

## Geography

- A local study of Holy Island

National Curriculum Links:

Pupils should be taught to:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Learning Outcomes:

Children will:

- Use an atlas to locate Holy Island
- use a key to locate and describe features on an Ordnance Survey map
- be able to identify and describe key geographical features of Holy Island.
- be able to explore human features and describe and locate tourist attractions on Holy Island
- explore the physical features of the island
- create a four or six figure grid map showing these features

## Foreign Languages

- French: Parts of the body  
Members of the family



National Curriculum Links:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase.

Learning Outcomes:

Children will be able to:

- Explore the French alphabet to support pronunciation.
- Say main body parts in French, developing correct pronunciation.
- Match the French vocabulary to English translation.
- Label parts of the body correctly spelling in French.
- Start a conversation about each other's families.
- Respond naming the people within their family.
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## History

- Extended Chronological Study - Tudors

National Curriculum Links:

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a significant turning point in British history

Learning Outcomes:

Children will:

- be able to locate Tudors in the context of British history.
- name the Tudor monarchs and place them in chronological order.
- learn about the appearance and character of Henry VIII
- use the internet to collect relevant information
- learn about the power and importance of a Tudor king.
- understand why Henry VIII married 6 times
- place the wives in order and state what happened to them
- to use the internet safely in order to gather relevant information.
- find out what life was like for a Tudor explorer
- write a detailed diary entry for the experiences of a Tudor explorer

P4C: What makes a good monarch?

## Religious Education

- Hinduism: Hinduism: Do beliefs in Karma, Samsara & Moksha help Hindus lead good lives?

Learning Outcomes: (Northumberland Agreed Syllabus)

Children will:

- start to express their own views about life after death.
- compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.
- express my own views about Hindu beliefs and whether they make sense to me or not.

P4C: What does it mean to lead a good life?

## Physical Education

- Team Games and Dance / Bikeability (Year 5)

National Curriculum Links:

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns

### Outdoor Learning Opportunities

History:

- Making Medieval toothpaste from natural ingredients.

Geography:

- Create a large map of Holy Island and its physical features.

## Maths

National Curriculum Links: (White Rose)

Year 5 - Fractions, Decimals and Percentages

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number.
- identify, name and write equivalent fractions of a given fraction.
- recognise mixed numbers and improper fractions and convert from one form to the other.
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- multiply proper fractions and mixed numbers by whole numbers.
- read and write decimal numbers as fractions.
- recognise and use thousandths and relate to them as tenths, hundredths and decimal equivalents.
- round decimals with two decimal places to the nearest whole number and to one decimal place.
- read, write, order and compare numbers with up to three decimal places.
- solve problems involving number up to three decimal places.
- recognise the percent symbol and understand that per cent relates to number of parts per 100
- solve problems which require knowing percentage and decimal equivalents.



## Maths

National Curriculum Links:

Year 6 - Converting Units of Measure, Perimeter, Area and Volume

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- recognise, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp.
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa.
- recognise when it is possible to use formulae for area and volume of shapes.
- calculate the area of parallelograms and triangles.
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)

## Music

- Charanga: Fresh Prince of Bell Air

National Curriculum Links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

## Computing

- Lego WeDo

National Curriculum Links:

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Learning Outcomes:

Children will be able to:

- design and create a working model
- use software to acquire information
- program model to do basic movements using software
- use feedback to adjust programming output (debugging)



## DT

- Tudor Houses

National Curriculum Links:

Pupils should be taught about:

- generate, develop, model and communicate their ideas through discussion, annotated cross-sectional and exploded diagrams, prototypes and pattern pieces.
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- 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
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Children will be able to:

- design and make a model of a Tudor house, using appropriate materials, tools and techniques
- recognise and describe the features of a Tudor house
- evaluate their finished work and say what they feel about it.



## English

- **Drama, Plays and Dialogue: MacBeth by William Shakespeare**

- **Historical Adventure Stories: Treason by Bertie Doherty**

National Curriculum Links:

**Pupils should be taught to:**

**Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

**Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- identifying how language, structure and presentation contribute to meaning.

**Writing - Pupils should be taught to:**

**Plan by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary.

**Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points)

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

**Grammar and Punctuation - Pupils should be taught to:**

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Handwriting and presentation - pupils should be taught to:**

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
- choosing the writing implement that is best suited for a task.

## PSHE

- **Health and Wellbeing: Keeping Safe**

National Curriculum Links (PSHE Association):

**Pupils should:**

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly
- Recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious that they think is wrong.
- Understand school rules about health and safety, basic emergency aid procedures, where and how to get help.
- Recognise how their increased independence brings increased responsibility to keep themselves and others safe
- Understand a range of strategies to stay safe online
- Understand the importance of protecting personal information
- Understand who is responsible for helping to keep them safe.
- Becoming responsible users of mobile phones.
- Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- Understand how to manage images of themselves and others.
- Understand that now they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- Develop the skills to exercise these responsibilities

## Mastery English

**History:**

- ✓ Write a detailed diary entry for the experiences of a Tudor explorer

## Mastery Maths

**Geography:**

- ✓ Creating a line graph to show the population of Holy Island and Alnwick.