

## Geography

### The United Kingdom

#### National Curriculum Links

#### Pupils should be taught about:

The name and location of the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

The 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 mapping to locate countries and describe features studied

Use the eight points of a compass

#### Learning Outcomes:

Children will be able to:

- Demonstrate how the UK is divided up into four nations (England, Scotland, Wales and Northern Ireland) and how they can be referred to as Great Britain and Northern Ireland
- Name and locate the capital cities of these four countries
- Divide the UK into regions
- Name the counties of the United Kingdom and the major cities / towns (Northumberland) of these counties
- Use maps of different scales to locate the UK and Northumberland
- Explore the topology of the UK and use four-figure grid references to locate mountains and valleys
- Study two locations in the UK (Greater London and Northumberland) using maps and digital mapping technology to study their physical geography and research their human geography and make comparisons between them
- Study a map of Alnwick and use four-figure grid references and symbols to locate important features such as churches, schools and leisure centres
- Conduct a fieldwork study exercise in the town to compare how the town looks now compared to the Ordnance Survey map from 2015
- Draw a new map with symbols, labels and key and a compass to show the new location of these key features

## Mastering English

#### Learning Outcomes

Children will be able to:

- Develop written responses to science based enquiry questions
- Write a set of instructions about how to create an insect box

## Mastering Mathematics

#### Learning Outcomes

Children will be able to:

- Measure accurately to create an insect box
- Collect and present data collected about animals found in the school environment
- Use positional language in geography and use grid references

## Physical Education

### Football, Gymnastics and Swimming (swimming classes

#### TBC - Spring 2)

#### National Curriculum Links

#### Pupils should be taught to:

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance through gymnastics

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

Use a range of strokes effectively

## Our United Kingdom



## Religious Education (Islam and Christianity)

### Discovery RE Syllabus

#### Learning Outcomes

Children will be able to:

- Talk about places which are special to Muslims and the festivals and occasions that Muslims celebrate over the year as well as their origins and meaning behind them

#### Learning Outcomes

Children will be able to:

- Talk about things in the world that people could think of as miracles and explain one Christian viewpoint about one of Jesus' healing miracles; suggesting how a person may rescue / help others who are in difficult situations
- Start to explain why Christians see Jesus' death as 'good' and reflect on whether they agree with Christian's beliefs about Jesus' death

## PHRSE

#### Dreams and Goals

#### National Curriculum Links

Children will share what their dreams and goals are and are able to understand the resilience that is needed to achieve it.

## Foreign Languages

### French: Les Animeaux and Carte des Pague

#### National Curriculum Links

#### Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding  
Explore the patterns and sounds of language through songs and rhymes

Appreciate stories, songs, poems and rhymes in French

#### Learning Outcomes

Children will be able to:

- Recognise and say animal names in French.
- Listen to and join in with songs with an animal theme
- Design and make an Easter card and write an Easter greeting in French



## Design Technology

#### Insect Boxes

#### National Curriculum Links

#### Pupils should be taught to:

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

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

#### Learning Outcomes

Children will be able to:

- Apply their experiences of materials and processes to develop control of tools and techniques
- Collaborate with others in two and three dimensions on different scales
- Use simple jigs for holding materials when cutting and shaping from a range of materials with some accuracy and safety
- Use effective techniques to assemble, join and combine wood to make an insect box

## Music

#### Three little Birds and Recorders

#### National Curriculum Links

#### Pupils should be taught to:

Play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression  
Improvise and compose music for a range of purposes

Listen with attention to detail and recall sounds

## Science



### Living things and their habitats

#### National Curriculum Links

#### Pupils should be taught to:

Recognise that living things can be grouped in a variety of ways  
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  
Recognise that environments can change and that this can sometimes pose dangers to living things

Animals, Including Humans (incorporated into this unit)

#### National Curriculum Links

#### Pupils should be taught to:

Construct and interpret a variety of food chains, identifying producers, predators and prey

#### Learning Outcomes

Children will be able to:

- Name the life processes common to all living things
- Group living things using a Carroll diagram and their own criteria
- Classify vertebrates using a classification key
- Understand that all living things are part of a food chain and use appropriate scientific vocabulary, including producer, photosynthesis, consumer and scavenger
- Understand what a habitat is and name ones that they can find locally
- Give examples of how changes to habitats can affect animals  
Give an example of a food chain in a particular habitat
- Find, identify and name invertebrates using a classification key
- Draw a labelled diagram, writing the invertebrates name and describe them using their characteristics

## Outdoor Learning Opportunities

### Geography

Children will explore the human and physical features of Alnwick in and produce a map of the town using symbols, labels, a key and a compass.

### Science

Children will identify local habitats in the school grounds and identify and classify living things they find in these habitats.

## Computing

### Coding, Programming and Sequencing

#### National Curriculum Links

#### Pupils should be taught to:

Design, write and debug programs that accomplish specific goals, including controlling or simulating 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

#### Learning Outcomes

Children will be able to:

- Use Hive Hackers to code a sequence to produce a simple shape (such as a rectangle or triangle)
- Use loops, including forever loops, in programming and recognise their importance in terms of efficiency
- Debug a string of code so that it performs its initial desired outcome
- Set conditions so that their code will only apply in certain circumstances

## Topic-Based English

### Stories with adventure and friendship themes, stories with environmental issues for persuasive writing, and

#### Northumberland folk tales

#### National Curriculum Links

#### Pupils should be taught to:

Read aloud showing understanding through intonation, tone, volume and action.

Develop their reading strategies such as questioning, prediction, inference, visualisation and summarising

Identify themes and conventions within set books

Check the text makes sense by discussing their understanding and explaining the meaning of words in context

Participate in discussion of the books they have read to them and read themselves, taking turns and listening to what others have to say

Discuss words and phrases which capture the reader's imagination

Use dictionaries to check the meaning of words they have read

Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because*, *although*

Using conjunctions, adverbs and prepositions to express time and cause

Use inverted commas to punctuate direct speech

Use paragraphs to organise related material.

Plan, draft, write, evaluate and edit their written work

Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Increase the legibility, consistency and quality of their joined handwriting

#### Chestnut and Maple

#### Learning Outcomes

Children will be able to:

- Create, describe and develop their own characters, setting and story plot based on the class story using the vocabulary, spelling, grammar and punctuation taught within this unit.
- Retell the story of the Lambton Worm and produce a newspaper report about a terrible worm which is plaguing the area
- Write a persuasive letter a fictional character

#### Willow Class texts

Learning Outcomes

Children will be able to:

- Write a persuasive letter to against the environmental pollution they are causing.
- Retell the story of The Lambton Worm

## **Maths**

### National Curriculum Links:

Year 3 (*Chestnut and Willow*)

#### Addition and Subtraction (Willow)

Column addition and subtraction of 2 and 3-digit numbers

Complements to 100

Estimating answers

Inverse operations

#### Multiplication and Division Facts

Pupils should be taught to:

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods

#### Statistics and Fractions

Pupils should be taught to:

Interpret and present data using bar charts, pictograms and tables

Answer one-step and two-step questions using information presented in scaled bar charts, pictograms and tables

#### Length and Perimeter

Pupils should be taught to:

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2D shapes.

#### Fractions

Pupils should be taught to:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Solve problems that involve all of the above

Year 4 (*Chestnut and Maple*)

#### Multiplication and Division

Pupils should be taught to:

Formal methods for multiplication and division

Learn factor pairs and use and apply

Multiply by 10, 100 and 1000

#### Length and Perimeter

Measure in kilometres and metres

Find the perimeter of rectilinear

#### Fractions

Understand the whole

Convert mixed numbers to improper fractions

Convert improper fractions to mixed numbers

Subtract from whole amounts and mixed numbers

#### Decimals

Represent tenths and hundredths as decimals and fractions

Divide one and two digit numbers by ten and a two digit number by 100