


<p style="text-align: center;"><u>English</u></p> <p><u>National Curriculum Links</u> <u>Reading Comprehension</u> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Discussing word meanings, linking new meanings to those already known Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them <u>Writing</u> Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <u>Possible Texts:</u> Non-fiction books on Northumberland. Fiction including: Jack and the Beanstalk and other related versions of the tale, The Sun Egg, The Curious Garden, Oliver's Vegetables, What the Ladybird Heard</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>National Curriculum Links</u> <u>Multiplication and Division</u> Count in 10s Make and add equal groups Make arrays Make doubles and know double numbers up to double 10 Share into equal groups <u>Number Fractions</u> Find half of a shape Find half of an amount Find quarter of a shape Find quarter of an amount <u>Position and Direction</u> Describe turns using words quarter, half, three quarters and full</p> <p style="text-align: center;"><u>History</u></p> <p><u>National Curriculum Links</u> Significant historical events, people and places in their own locality. Changes within living memory <u>Learning Outcomes</u> Children will be able to: Ask a question that they would like to know an answer to relating to Alnwick Castle Use a variety of sources to get information about Alnwick Castle and Alnwick Fair (leaflets, the internet, local historians) Present their knowledge about Alnwick Castle and Alnwick fair in writing, through pictures and in discussion Enquiry questions: What made Alnwick fair special? Would you have liked to visit Alnwick Fair?</p> <p style="text-align: center;"><u>Art & Design</u> <u>Natural Sculptures</u></p> <p><u>National Curriculum Links</u> Pupils should be taught: Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Find out about the work of famous sculptors (Andy Goldsworthy) and make links to their own work. <u>Learning Outcomes</u> Children will: Look at the work of Andy Goldsworthy and recreate sculptures using similar techniques and patterns. Make line drawings of Alnwick castle and use self-chosen materials to create own castle</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Plants</u></p> <p><u>National Curriculum Links</u> Identify and name a variety of common wild and garden plants, including trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;"><u>Animals Including Humans</u></p> <p><u>National Curriculum Links</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;"><u>Seasonal Changes</u></p> <p><u>National Curriculum Links</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p style="text-align: center;"><u>Working Scientifically</u></p> <p><u>National Curriculum Links</u> Observe closely using simple equipment Identify and Classify <u>Learning Outcomes</u> Children will be able to: Name common trees and plants in the local environment Observe and describe changes to trees and plants as spring progresses into summer and name the main parts of a plant (root, stem, leaves, flower, petals) Observe and describe changes in a plant from planting a seed to full growth Sort and classify a variety of vegetables according to whether they grow on the plant or underground Name and classify a variety of animals found within the local area Identify similarities and differences in the structure of common animals Explain the life cycle of a variety of animals in the local area (frog, butterfly) Expand knowledge of animal classification by drawing upon information known about a range of African animals (Spring 2 topic) Possible Investigations: How many types of insect can we find in our school environment? What differences can we see between the blackbird that has its nest in our school grounds and the cat which visits our school ground? (Differences between birds and mammals) Where do woodlice like to live? Name the 5 senses and link with the associated part of the body. Possible Investigation: Can I recognise a taste when I can't see what I'm eating?</p> <div style="background-color: #4b4b9b; color: white; padding: 10px; text-align: center;"> <p style="font-size: 1.2em; margin: 0;">Awesome Alnwick</p> <p style="font-size: 1.5em; margin: 0;">Summer 2020</p> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 10px;">  </div> </div>
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Physical Education

Cricket and Athletics

National Curriculum Links

Pupils should be taught to:

Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Cricket

Children will:

Throw effectively underarm

Catch with two hands

Demonstrate defending techniques by stopping an opponent from scoring a point

Demonstrate attacking techniques by scoring points in a game

Athletics

Children will:

Take part in a variety of competitive races

Skip using a rope

Strive to improve their performance

Cheer for and encourage their class mates as they participate in competitive races

Computing

On Screen Programming

National Curriculum Links

Pupils should be taught to:

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

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.

Learning Outcomes

Children will:

Discuss what personal information is.

Be reminded about the importance of keeping personal information private.

Learn SID's top tips.

Use iPads with growing independence to open and use applications for on-screen programming (Beetbot, Dais Dinosaur)

Build upon understanding of algorithms to follow instructions using programmable applications, recognise when instructions are not followed accurately and amend these to achieve a desired outcome (Beebot to the flower)

Work alongside others to devise instructions to achieve a desired outcome and amend these when necessary. Predict outcomes during discussions

Music

Your Imagination

National Curriculum Links

Pupils should be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play untuned instruments musically.

Listen with concentration and understanding to a range of high-quality and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning Outcomes

Children will:

Focus on keeping the beat/pulse.

Listen, compare and discuss form and instrumentation in a range of popular music relating to imagination

Accompany songs using tuned/untuned instruments.

Use a range of untuned percussion and glocks to make improvisations relating to imaginative poems and artwork

Make short compositions relating to imaginative artwork and poems and record the score pictorially

PSHE

Living in the Wider World

Pupils should be taught:

About respect for self and others and the importance of responsible behaviours and actions.

About rights and responsibilities as members of families, other groups and ultimately as citizens.

About different groups and communities and how to respect their diversities.

About the importance of respecting the environment.

About the importance of money and how to manage it, including an understanding of enterprise.

Learning Outcomes

Children will:

Identify aspects of their local environment which people have not used/cared for responsibly

Identify ways that they can help to improve their local environment

Find out about people who belong to different community groups in Alnwick (church, local council)

Find out about how local community leaders help to meet the needs of a range of people in our town

Enquiry questions: How does our town help young people? How does our town look after and support older members of the community?

(visit from local councillor)

Children to grow plants to sell to make money for a chosen cause



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<u>Mastering Mathematics</u>	<u>Mastering English</u>
<ul style="list-style-type: none"> • Tallying insects found in school grounds and interpreting data by comparing quantities and finding differences • Using shape names when making natural sculptures • Using positional and directional language when programming Beebot and Daisy Dinosaur • Create a pricing structure for plant sale and use money when selling. Encourage children to give change 	<ul style="list-style-type: none"> • Use developing reading skills to acquire information about growing plants, animal families and Alnwick Castle from non-fiction texts in books and on the internet • Take opportunities to write for purpose within continuous provision – writing captions, lists, information sentences and narratives and apply learnt knowledge and skills (phonics, key words, basic sentence punctuation, finger spaces, letter) • Write invitation to the class plant sale • Write labels and captions for the plant sale

Outdoor Learning Opportunities

Enquiry Questions

Possible Investigations