

History

- World War II and the Battle of Britain



National Curriculum Links:

Pupils should be taught:

- About a significant turning point in British history, for example: The Battle of Britain.

Learning Outcomes:

Children will be able to:

- evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgement about how serious that threat was.
- interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940.
- identify, describe, explain and evaluate the relative importance of the factors which contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant;
- describe and explain the reasons for the signing by King John of the Magna Carta in 1215 and evaluate and reach a judgement about why, like the Battle of Britain, it can be considered an important turning point in British history.

PSHE

- Living in the Wider World

Growing & Changing / Money Matters / Rights & Responsibilities

Learning Outcomes: (PSHE Association)

Children will be able to:

- explain the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.
- discuss the different kinds of responsibilities, rights and duties and to continue to develop the skills to exercise these responsibilities
- explain there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- talk about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- how their body will, and their emotions may, change as they approach and move through puberty.

Foreign Languages

- French: Food, fruit, leisure and hobbies.

National Curriculum Links:

Pupils should be taught to:

- engage in conversations; ask and answer questions; read carefully and show understanding of words

Learning Outcomes:

Children will be able to:

- Fruit and Food: understand and say the names of some fruit and other food items in French;
- have a conversation in French about which food is good/bad for your health;
- Leisure and Hobbies: identify common sounds in a list of verbs and identify strategies for learning new vocabulary;
- write simple words and phrases using a model and some from memory;
- read a paragraph detailing likes/dislikes of leisure pursuits and also express their own preferences in oral and written form.

Total Black Out



Physical Education

Athletics, Tennis and Swimming

National Curriculum Links:

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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



Art

- Propaganda Posters and Still Life Poppies (Art)

Art National Curriculum Links:

Pupils should be taught to:

- record, review and revisit observations and ideas
- improve their mastery of art and design techniques
- about great artists

Learning Outcomes:

WW2 Propaganda Posters

Children will:

- explore and design Propaganda Posters from WW2.
- use their pencil and sketching skills to design their own posters.
- identify the style, colour and fonts of WW2 Propaganda posters.
- improve their mastery of art through their Propaganda poster design, and evaluating their work.

Still life poppies

Children will:

- look at the work of various artists, using slides, photographs and group discussions.
- create a tonal drawing
- create a colour media drawing of poppies using form, space and colour.
- produce an effective still life composition of poppies.

Religious Education

Judaism: Importance of worship and Community for Jewish people

P4C: How special is the relationship Jews have with God?

Learning Outcomes: (Northumberland Agreed Syllabus)

Children will be able to:

- explain that a promise can be an agreement or an affirmation and can give examples of these.
- say an affirmation they would like to make and explain why.
- make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.
- relate to how Jews feel about their special relationship with God.

Science

Human development - Growing and Changing

Diet

National Curriculum Links:

Pupils should be taught about:

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- describe the changes as humans develop to old age

Learning outcomes:

Children will:

- recognise the stages of growth and development in humans.
- know the stages in the gestation period of humans and compare them to other animals.
- recognise the stages of development during childhood and understand the needs of children at those stages.
- understand the initial changes inside and outside of the body during puberty.
- know the changes that occur during puberty and how they differ for boys and girls.
- understand how the body changes during adulthood and old age.
- identify and name the parts of the human circulatory system.
- describe the functions of the main parts of the circulatory system.
- explain how water and nutrients are transported within the body.
- describe how diet and exercise impact on human bodies.
- explain the impact of drugs and alcohol on the body.
- describe how scientific evidence highlighted the dangers of smoking.

Scientific Enquiry:

- Compare and categorise different forms of exercise by taking accurate pulse measurements to gather data.

Maths

Year 5: (White Rose)

- Geometry (Properties of shapes / Position & Direction)
- Measurement (converting measures and volume)

National Curriculum Links:

Pupils should be taught to (properties of shapes):

- identify 3d shapes from 2d representations
- know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles and measure them in degrees
- identify: angles at a point and one whole turn, angles on a straight line and other multiples of 90.
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Pupils should be taught to (position and direction):
- identify, describe and represent the position of a shape following a reflection or translation.

Pupils should be taught to (converting measures and volume):

- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Estimate volume and capacity
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure, using decimal notation

Music

Charanga: Dancing in the Street / You've got a friend

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

Maths

Year 6: (White Rose)

- Geometry (properties of shapes) - Statistics
- Problem Solving and Investigations

National Curriculum Links:

Pupils should be taught to (properties of shape):

- draw 2d shapes using given dimensions and angles
- recognise, describe and build simple 3d shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Pupils should be taught to (statistics):

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Pupils should be taught to (problem solving and investigations):

- recall mathematical skills and apply to investigations.

Computing

- History of Morse Code to communicate
- Prezi and Excel



National Curriculum Links:

Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Learning Outcomes:

Children will be able to:

- research the internet understanding what a reliable source is.
- gain a basic understand of what Prezi does and how it works
- use Prezi to create a presentation to showcase research.
- create an excel spreadsheet
- input data into a spreadsheet.
- create graphs from a completed excel sheet.

English

- **Reports and Journalistic Writing** (*Goodnight Mr Tom*)
- **Historical Stories** (*The Lion, the Witch and the Wardrobe - C.S Lewis*)
- **WW2 Poetry**

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 poetry;
- read for a range of purposes
- increasing their familiarity with a wide range of books
- learning a wider range of poetry by heart
- 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;
- identifying how language, structure and presentation contribute to meaning.

Writing - Pupils should be taught to:

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 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:

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause

Indicate grammatical and other features by:

- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- using brackets, dashes or commas to indicate parenthesis

Pupil Parliament

- Dictatorship and Democracy

Learning Outcomes:

Children will:

- be able to explain what a democracy is and identify countries that are a democracy.
- understand what a dictatorship is and which countries are run by a dictator.
- be able to compare dictatorship with democracy.

Mastery Maths

PSHE (Money Matters):

- ✓ Calculating values for VAT and Tax

Computing:

- ✓ Using Excel data to generate line graphs

Mastery English

Humanities:

- ✓ Explanation text about how World War II started.
- ✓ Writing a letter as an evacuee child.

RE:

- ✓ Writing a diary as a Jewish child.

Outdoor Learning Opportunities

History:

- Creating a vegetable garden based on those formed during the 'Dig for Victory' campaign.
- Creating air raid shelters using materials found outdoors.