

## History

### **Early Civilisation - Ancient Egyptians**

#### **National Curriculum Links**

Pupils should be taught about:

The achievements of the earliest civilizations

An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

#### **Learning Outcomes**

Children will be able to:

- Locate Egypt in time.
- Explain and understand the Egyptian ritual of mummification and their beliefs on the afterlife.
- Describe the discovery made by the archaeologist Howard Carter and explain its historical importance.
- Explain who Tutankhamun was and understand how society was structured in Ancient Egypt under the rule of the pharaohs.
- Hypothesise the reason for Tutankhamun's death at the age of eighteen.
- Compare and contrast the powers of different Egyptian Gods.
- Read, write and interpret Egyptian Hieroglyphics and reason about what evidence can tell us about the past.



## Art

### **Papyrus Paintings**

#### **National Curriculum Links**

Pupils should be taught to:

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques

#### **Learning Outcomes**

Children will be able to:

- Talk about the Ancient Egypt art that they have studied in order to gain relevant ideas and inspiration
- Explain how papyrus revolutionised the way the Egyptians recorded information about their lives
- Make their own replica of a piece of papyrus artwork

## **Temples, Tombs and Treasures**

## Geography

### **Egypt and the River Nile**

Pupils should be taught to:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

#### **Learning Outcomes**

Children will be able to:

- Use an atlas to locate and label Egypt and its capital city as well as those counties, their capitals and the seas surrounding Egypt.
- Create a map of Egypt, labelling the Nile and major Egyptian cities along its length.
- Talk about some of the physical and human geographical features of Egypt
- Investigate the geographical features of the River Nile: length, countries it flows through, tributaries, mouth, sources, etc.
- Explain why the Nile was important to the Ancient Egyptians and compare and contrast these reasons with why it remains important to this day



## Religious Education

### **Hinduism: Belief and Worship**

#### **Learning Outcomes (Northumberland Agreed Syllabus Discovery RE)**

Children will be able to:

- Explain why one way of showing commitment may not be better than another
- Explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this
- Share their own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning
- Express their views on life after death and start to explain how these views may make a difference to how they live their lives
- Explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives
- Express an opinion on the Hindu belief in reincarnation with some reasoning

**P4C:** What is the best way for a Hindu to show commitment to God?

## Foreign Languages

### **All About Ourselves**

#### **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; express opinions and respond to those of others; seek clarification and help\*

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Read carefully and show understanding of words, phrases and simple writing

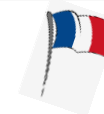
Describe people, places, things and actions orally\* and in writing

#### **Learning Outcomes**

Children will be able to:

- Listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.
- Recognise and use different vocabulary related to the topic of body parts.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself using adjectives to describe features.
- Use adjectives to describe features.
- Apply knowledge of sentence structure and vocabulary to describe activities.
- Use the verb 'porter' to describe what someone is wearing.
- Apply basic grammar, key features and patterns in the context of talking about feelings.
- Apply knowledge of French adjectives to describe feelings.
- Understand basic grammar appropriate to the language being studied in the context of talking about ailments.
- Explain what is wrong when you're feeling unwell.

**European Day of Languages (28<sup>th</sup> Sept)**



## Computing

### **Network**

#### **National Curriculum Links**

Pupils should be taught to:

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

#### **Learning Outcomes**

Children will:

- Know what computer networking is and understand the advantages/disadvantages.
- Investigate and be able to explain what LAN MAN and WAN are.
- Understand what topology is and how topology networks work.
- Understand how computers connect to the Internet using protocols.
- Investigate how computers send and receive information using packets and routing.
- Know the differences between the Internet and World Wide Web.
- Be able to explain what cloud computing is and identify different broadband connections used
- Describe what streaming is and provide examples of types of media that are streamed online.
- To understand what malware is and how this can affect a computer network.
- To identify ways of minimising risks of cybersecurity threats.



## Science

### Forces

#### National Curriculum Links

Pupils should be taught to:

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

#### Learning Outcomes – Subject Knowledge

Children will be able to:

- Identify and explain the different forces acting on objects
- Explain how the first theory of gravity was developed
- Explain the effects of gravity on unsupported objects
- Explain Isaac Newton's role in developing a theory of gravity
- Explain how air resistance affects moving objects
- Explain how water resistance affects moving objects
- Identify streamlined shapes
- Explain the effects of friction on a moving object
- Explain how different mechanisms work
- Investigate a simple mechanism
- Design a mechanism for a given purpose

Scientific Enquiry: How does air resistance / water resistance / friction affect moving objects?

#### Learning Outcomes – Scientific Enquiry

Children will be able to:

- Plan a scientific enquiry to answer a given question
- Identify and control variables where appropriate
- Adjust own plan if necessary
- Take measurements with increasing accuracy and precision, taking repeat readings when appropriate.
- Decide how to report and present findings appropriately
- Use results to make new predictions

## Music

### Charanga: Happy

#### 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

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.



## Physical Education

### Swimming or NUF Problem Solving, Net & Wall Games

#### 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

Take part in outdoor challenges both individually and within a team

Swim competently, confidently and proficiently over a distance of at least 25 metres

Use a range of strokes effectively



## PHRSE

### Being Me in My World (Jigsaw PSHE Scheme)

#### Year 5 Learning Outcomes

Children will be able to:

- Face new challenges positively and know how to set personal goals
- Understand their rights and responsibilities as a citizen in their country and as a member of their school
- Make choices about my own behaviour because I understand how rewards and consequences feel
- Understand how an individual's behaviour can impact on a group
- Understand how democracy and having a voice benefits the school community and know how to participate in this

#### Year 6 Learning Outcomes

Children will be able to:

- Identify their goals for this year, understand their fears and worries about the future and know how to express them
- Know that there are universal rights for all children but for many children these rights are not met
- Understand that their actions affect other people locally and globally
- Make choices about their own behaviour and understand how rewards and consequences feel, understanding how these relate to their rights and responsibilities
- Understand how an individual's behaviour can impact on a group
- Understand how democracy and having a voice benefits the school community

#### Learning Outcomes:

- Recognise some key features of pop songs and understand where pop music fits into the history of music
- Identify the structure of pop songs listened to (verse, chorus, bridge)
- Use the interrelated dimensions of music to talk about and compare songs
- Sing and perform the song happy with expression, control and accuracy
- Play and perform Happy on recorder (easy part A, G, medium part A, G, B), recognising these notes on the musical stave
- Copy and create a range of rhythmic and melodic phrases based on Happy
- Recognise the value or crotchet (1 beat), minims (2 beats) and semibreve (4 beats) notes and rests
- Create own compositions based on happy using crotchets, minims, semibreves and up to 5 notes (C, E, G, A + B)

## Mastering English

Mummification: Write a set of instructions / explanation to explain the process of mummification.

River Nile: Design an information poster to show how important the River Nile was to Ancient Egyptians.

## Mastering Maths

Ancient Egypt: Read, write, order and compare numbers using timelines.

River Nile: Estimate, compare and calculate different measurements linked to the River Nile and the location of Egypt.

## Core Books

The Story of Tutankhamun  
Secrets of a Sun King

The Secret Sunshine Project (3Cs Work)

## Outdoor Learning Opportunities

#### Science - Forces

Explore air resistance, water resistance and friction through a series of scientific investigations (See Science summary)

#### Geography - River Nile

Recreating and labelling the River Nile.

## Maths (Year 5)

### Number: Place Value, Addition & Subtraction (White Rose)

#### **National Curriculum Links**

Pupils should be taught to:

Read, write order and compare numbers up to at least 1,000,000 and determine the value of each digit.

Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.

Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.

Solve number problems and practical problems that involve all of the above.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

Add and subtract whole numbers with more than 4 digits, including using formal written methods.

Add and subtract numbers mentally with increasingly large numbers.

Use inverse operations and rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

## English

### Biography: The Story of Tutankhamun

#### **National Curriculum Links:**

#### **Pupils should be taught to:**

#### **Spoken language:**

- Listen and respond appropriately to adults and their peers.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions
- Participate in discussions.

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

- Apply their growing knowledge of root words and suffixes to understand the meaning of new words that they meet.
- reading books that are structured in different ways and reading for a range of purposes.
- making comparisons within and across books

#### **Understand what they read by:**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction

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

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

#### **Draft and write by:**

- noting and developing initial ideas, drawing on reading and research where necessary
- 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

#### **Evaluate and edit by:**

- Proof-read for spelling and punctuation errors

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

- using modal verbs or adverbs to indicate degrees of possibility

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

#### **Indicate grammatical and other features by:**

- punctuating bullet points consistently

**Road Dahl Day (13<sup>th</sup> September) and National Poetry Day (6<sup>th</sup> October)**



## Maths (Year 6)

### Number: Place Value, Four Operations (White Rose)

#### **National Curriculum Links**

Pupils should be taught to:

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve all of the above.

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole numbers, fractions or by rounding, as appropriate for the context.

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division, interpreting remainders according to the context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Identify and calculate square and cube numbers

Use knowledge of the order of operations to carry out calculations involving the four operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

## English

### Reports, persuasion and letter writing: Diary of a Sun King

#### **National Curriculum Links:**

#### **Pupils should be taught to:**

#### **Spoken language:**

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

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

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

#### **Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

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

#### **Draft and write by:**

- use dictionaries to check the spelling and meaning of words
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- use a thesaurus
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

#### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing

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

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

- using expanded noun phrases to convey complicated information concisely
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

#### **Indicate grammatical and other features by:**

- using brackets, dashes or commas to indicate parenthesis

