#### Geography

#### The United Kingdom (including Northumberland):

National Curriculum Links

Pupils should be taught about:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass

#### **Learning Outcomes:**

Children will be able to:

- Show how the UK is divided up into four countries
- Recall the names of capital cities
- Use maps of varied scales, locating the UK and Northumberland
- Explain how the UK is further divided into regions
- Research particular locations: London, Edinburgh, Northumberland
- Make comparisons between different parts of the UK
- Explore the concept of 'topology' across the UK and Northumberland
- Explore the concept of 'coastlines' across the UK and Northumberland

# Religious Education (Discovery RE Syllabus)

#### Christianity

#### Learning Outcomes: Children will be able to:

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

# COVID Catch Up (CC) - Standalone Work

Sikhism Learning Outcomes: Children will be able to:

- Discuss why it is important to share even though it is not always easy.
- Describe some of the ways Sikhs share and begin to explain why this is important to them because of their beliefs.
- Begin to tell you if sharing is important or not to Sikhs.

P4C: Do Sikhs think it is important to share?

#### **Physical Education**

Team Games / Swimming (Subject to Covid 19 regulations)

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
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

# Music

### Glockenspiel Stage 2 (Y4)

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

# **Our United Kingdom** Spring 2021

# Computing

#### Designing a computer game and controller

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

# **Learning Outcomes**

Children will be able to:

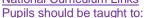
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

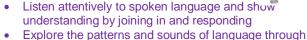
#### Foreign Languages

#### French: Touts directions

#### La pluie et le beau temps

National Curriculum Links





- songs and rhymes
- Appreciate stories, songs, poems and rhymes in French

#### **Learning Outcomes:**

Children will be able to:

- Explain different weather conditions
- Ask what the weather is due to be like
- Explain where they live
- Give directions to explain where they live

# **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

Science Investigation Opportunities – Which material is the best insulator?

# **Outdoor Learning Opportunities:**

#### Geography

Children will explore the human and physical features of Northumberland in a local context.

#### Science

• Children will identify local habitats in the school grounds and identify and classify living things living there.

### Science (CC)

- Volcano eruption investigations
- Finding and investigating the different rocks and soils found within the school grounds.



#### <u>Science</u>

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

#### **Learning Outcomes:**

Children will be able to:

- Understand what a habitat is and name ones that they can find locally
- Sort animals into groups
- Understand what animals need to survive
- Use a key to identify animals
- Describe what particular animals eat and where they get their food from
- Give examples of how changes to habitats can affect animals
- Give an example of a food chain in a particular habitat

# **Topic-Based English**

Stories with Environmental Issues/ Persuasive Texts/ Northumberland Folk Tales

National Curriculum Links Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books and text types
- Identify themes and conventions in a range of books
- 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 handwriting

# COVID Catch Up (CC) - Standalone Work Coastal Sculptures by British Artists

National Curriculum Links: Pupils should be taught to:

- Create sketchbooks to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

#### **<u>Learning Outcomes</u>**: Children will learn about:

 British artists/sculptors, including examples from the local area (coastal)

Children will be able to:

- Practise and develop their drawing and painting skills
- Create drawings and paintings inspired by artists they have studied

#### **COVID Catch Up (CC) - Standalone Work**

# Rocks and Soils (Volcanoes and Fossils)

National Curriculum Links:

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

#### **Learning Outcomes:**

Children will be able to:

- find where rocks or materials made from rocks have been used in and around school
- talk about and record why rocks are useful
- · recognise that there is rock under all surfaces
- describe the internal structure of the Earth in simple terms
- explain where in the world volcanoes occur and why they are found there
- describe what happens when a volcano erupts
- understand that particular types of rocks are formed by volcanoes
- put rocks in order of hardness
- understand how rocks are broken down
- recognise differences between rocks
- describe how sand particles and pebbles can be separated
- sort rocks and name some of them
- describe how a fossil is formed
- realise that not all animals and plants that die become fossils
- talk about why soil is important to humans
- explain what soil contains (including small pieces of rocks)
- plan a complete investigation
- make and record measurements of time and volume of water
- use results to make comparisons and draw conclusions.

Science Investigation Opportunities - How can we best protect a coastline from coastal erosion?

# **Mastering English**

### **Learning Outcomes** Children will be able to:

- Develop written responses to science-based enquiries and investigations.
- Write an explanation text about how a fossil is formed.
- Write a set of instructions about how to create an insect box
- Create an information text about volcanoes.
- Written argument about whether or not to live near a volcano.
- Use Google Slides to create a presentation about the physical features of the United Kingdom.

# <u>PSHE</u>

# Respecting our environment

National Curriculum Links

- Pupils should be taught to:
- Understand the impact that humans can have on the environment
  - Why we should look after our environment P4C
- Explore what can be done to protect our environment

#### Maths

National Curriculum Links: Year 4

**Multiplication and Division Facts** 

Pupils should be taught to:

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three digit numbers by a one-digit number using formal written layout.

#### Measure (Area)

Pupils should be taught to:

Find the area of rectilinear shapes by counting squares

# Fractions

Pupils should be taught to:

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Add and subtract fractions with the same denominator Decimals

Pupils should be taught to:

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Convert between different units of measure (for example, kilometre to metre)

# **Maths**

Covid Catch Up (CC)-Standalone Work (Year 3 Objectives)

National Curriculum Links:

Measure (Money) Pupils should be taught to:

 Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics 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

# **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