

## English

### National Curriculum Links

#### Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing word meanings, linking new meanings to those already known.
- Discussing the sequence of events in books and how items of information are related.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Discussing the significance of the title and events.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Answering and asking questions.

Participate in discussions about books, taking turns and listening to what others say.

#### CC – Reading

- **Know letter sounds and graphemes (Set 1 and 2 RWI sounds)**
- **Blend letter sounds**
- **Know common exception words**

#### Writing

Consider what they are going to write before beginning by:

- Saying out loud what they are going to write about.
- Writing down key words, including new vocabulary.
- Joining words to make sentences. **CC**
- Encapsulating what they want to say, sentence by sentence. **CC**
- Learning how to use familiar and new punctuation correctly (full stops, capital letters, question marks and exclamation marks). **CC**

#### CC – Writing

- **Spell words using graphemes taught.**
- **Spell common exception words correctly.**
- **Write independently.**
- **Form letters correctly.**

#### Possible Stories

My Mum is a Supermum	Superhero Dad	World of Warriors
How to make Awesome Comics	The King of Space	Awesome Man
Traction Man	Supertato	Super Pigs

#### CC – Speaking and Listening

- **Listen to and understand more complicated instructions containing several parts.**
- **Provide detail when recounting recent events or experiences.**
- **Explain own understanding.**
- **Ask appropriate questions.**
- **Answer questions with relevant answers.**

## Science

### Plants

#### National Curriculum Links

Pupils should be taught to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### Learning Outcomes - Children will:

- Identify and name some common wild and garden plants.
- Sort then compare and contrast seeds and bulbs.
- Make predictions and then observe how different plants grow in the school environment (over the course of the year).
- Use equipment to measure the growth of plants as they change over time.
- Draw pictures and charts to record growth and other changes.
- Investigate the requirements for germination.
- Perform simple teacher-led fair tests in order to investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.

#### **CC – (Sc1) investigations.**

## History

### What makes Grace Darling a hero?

#### National Curriculum Links

- To develop an awareness of the past through finding out about changes beyond living memory that are significant nationally or globally.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- To find out about significant historical events, people and places in their own locality. **CC**

#### Learning Outcomes

Children will:

- Use books, the internet, newspapers and testimony of trusted people to find out about present day heroes and to research the life of Grace Darling.
- Sequence events from their own lives as well as the life of Grace Darling.
- Ask and answer questions about Grace Darling's life.
- Find out facts associated with Grace Darling's life and the famous rescue she was involved with.
- Use appropriate vocabulary: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
- Act out the events leading to Grace Darling's famous rescue.

#### **CC – Harry Hotspur.**

## Design & Technology

### Superhero Accessories

#### National Curriculum Links

Pupils should be taught to:

#### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

#### Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). **CC**
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **CC**

#### Evaluate

- Explore and evaluate a range of existing products. **CC**
- Evaluate their ideas and products against design criteria. **CC**

#### Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their products.

#### Learning Outcomes

Children will:

- Use books, comics, posters and the internet to help research the clothes and accessories worn by superheroes.
- Use the information gathered to help generate designs for their own superhero/super hero costume/ super hero accessories.
- Explore and choose the most appropriate tools, resources and equipment as detailed and select the most suitable for the products to be made.
- Play with and wear their accessories and then evaluate and compare their finished product to the design.

## Art

### Pop Art

#### National Curriculum Links

Pupils should be taught to:

- To use a range of materials creatively to design and make products.
- To use drawing and painting to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of different artists and make links to their own work.

#### Learning Outcomes

Children will:

- Use comics and “Pop Art” artists eg Roy Lichtenstein as the stimulus for their own work.

#### **CC – Natural Sculptures**

**Look at the work of Andy Goldsworthy. Use natural materials to recreate his work.**

## Maths

### Shape and Place Value

#### National Curriculum Links – Shape

Pupils should be taught to:

- Recognise and name common 2-D, including: squares, rectangles, circles, triangles.
- Recognise and name common 3-D shapes, including: cubes, cuboids, pyramids, spheres.
- Sort and make patterns with shapes.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Draw 2-D shapes.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Count the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes.
- Compare and sort common 2-D and 3-D shapes.

#### National Curriculum Links – Place Value

- Count to and across 100, forwards, backwards, beginning with 0, 1 or any given number.
- Count, read and write numbers to at least 100 in numerals and in words.
- Count in multiples of twos, fives and tens, then count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and back.
- Given a number, identify one more and one less.
- Identify, represent then estimate numbers using objects and pictorial representations including the numberline.
- Use the language of: equal to, more than, less than, fewer, most, least then compare and order numbers using <, > and = signs.
- Recognise the place value of each digit in a two-digit number (tens, ones) up to 100.
- **CC – Know the place value of numbers to 50.**
- Use place value and number facts to solve problems.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**CC - Describe position, direction and movement including whole, half, quarter and three quarter turns.**

**These learning objectives will be “drip fed” regularly over the term.**

- **Time – recognise and use language related to dates, including days of the week and months of the year.**  
**-tell the time to o'clock and half past.**
- **Money - Recognise and know the value of different denominations of coins**



## RE

### Northumberland Agreed Syllabus

Theme: Creation Story

Religion: Christianity

**Key Question: How does God want Christians to Look After the World?**

#### Learning Outcomes

Children will:

- Look at natural objects and phenomenon then ask and answer questions about where they think these things have come from.
- Listen to stories about the creation of the world from The Bible and other cultures.
- Look at positive and negative aspects in the world then consider how God would feel about how humans are looking after the world and what we can do to make the world a better place.

## PSHE

### Being Me in My World - Jigsaw Scheme

Pupils should be taught:

- Their rights and responsibilities as a member of their class.
- To respect the views of others and know their views are valued.
- To recognise the choices they make and the consequences of their decisions.

#### Learning Outcomes

Children will:

- Talk about the 5 Golden Rules and have routines established.
- Begin to feel respected as a member of the class and school community.
- Begin to recognise how they are feeling and how to communicate this.
- Begin to realise the effects of their actions on others.
- Learn about real life heroes who help us.

**CC – Initial focus on mental and physical well-being. Learn strategies for dealing with anxiety following return to school.**

## Music

### Charanga – Hey You!

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise “Old-School Hip Hop” tunes.
- Sing outside or in a large ventilated area.

**CC – Friendship Song.**

## Computing

### Computer Skills and Staying Safe (Searching the Internet)

National Curriculum Links

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use iPads purposefully to create, organise, store, manipulate and retrieve simple films
- Use technology safely and respectfully, keeping personal information private.
- Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

#### Learning Outcomes:

Children will learn to:

- Log on and off independently.
- Manipulate an application window by moving and resizing it.
- Drag objects in a file from one location to another.
- Double-click with a mouse.
- Save their work in their own folder independently.
- Talk about the importance of keeping personal information private and what to do if they have a concern (SID's Top Tips).
- Search the Internet to find results suitable for children.
- Follow links to another web page.
- Use iMovie app to record mini Superhero films when Superhero accessories are finished.

**CC – Algorithms**

**Onscreen programming using Beebots.**

## Physical Education

### Rugby with Coach “Bear” Gilroy

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. **CC**
- Participate in team games, developing simple tactics for attacking and defending. **CC**

#### Learning Outcomes

Children will:

- Learn basic rugby skills: passing, movement, spacing, communication and developing team work.

## Covid Catch-Up

### Geography

- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning Outcomes:

- Look at aerial photos and make maps of the school field.

## Mastering English

### Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

### For example:

- *Writing about famous people from history, such as Grace Darling.*
- *Writing scripts for Superhero movies.*
- *Writing a letter to Traction Man.*

## Mastering Maths

### Opportunities for children to develop deep learning:

#### Design Technology:

- Naming and describing shapes when constructing model trains.
- Selecting suitable shapes according to their properties and explaining their reasoning.
- Measuring and using comparative language whilst making Superhero accessories.

#### Science:

- Measuring and using comparative language when drawing and cutting out features for their Superhero accessories
- Ordering historical events on a timeline
- Measuring the height of plants and recording them on charts.

#### Computing:

Using the language of position and direction when programming Beebots.

## Investigation Possibilities

### Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

### DT

- What is the best material for making a particular Superhero accessory?

### RE

- Can you find natural objects?

## Philosophy for Children

### History

- Why do we think of Grace Darling being a "hero"?
- What constitutes a modern day hero?

### P.S.H.E.

- Are your ideas more important than other people's in the class?

### Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

### R.E.

- Who or what created the world?

## Opportunities for Outdoor Learning

### Science

- Identify plants in our school environment.
- Plant hyacinth bulbs.
- Go on a seed hunt.

### Computer

- Use iMovie app to record mini Superhero films when Superhero accessories are finished using the outdoor environment.

### Maths

- Find 2-D and 3-D shapes in the outdoor environment and use natural resources to make these shapes.