

Science

- Evolution and Inheritance

National Curriculum Links:

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Learning Outcomes:

Children will:

- Explain about traits that are passed from one generation by the next, considering the ways in which some inherited characteristics may vary.
- Learn about how random mutations may or may not be passed from one generation to the next, and how this process results in variations.
- Explore how, if traits are advantageous to a species, they may be passed on and that evolution can occur.
- Learn about the contributions of ancient Greek sciences to our understanding of evolution.
- Study in greater depth the work of Carol Linnarus and Charles Darwin.
- Learn about mutations, and how external factors can affect the evolution of a species.
- Explore how human adaptations allow us to thrive, considering the impacts of human behaviour on other species.

P4C: What is 'Evolution' / What evidence is there of evolution today?

Religious Education

- Buddhism: Can the Buddha's teachings make the world a better place?

Learning Outcomes: (Northumberland Agreed Syllabus)

Children will:

- Be able to suggest why there may be problems in the world and explain how people could help solve them.
- Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
- Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.

P4C: What can we learn from Buddha's teachings in our lives?

Foreign Languages

- French: Months and Seasons

National Curriculum Links:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations, ask and answer questions.
- speak in sentences using familiar vocabulary
- read carefully and show understanding of words, phrases and simple writing.

Learning Outcomes:

Children will be able to:

- Recognise, read and write the months of the year in French
- Write phrases from memory, and adapt these to create new sentences, to express personal moments throughout the year and to express ideas clearly
- Recognise, read and write the four seasons in French
- Recognise, read and write the months of the year in French



LIFE AS A PALAEOANTOLOGIST

Physical Education

- Swimming and Circuit Training

National Curriculum Links:

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance
- Use running, jumping, throwing and catching in isolation and in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively
- Perform safe self-rescue in different water-based situations.



History

- Prehistoric Britain: Stone Age to Iron Age

National Curriculum Links:

Pupils should be taught about:

- Changes in Britain from the Stone Age to Iron Age

Learning outcomes:

Children will:

- Explore the meaning of the term prehistoric and identify the Stone Age, Bronze Age and Iron Age on a timeline.
- Find out what archaeologists do and how they find out about the past without written records.
- Explore the Palaeolithic period and how the first people came to Britain, examining the different species of early man, to find out about the lives and achievements of early Homo sapiens.
- Find out about how Britain's coastline changed during the Mesolithic period, examining the site of Star Carr to find out about the lives of people during this time, including aspects such as food, housing, clothes and tools.
- Explore how life developed from the Mesolithic to the Neolithic period, examining the site of Stonehenge.
- Explore the effect that bronze had on life in Britain.
- Explore life and community in Britain's first permanent settlements.
- Find out about how iron was mined and used during the Iron Age and how this changed life in Britain.

- Study of Charles Darwin

Learning outcomes:

Children will:

- Find out about the work of Charles Darwin.
- Explore the fossils that Charles Darwin discovered.
- Find out about Darwin's work on geology and the age of the earth.
- Explore the Darwin theory of evolution.
- Find out what Darwin thought about extinction.

Outdoor Learning Opportunities

History:

- Use outdoor materials to recreate Stonehenge.
- Experience the life of people during the Stone Age

Maths



National Curriculum Links: (White Rose)

Year 5 – Multiplication & Division, Fractions, Area & Perimeter

Pupils should be taught to:

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.
- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2\frac{5}{5} + 4\frac{5}{5} = 6\frac{5}{5} = 1\frac{1}{5}$]
- 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, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm² , m² estimate the area of irregular shapes

Maths

National Curriculum Links:

Year 6 – Decimals & Percentages, Algebra, Ratio and Geometry (White Rose)

Pupils should be taught to:

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Music

- Charanga: Make you feel my love & A New Year Carol

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
- listen with attention to detail and recall sounds
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

ART

- Creating Cave Paintings

National Curriculum Links:

Pupils should be taught about:

- improve their mastery of art and design techniques, including drawing and painting with a range of materials

Children will be able to:

- Sketch their cave art.
- Manipulate a range of materials (chalk and charcoal to blend)
- Evaluate their own and peers work.

English

- Biography / Autobiography - Boy by Roald Dahl and Charles Darwin

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.

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.

Computing



- Creating a documentary

National Curriculum Links:

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.

Learning Outcomes:

Children will be able to:

- Use search engines to research and evaluate information, understanding that not all sources are reliable.
- Work collaboratively to produce a story board details relevant information.
- Use green screen software to record documentaries and upload them to a computer.
- Use peer assessment techniques to improve their work.

Mastery Maths

Humanities:

- ✓ Time line key events during Stone Age to Iron Age whilst making comparisons to negative numbers
- ✓ Investigate the different circumferences of Stone circles

Mastery English

Humanities:

- ✓ Write a newspaper report about an aspect of the Stone age
- ✓ Write a Biography about Charles Darwin
- ✓ Create a persuasive booklet about visiting Stonehenge.

Pupil Parliament

- **Understand the difference between Parliament and Government.**

Learning Outcomes:

Children will:

- Understand the 3 roles of Parliament.
- Know who sits in the House of Commons
- What happens in the House of Lords.
- What is the difference between the House of Commons and the House of Lords.

PSHE

- **Health and Wellbeing: Healthy Lifestyles**

National Curriculum Links (PSHE Association):

Pupils should be taught about:

- To understand what positively and negatively affects our physical, mental and emotional health.
- To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.