

Science

- Evolution and Inheritance

National Curriculum Links:

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Learning Outcomes:

Children will:

- recognise that living things produce offspring of the same kind.
- know that an offspring will inherit some characteristics from its parents
- know that offspring are not always identical to their parents and can give examples of this variation.
- identify and explain how animals and plants adapt to suit their environment.
- explain how adaptations can result in both advantages and disadvantages.
- identify the key ideas of the theory of evolution
- explain the work and findings of Charles Darwin
- understand that living things have changed over time.
- explain how living things have adapted and evolved to suit their environment.
- identify evidence of evolution from fossil records.

P4C: What evidence is there of evolution today?

Religious Education

- Christianity: Is anything ever eternal?

Learning Outcomes: (Northumberland Agreed Syllabus)

Children will:

- Be able to understand the concept of eternity.
- Explain how they would know if something is eternal or not.
- Describe what a Christian might learn about life after death from a Bible story.
- Explain why Christians believe some things are eternal and the difference this makes to them.
- Ask important questions about eternity and reflect on their own beliefs about whether anything is eternal.

P4C: Is anything ever eternal?

Foreign Languages

- French: Houses and Homes

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 and link the spelling, sound and meaning of word.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- describe places orally and in writing

Learning Outcomes:

Children will be able to:

- Be aware of cultural differences in housing abroad and at home.
- Be able to match sound to individual words in a list of unfamiliar vocabulary.
- Identify the sounds of some letters of the alphabet.
- Recognise the meaning of eight rooms of the house in French.
- Produce own piece of writing, adapting a model



LIFE AS A PALAEOANTHROPOLOGIST

Physical Education

- Attacking and Defending (NUF)

National Curriculum Links:

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance
- Use running, jumping, throwing and catching in isolation and in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Play competitive games and apply basic principles suitable for attacking and defending.



History

- Prehistoric Britain: Stone Age to Iron Age

National Curriculum Links:

Pupils should be taught about:

- Changes in Britain from the Stone Age to Iron Age

Learning outcomes:

Children will:

- Explore the meaning of the term prehistoric and identify the Stone Age, Bronze Age and Iron Age on a timeline.
- Understand what humans needed for survival in the Stone Age and consider how tools changed during the Stone Age in order to make hunting more successful.
- Describe the different challenges of survival for early man.
- Describe how Skara Brae shows that Stone Age people were beginning to change how they lived.
- Explore how life developed from the Mesolithic to the Neolithic period, examining the site of Stonehenge and the answers it gives us about the past.
- Understand how and why hillforts were developed in the Iron Age.
- Name the roles of the Druids in Iron Age tribes and what archaeologists now think about the Druids.
- Consider why the evidence we have from the Romans about Iron Age Druids might be unreliable.
- describe what life was like, and how people and technology developed throughout prehistory.

- Study of Charles Darwin

Learning outcomes:

Children will:

- Find out about the work of Charles Darwin.
- Explore the fossils that Charles Darwin discovered.
- Find out about Darwin's work on geology and the age of the earth.
- Explore the Darwin theory of evolution.
- Find out what Darwin thought about extinction.

Outdoor Learning Opportunities

History:

- Use outdoor materials to recreate Stonehenge.
- Experience the life of people during the Stone Age
- Creating Druid crowns

Maths



National Curriculum Links: (White Rose)

Year 5 - Multiplication & Division, Fractions, Area & Perimeter

Pupils should be taught to:

- 3NF -3 Apply place-value knowledge to known additive and multiplication number facts (scaling by 10).
- 4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.
- 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
- 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).
- 4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.
- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2 , m^2 estimate the area of irregular shapes

ART

- Creating Cave Paintings

National Curriculum Links:

Pupils should be taught about:

- improve their mastery of art and design techniques, including drawing and painting with a range of materials

Children will be able to:

- Sketch their cave art.
- Manipulate a range of materials (chalk and charcoal to blend)
- Evaluate their own and peers work.

Maths

National Curriculum Links:

Year 6 - Decimals & Percentages, Algebra, Ratio and Geometry (White Rose)

Pupils should be taught to:

- 5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.
- 5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each
- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Music

- Charanga: Make you feel my love & A New Year Carol

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

English

- Narrative Poems (The Highwayman by Alfred Noyes)
- Creative writing (Wolf Brother)

National Curriculum Links

Pupils should be taught to:

- Continuing to read and discuss an increasingly wide range of genres
- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books and text types
- Learning a wider range of poetry by heart
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read
- Retrieve and record information from fiction and non-fiction books
- Draw 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
- 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
- Use the perfect form of verbs to mark relationships of time and cause
- Identify the audience for and purpose of a piece of writing
- 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
- Proof read for spelling and punctuation errors

Learning Outcomes

Children will be able to: -

- Participate in discussion about a text that is read to them evaluating how authors use language, including figurative language, considering impact on the reader.
- Draw inferences, justifying these with evidence.
- Select appropriate vocabulary for a specific text type.
- Portray the perspective of a character in writing.
- Summarise ideas from a piece of text; identifying key details that support their main ideas.
- Recognise how an author has carefully chosen vocabulary to describe.
- Understand how authors have developed characters in a text.
- Understand the purpose of different text types and explore the different language features.
- Compare two or more poems noting similarities.
- Use the perfect verb for to mark time and cause.
- Use knowledge of the narrative to write an alternative ending.
- Learn and apply proofreading and editing skills.

Computing

- Presentation / Word Processing

National Curriculum Links:

Pupils should be taught to:

- select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Learning Outcomes:

Children will be able to:

- select, edit and manipulate text in different ways
- insert and format an image into a document
- use formatting tools to improve the layout
- use the spellcheck tool
- insert a simple table
- change the size of the page.
- change the layout by using the column tool
- change the orientation of the page
- copy the URL that they need.



Mastery Maths

Humanities:

- ✓ Time line key events during Stone Age to Iron Age whilst making comparisons to negative numbers
- ✓ Investigate the different circumferences of Stone circles

Mastery English

Humanities:

- ✓ Write a newspaper report about an aspect of the Stone age
- ✓ Write a Biography / Fact File about Charles Darwin
- ✓ Create a persuasive booklet about visiting Stonehenge.

PSHE

- Jigsaw: Dreams and Goals

Children will:

- Compare their hopes and dreams with those of young people from different cultures.
- Explore why the dreams and goals of young people from different cultures might be different to their own and give reasons for this.
- Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

World Religion Day

Sunday 16th January - What life lessons can we learn from Religious stories?

Safer Internet Day

Tuesday 8th February - Fun and Games? Exploring respect and relationships online.