. Practise with different lines and different coloured paper.</li> <li>Annotate examples from previous lesson, children to evaluate favourite techniques.</li> </ul> |   |
| What is a stamp block?   |  | <ul style="list-style-type: none"> <li>Children to sketch mirror image of their Egyptian hieroglyph symbol that represents their name / sketch own designs</li> <li>Transfer on to Styrofoam tile</li> <li>Explore using press print block as a stamp onto different papers</li> <li>Children annotate and evaluate final prints</li> </ul>  |   |

| Growth  | Possibilities  | Health   | Community   |
|---|--|--|---|
| Develop understanding and knowledge of printing techniques. | Children will have the opportunity to have a go at using new skills and techniques.  | Children will reflect upon their work and be creative. | Children will explore how art can be used to communicate with others. |
| <b>Relevant RRSA Article</b>                                | <b>Article 7:</b> Every child has the right to be registered at birth, to have a name and a nationality, and, as far as possible, to know and be cared for by their parents. |  |   |

**PSHE - Autumn 2**

| Statutory Guidance   | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent   |
|--|--|--|--|
| <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> | <p>Children will know how to;</p> <ul style="list-style-type: none"> <li>• PW33 Begin to make responsible choices and consider consequences</li> <li>• PW44 Empathise with another viewpoint</li> <li>• PW45 Form and maintain appropriate relationships with a range of different people</li> <li>• HW1 Know how to keep safe and how and where to get help</li> <li>• HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>• HW15 Listen to, reflect on and respect other people’s views and feelings</li> </ul> | <p>Children will know;</p> <ul style="list-style-type: none"> <li>• Friendships are important because they make us happy and secure.</li> <li>• We should treat our friends with kindness and respect.</li> <li>• Empathy is the ability to understand and share feelings with another.</li> <li>• If you get lost there are things you should do.</li> </ul>  | <p>Children will understand how to be a good friend. They will know that friendships need boundaries and they will be able to empathise with others viewpoints. They will learn how to avoid getting lost and how to keep themselves safe if they do get lost.</p> |
|  |  | <p><b>Writing Opportunity</b></p>  | <p><b>Resources</b></p>  |
|  |  | <ul style="list-style-type: none"> <li>• Lesson plan</li> </ul>  | <ul style="list-style-type: none"> <li>• See Dimensions individual lesson resources.</li> </ul>  |
| <p align="center"><b>Key Questions / Learning Journey Steps</b></p>  |  | <p align="center"><b>Implementation</b></p>  |  |
| <p>What are the main features of a ‘good friend’?<br/>Why does having good friends make life so much better?</p>   |  | <p>Core 2- Unit 5 Lesson 1- Best features<br/>What makes a ‘good friend’? Display the good friend features list on a whiteboard and then ask the pupils to work in non-friendship pairs to choose the top four essential features. Ask them to explain why they have chosen those four features. What is so important about being e.g. kind? Should we be kind only to our friends or to everyone?</p>   |  |
| <p>Where are the different places that you have met and made friends?<br/>How can you show friendship to the people you meet?<br/>How will it affect you both?</p>   |  | <p>Core 2- Unit 5 Lesson 2 Friendship-Circle Time<br/>Think about the different groups of friends we have. Name the different places that you have met and made friends.<br/>How can you show friendship to the people you meet? How will it affect you both?</p>  |  |
| <p>Do friendships need boundaries?<br/>Should you think about your own behaviour in a friendship?</p>  |  | <p>Core 2- Unit 5 Lesson 3 Friendship Falling Out</p> <ul style="list-style-type: none"> <li>• Ask pupils to think about a time they had a fall out with a friend? How did it feel? How did you make friends again? Discuss the friendship scenario. Does the way you behave affect friendships?</li> </ul>  |  |
| <p>Is being a good friend an achievement?<br/>Why / why not?</p>   |  | <p>Core 2 Unit 5 Lesson 4 Friendship The BAFTAs Explain that the class are going to hold a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions.</p> <ul style="list-style-type: none"> <li>• compile a list of categories for the awards e.g. most reliable, kindest, etc. Have a class ballot to choose a winner for each category.</li> </ul>  |  |
| <p>How would it benefit someone else if you can ‘empathise’ with them?</p>   |  | <p>Core 1 Unit 5 Emotions lesson 1 Loss/separation-Lost!<br/>Share the story about ‘The Missing Piece’ with the pupils.</p> <ul style="list-style-type: none"> <li>• Ask the pupils what the story is about and what emotions it explores. Discuss how it feels to lose something special. Using an outline of a teddy, ask the pupils to either write a recount about a time they have been lost or about losing something that was special to them and explain how it made them feel.</li> </ul> |  |
| <p>What can we do to avoid getting lost?<br/>When it might be easier to get lost?<br/>What should you do if you think you may be lost?</p>   |  | <p>Core 1 Unit 5 Lesson 2 Loss/ Separation- Found!</p> <ul style="list-style-type: none"> <li>• Read the 5 lost and found short stories. In groups prepare a short drama scene about being lost. Act them out for the class. What can we do to avoid getting lost when it might be easier to get lost? What should you do if you think you may be lost?</li> </ul>   |  |

| Growth  | Possibilities   | Health  | Community   |
|---|---|---|---|
| Children develop an understanding of how friends can enhance their lives and help them experience new things. | Children learn about how achievements and successes can lead to future ideas and possibilities.   | Children will learn how positive friendships can help build a positive mental health. | Children will learn how their own community can keep them safe. |
| <b>Relevant RRSA Article</b>  | <b>Article 19:</b> Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them |   |   |

**PE – Autumn 2 Tag Rugby**

| <b>National Curriculum</b>  | <b>Procedural Knowledge</b>   | <b>Semantic Knowledge</b>   | <b>Overall Subject Intent</b>  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Follow the rules of a game and play fairly</li> <li>Throw and catch with control and accuracy</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>How to hold a rugby ball correctly</li> <li>That you must pass backwards in rugby</li> <li>A 'try' is the name of a goal in rugby</li> </ul> | Apply skills and play with confidence in small game formations using tactics and attaching and defending.                                  |
|   |   | <b>Writing Opportunity</b><br>NA  | <b>Resources</b> <ul style="list-style-type: none"> <li>Velcro belts and tags</li> <li>Rugby balls</li> <li>Cones</li> <li>Bibs</li> </ul> |

| <b>Key Questions / Learning Journey Steps</b>    | <b>Implementation</b>  |
|--|--|
| What is tag rugby?                               | <ul style="list-style-type: none"> <li>Discuss the game of rugby</li> <li>Show children a video of the sport</li> <li>Introduce the tag belt – play tag</li> <li>Model how to hold the ball</li> </ul>   |
| How can I pass the ball effectively?             | <ul style="list-style-type: none"> <li>Model passing a rugby ball</li> <li>Introduce passing backwards</li> <li>Children to move forward whilst passing backwards in groups of 4</li> </ul>  |
| What is attacking and defending?                 | <ul style="list-style-type: none"> <li>Moving with the ball game</li> <li>Play follow the leader to ensure children stay behind the person with the ball</li> <li>Play 5 v 1 – children run past the defender and try not to get tagged</li> </ul> |
| What tactics can be used in a game of tag rugby? | <ul style="list-style-type: none"> <li>Recap throwing backwards and moving forwards</li> <li>Small games with child taking 5 steps with the ball before passing backwards – other team attempting to tag to get the ball</li> </ul>                |
| How is a game of tag rugby played?               | <ul style="list-style-type: none"> <li>Recap skills so far</li> <li>3 v 1 – three attackers try to score a try with one defender, if tagged game is over</li> </ul>  |
| What skills have I learned?                      | <ul style="list-style-type: none"> <li>Play a mini tag rugby tournament within the class</li> </ul>  |

| <b>Growth</b>  | <b>Possibilities</b>   | <b>Health</b>                          | <b>Community</b>                        |
|--|--|--|---|
| Children will grow and develop confidence and co-ordination. | Children will be open to the possibility that they can be sports people.   | Children will exercise and be healthy. | Children will work effectively in pairs |
| <b>Relevant RRSA Article</b>                                 | <b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. |  |   |

**PE – Autumn 2 Dance**

| <b>National Curriculum</b>   | <b>Procedural Knowledge</b>   | <b>Semantic Knowledge</b>   | <b>Overall Subject Intent</b>   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>• A canon is when movements/actions are performed one after another</li> <li>• Tutting involves making movements with arms and hand in right angles</li> </ul> | Children will create a gymnastic sequence containing shape, travelling, balance, shape.             |
|  |   | <b>Writing Opportunity</b>  | <b>Resources</b>  |
|  |   | NA  | <ul style="list-style-type: none"> <li>• Cones</li> <li>• Rather be by Jess Glynne music</li> </ul> |

| <b>Key Questions / Learning Journey Steps</b> | <b>Implementation</b>   |
|---|---|
| How do we move to a beat?                     | <ul style="list-style-type: none"> <li>• Introduce children to dance style <a href="https://peplanning.org.uk/wp-admin/admin-ajax.php?action=xpand_download_action&amp;att=12491&amp;xdlnonce=a738e970ca">https://peplanning.org.uk/wp-admin/admin-ajax.php?action=xpand_download_action&amp;att=12491&amp;xdlnonce=a738e970ca</a></li> <li>• Introduce children to an 8-count beat – move around hall to the beat</li> <li>• Children create movement and perform them to counts of 8</li> </ul> |
| What is a canon?                              | <ul style="list-style-type: none"> <li>• Explain a canon is when movements/actions are performed one after another</li> <li>• Create movements within groups</li> <li>• Perform movements as a canon in four groups</li> </ul>  |
| What is a tutting action?                     | <ul style="list-style-type: none"> <li>• Explain tutting involves making movements with arms and hand in right angles</li> <li>• Children create tutting movements</li> <li>• Perform in triangle groups</li> </ul>   |
| How do we create a dance phrase?              | <ul style="list-style-type: none"> <li>• Children to create a dance phrase that includes starting positions - movements in unison - levels moves at different levels - include 'tutting' actions - finishing positions</li> </ul>   |
| How do we link movements?                     | <ul style="list-style-type: none"> <li>• Recap phrase created last lesson</li> <li>• Look at movement between routine – how can these be linked?</li> <li>• Children to practice moving between positions</li> </ul>  |
| How can we improve our dance routine?         | <ul style="list-style-type: none"> <li>• Children to perform whole dance routine</li> <li>• What went well?</li> <li>• What could be improved?</li> </ul>   |

| <b>Growth</b>  | <b>Possibilities</b>   | <b>Health</b>                          | <b>Community</b>                                    |
|--|--|--|---|
| Children will grow and develop confidence and co-ordination. | Children will be open to the possibility that they can be sports people.   | Children will exercise and be healthy. | Children will work effectively in pairs and groups. |
| <b>Relevant RRSA Article</b>                                 | <b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. |  |   |



### Computing – Autumn 2 ESafety Online Bullying

| Computing – Autumn 2 ESafety Online Bullying   |   |   |  |
|--|---|---|--|
| National Curriculum  | Procedural Knowledge  | Semantic Knowledge  | Overall Subject Intent   |
| <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>What kind of devices connect online</li> <li>Feelings associated with bullying</li> <li>What bullying is.</li> </ul> | Children will understand how to use online devices safely and appropriately. They will know how to identify bullying behaviours and what to do if it occurs. |
|  |   | <b>Writing Opportunity</b>  | <b>Resources</b>   |
|  |   | N/A   | <ul style="list-style-type: none"> <li>Evolve</li> </ul>   |
| Key Questions / Learning Journey Steps   |   | Implementation  |  |
| How can I behave appropriately online?   |   | <ul style="list-style-type: none"> <li>Read and discuss story of Spiky the Spider.</li> </ul>   |  |
| How does bullying appear online?   |   | <ul style="list-style-type: none"> <li>Complete missing word activity.</li> </ul>   |  |

### Computing – Autumn 2

| Computing – Autumn 2  |   |   |   |
|---|---|---|---|
| National Curriculum   | Procedural Knowledge  | Semantic Knowledge  | Overall Subject Intent  |
| <ul style="list-style-type: none"> <li>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>That 'desktop publishing' refers to the use of software to create documents that share information</li> <li>That Word and PowerPoint have a range of tools that can add and edit text and images</li> <li>How to find the main tools via menus and shortcuts</li> <li>The way information is organised in a document has an impact on the readers' ability to access it</li> </ul> | Children will use appropriate keyboard commands to create and amend text on a device, including making use of a spellchecker.   |
|   |   | <b>Writing Opportunity</b>  | <b>Resources</b>  |
|   |   | Children produce a piece of work on the computer linked to their topic.   | <ul style="list-style-type: none"> <li>NCCE – <a href="http://www.teachcomputing.org">www.teachcomputing.org</a></li> <li>Microsoft word</li> <li>Purple Mash Y3 touch typing Unit</li> <li>Purple Mash 2 Simple</li> </ul> |
| Key Questions / Learning Journey Steps  |   | Implementation  |   |
| How can I use a word processor to present my work?  |   | <ul style="list-style-type: none"> <li>Create a fact file about Ancient Egypt using mind map created in History over the course of the Computing topic this half term.</li> </ul>   |   |
| How do I change the font style, size and colour?  |   | <ul style="list-style-type: none"> <li>Create title – change font, size and colour</li> <li>Save work into a folder using correct sentence case for own name</li> </ul>   |   |
| What is the purpose of a text box?  |   | <ul style="list-style-type: none"> <li>Insert a text box, format text box</li> </ul>  |   |
| How can I insert an image?  |   | <ul style="list-style-type: none"> <li>Insert image and crop image using snip tool</li> </ul>   |   |
| When would I use bullet points?   |   | <ul style="list-style-type: none"> <li>Use bullet points for a list</li> <li>Use correct fingers for typing</li> </ul>  |   |
| How do I save my work safely?   |   | <ul style="list-style-type: none"> <li>Save and print work.</li> </ul>  |   |

| Growth   | Possibilities   | Health | Community  |
|--|---|--------|--|
| Children will develop ICT skills for the world in which we live. | Children will develop word processing skills which will develop their communication skills for the future.<br>Children will identify the benefits of word processing their work which allows them to easily edit and change their work. |        | Children will develop an understanding of how word processing can be used to share information clearly within a community. |
| <b>Relevant RRSA Article 13</b>                                  | <b>Article 13:</b> Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.   |        |  |

| MFL   |   |  |  |
|---|---|--|--|
| <b>National Curriculum</b>  | <b>Procedural Knowledge</b>   | <b>Semantic Knowledge</b>  | <b>Overall Subject Intent</b>  |
| <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Express personal experiences and responses.</li> <li>Ask and answer simple questions</li> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>Where France is on a map of the world</li> <li>At least two other famous French cities</li> <li>Other countries where French is spoken</li> <li>How to say their name and how they are feeling in French</li> <li>Count to ten in French</li> </ul> | The children will learn how to say and respond to simple questions to introduce themselves. They will learn how to recognize and identify words for number 1-10 and colours.                           |
|   |   | <b>Writing Opportunity</b>   | <b>Resources</b>   |
|   |   | N/A  | <ul style="list-style-type: none"> <li>Language Angels</li> <li>Flashcards</li> </ul>  |
| Key Questions / Learning Journey Steps  |   | Activity   |  |
| Where is France?  |   | <ul style="list-style-type: none"> <li>Introduction to France – about France- places, famous landmarks and people</li> <li>Complete map of main locations in France INTERCULTURAL UNDERSTANDING</li> </ul>   |  |
| How do I say how I am feeling?  |   | <ul style="list-style-type: none"> <li>Introduce question and 3 answers to say how you are feeling-listen and repeat with actions and facial expressions</li> <li>Chn to compete worksheet matching expression to correct phrase- WRITING</li> </ul>   |  |
| What is my name?  |   | <ul style="list-style-type: none"> <li>Recap saying how you are feeling- model and children to then answer</li> <li>Question and answer for asking and replying to name LISTENING</li> <li>Combine with saying how you are feeling- speaking</li> <li>Introduce children to a French dictionary</li> </ul>     |  |
| Can you learn numbers in French?  |   | <ul style="list-style-type: none"> <li>Recap conversation- questions and answers</li> <li>Numbers 1-10- listen and repeat, read words- song, can you guess my number?</li> <li>Find words for numbers on sheet - READING</li> </ul>  |  |
| Can you learn French words for colours?   |   | <ul style="list-style-type: none"> <li>Recap conversations- chn. to ask and answer name and how they are feeling</li> <li>Recap numbers bingo?</li> <li>Introduce words for colours- listen and repeat</li> <li>Colour in correct colour for given French word- READING</li> </ul>                             |  |
| What have I learnt in this unit?  |   | <ul style="list-style-type: none"> <li>Re cap learning for unit- greetings, numbers, colours.</li> <li>Listening task- colours</li> <li>Complete 'I can do' grid</li> </ul>  |  |
| Which languages do we speak ?   |   | <ul style="list-style-type: none"> <li><b>Intercultural understanding-</b> discuss what languages the children in the class speak. Where do we Speak them? Who do we speak them with? Why do we want to learn other languages?</li> </ul>  |  |
| Growth  | Possibilities   | Health   | Community  |
| Children should develop knowledge of how to introduce themselves in French and how to introduce others.   | Children are given the opportunity to learn another language to be able to communicate with others.   | Children should accept a new language and should show resilience when learning new skills.   | Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to introduce themselves and others. |
| <b>Relevant RRSA Article</b>  | <b>Article 30:</b> We have the right to use our own language and culture.   |  |  |

**Science – Autumn 2**

| <b>National Curriculum</b>  | <b>Procedural Knowledge</b>  | <b>Semantic Knowledge</b>   | <b>Overall Subject Intent</b>  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Compare and group different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>• There are three types of rock: igneous, sedimentary, and metamorphic</li> <li>• An example of each type of rock</li> <li>• Hardness, permeability and density are properties of rocks</li> <li>• Some layers of soil</li> <li>• Fossils are the remains or traces of plants and animals that lived long ago</li> </ul> | Children will understand the process of fossilization and will identify the different types of rock.   |
|   |  | <b>Writing Opportunity</b><br>Stem sentence linked to River Nile and fertile soil   | <b>Resources</b> <ul style="list-style-type: none"> <li>• Different types of rocks</li> <li>• Deep trays for testing rocks</li> <li>• Soil</li> <li>• Clay</li> <li>• Plaster of Paris</li> <li>• iPads</li> </ul> |

| <b>Key Questions / Learning Journey Steps</b>                         | <b>Implementation</b>  |
|---|--|
| What different types of rock are there and what are their properties? | <ul style="list-style-type: none"> <li>• Look at and sort different types of rocks- sort into metamorphic, sedimentary and igneous. Discuss natural and man-made rocks.</li> <li>• Test the properties of rocks (permeability, durability, density) Group them by their properties</li> </ul>                                      |
| What is soil made of?   | <ul style="list-style-type: none"> <li>• Explore what soil is made of and discuss different layers and explore the four main processes of soil formation.</li> <li>• Link to River Nile flooding (fertile soil) – complete STEM sentence</li> </ul>  |
| How are fossils are formed?   | <ul style="list-style-type: none"> <li>• Discuss how fossils are formed</li> <li>• Children to order the process of fossilizations</li> <li>• Make own fossil using plaster of Paris</li> <li>• Describe the difference between bones and fossils and use photographs of own fossil making (or printed images from ppt)</li> </ul> |

| <b>Growth</b>  | <b>Possibilities</b>  | <b>Health</b>   | <b>Community</b> |
|--|---|---|------------------|
| Children observe changes over time and increase their understanding of the world in which they live. | Children’s eyes are open to the fact they could become a paleontologist like Mary Anning. | Children should work safely when handling soil and rocks. |                  |

|                              |  |
|------------------------------|--|
| <b>Relevant RRSA Article</b> | <b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. |
|------------------------------|--|

| RE  |  |  |  |
|---|--|--|--|
| Gateshead Agreed Syllabus 2018  | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent   |
| <b>Narrative</b> <ul style="list-style-type: none"> <li>Baptism (of Jesus and John the Baptist)</li> </ul> <b>People places and practices</b> <ul style="list-style-type: none"> <li>Sacrament and service of Baptism</li> <li>Communion</li> <li>Confirmation</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Refer to religious figures and holy books to explain answers</li> <li>Explain some of the religious practices of both clerics and individuals</li> <li>Describe how some of the values held by communities or individuals effect behavior and actions</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>John the Baptist was a preacher who came before Jesus and who baptised people.</li> <li>the story of John the Baptist</li> <li>that repentance is when Christians turn away from sin</li> <li>that baptism is a ceremony that symbolises a commitment to living a life as a Christian</li> </ul>  | Children will have the knowledge and understanding to explain what happens during a Baptism ceremony.  |
|   |  | <b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Explaining the importance of John the Baptist and what the story teaches us.</li> </ul>  | <b>Resources</b> <ul style="list-style-type: none"> <li>John the Baptist story</li> <li>Raindrop shapes</li> <li>iPads</li> <li>Videos</li> <li>Baptism artefacts</li> </ul> |
|   |  | <b>Key Questions / Learning Journey Steps</b>  |  |
| Who is John the Baptist and why is he important to Christians?  |  | <ul style="list-style-type: none"> <li>Explore the story of John the Baptist baptizing Jesus</li> <li>Order images / reenact</li> <li>Each group to create an explanation for one image/photo – display as a sequence on working wall</li> <li>Explore and explain why John the Baptist is important and what we can learn from him.</li> </ul>  |  |
| What does water symbolize to Christians?  |  | <ul style="list-style-type: none"> <li>Look at water as a symbol of cleansing in Christianity (through video or visitor)</li> <li>Make raindrop shapes and in each one write something you would like to wash away / say sorry for and how you can make it better.</li> </ul>  |  |
| What does Baptism mean to Christians?<br><i>What are the sacraments (Baptism, Communion, Confirmation and Marriage)?</i>  |  | <ul style="list-style-type: none"> <li>Explore the 7 sacraments and their symbols.</li> <li>Focus on why Christians become baptized – recap story of John the Baptist where Jesus calls his followers to become baptized. Children should understand that Baptism creates a feeling of belonging as part of the Christian identity.</li> <li>Explain why people become baptized and design own symbol for baptism giving reasons for choices.</li> </ul> |  |
| Based on what you know, how would you explain a baptism ceremony?   |  | <ul style="list-style-type: none"> <li>Explore what happens during a Baptism mass. (possibility for visitor from local church to come and talk to the children) re-enacting Baptism ceremony with the children.</li> <li>Combine images and text to explain what happens during a Baptism ceremony.</li> </ul>   |  |

| Growth  | Possibilities   | Health   | Community  |
|---|---|--|--|
| Children will develop an understanding of how Christians live and the choices they make. Compare this to their own beliefs. | Children will learn about the ceremony of Baptism and how they could choose to be Baptised.   | Children will learn that Christians believe that we can ‘wash away’ negative feelings and experiences. Learn that this is one strategy for coping with negativity. | How Baptism, communion and confirmation create feelings of belonging in Christian communities. How the church community celebrates these events. |
| <b>Relevant RRSA Article</b>  | <b>Article 14:</b> 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. |  |  |

## Geography

| Geography   |  |  |  |
|---|--|--|--|
| National Curriculum   | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent   |
| <ul style="list-style-type: none"> <li>• Describe key aspects of the                             <ul style="list-style-type: none"> <li>○ water cycle</li> <li>○ Rivers</li> <li>○ Mountains</li> <li>○ Types of settlement and land use</li> </ul> </li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>• Describe the key aspects of physical geography including the water cycle.</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>• That the three states of matter are solid, liquid and gas</li> <li>• The four parts of the water cycle are Evaporation, Convection, Precipitation and Collection</li> <li>• That dams are built to collect water and send it in a new direction</li> </ul>  | Children will label a diagram and explain key aspects of the water cycle and produce an information leaflet about the River Nile and flooding. |
|   |  | Writing Opportunity  | Resources  |
|   |  | <ul style="list-style-type: none"> <li>• Write explanation of the water cycle.</li> </ul>  | <ul style="list-style-type: none"> <li>• Video clips</li> <li>• Water cycle wheels</li> <li>• Nile River booklet</li> </ul>                    |
| Key Questions / Learning Journey Steps  |  | Implementation   |  |
| What are the three states of matter?  |  | <ul style="list-style-type: none"> <li>• Introduce the 3 states of matter – <a href="https://www.youtube.com/watch?v=tuE1LePDZ4Y">https://www.youtube.com/watch?v=tuE1LePDZ4Y</a></li> <li>• Sorting activity – solid, liquid, gas and their properties</li> <li>• In groups, act out how the particles in each state of matter behave</li> <li>• Introduce changing states of matter – video clips</li> </ul> |  |
| What are the key aspects of the water cycle?  |  | <ul style="list-style-type: none"> <li>• Introduction to the water cycle- focus on vocabulary and create water cycle wheels.</li> <li>• Label water cycle diagram</li> <li>• Create voiceover for video – explain the water cycle<br/><a href="https://www.bbc.co.uk/bitesize/clips/zh4rkqt">https://www.bbc.co.uk/bitesize/clips/zh4rkqt</a></li> </ul>   |  |
| How are clouds and rain formed?   |  | <ul style="list-style-type: none"> <li>• Watch video and time lapse of cloud formation</li> <li>• Label and describe observations on diagram</li> </ul>  |  |
| What are the effects of flooding and how can it be helpful?   |  | <ul style="list-style-type: none"> <li>• Children explore how flooding of the River Nile supported the ancient Egyptian civilization.</li> <li>• Identify the types of flooding and the problems it can cause.</li> <li>• Children create a fact file about the River Nile and why the Aswan dam was built to control flooding.</li> </ul>   |  |

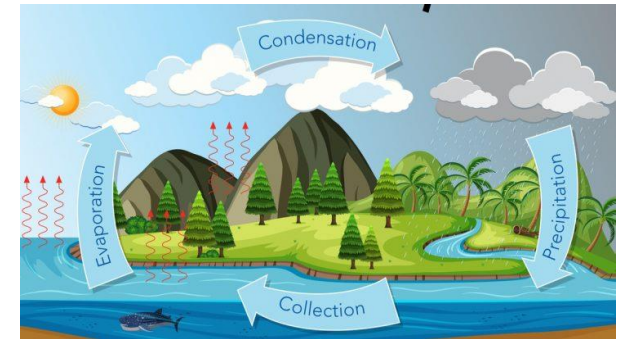
| Growth  | Possibilities  | Health   | Community   |
|---|--|--|---|
| Developing an understanding of how the water cycle works, where water comes from and how important water is | Children can become geologists.  | Understanding how water keeps people healthy and how important water is to our bodies. | Understanding how communities work together to support each other at times of flooding. |
| Relevant RRSA Article   | <b>Article 31</b> (leisure, play and culture)<br>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. |  |   |

| DT  |  |  |  |
|---|--|--|--|
| National Curriculum   | Procedural Knowledge   | Semantic Knowledge   | Overall Subject Intent   |
| <ul style="list-style-type: none"> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> | Children will know how to; <ul style="list-style-type: none"> <li>Understand the need of a seam allowance</li> <li>Join textiles with appropriate stitching</li> <li>Select the most appropriate techniques</li> </ul> | Children will know: <ul style="list-style-type: none"> <li>That you must thread a needle through its eye</li> <li>What a running stitch looks like and how to create this</li> </ul> | Children will create a fabric Christmas stocking using the running stitch to join material.  |
|   |  | <b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>Write evaluation of Christmas stocking.</li> </ul>   | <b>Resources</b> <ul style="list-style-type: none"> <li>Felt</li> <li>Needles</li> <li>Thread</li> <li>Christmas images</li> <li>Ribbon</li> </ul> |
|   |  | <b>Key Questions / Learning Journey Steps</b>  |  |
| How do I use a blanket and running stitch?  |  | <ul style="list-style-type: none"> <li>Children to practice using the running stitches on felt</li> </ul>  |  |
| What will my stocking look like?  |  | <ul style="list-style-type: none"> <li>Research Christmas patterns, colour and images</li> <li>Design own stocking with an image on the front</li> </ul>                             |  |
| How will I create successful stocking?  |  | <ul style="list-style-type: none"> <li>Children to follow plan and use a running stitch to make their stocking. Add a ribbon/tie using the running stitch</li> </ul>                 |  |
| What would I change next time?  |  | <ul style="list-style-type: none"> <li>Children to evaluate their end product.</li> </ul>  |  |

| Growth  | Possibilities  | Health | Community |
|---|--|--------|-----------|
| Children will learn new skills in joining and strengthening and will develop problem solving skills in a group context. |  |        |           |
| <b>Relevant RRSA Article</b>  | <b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. |        |           |



# Water of Life



**"Water is life and clean water means health."**

**Audrey Hepburn - 20<sup>th</sup> Century American Actress**

**You are not a drop in the ocean,  
you are the entire ocean in a drop.**

