

## Geography

### Our European Neighbours

Pupils should be taught about:

How to locate the world's countries, using maps to focus on Europe.

Geographical similarities and differences through the study of human and physical geography of a region in a European country,  
How to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Learning Outcomes (Our European Neighbours)

Children will be able to:

Identify the continent of Europe on a world map; naming and finding some European countries, including Russia, as well as the major capital cities of these countries.

Talk about landmarks and sites that make countries unique as well as looking at their key defining features of human geography, such as flags, currency and language.

Understand the differences between human and physical geography of Europe.

Discuss similarities and differences between two European capital cities (London and Athens) including size, population, language, currency and culture.

## Music

### Developing Notation Skills: How Does Music Bring us Closer Together?

[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

Listen with attention to detail and recall sounds

Use and understand staff and other musical notations

### Learning Outcomes

Children will be able to:

Begin to read basic notation and understand the number of beats represented by each note and rest, as well reading the notes A to G.

## Religious Education

### Islam (the Qur'an)

Children will know that:

Muslims believe that the angel Gabriel visited the prophet Muhammad in the desert near Mecca over 1,400 years ago, and that the angel gave him messages from God; forming the basis of the Qur'an.

The Qur'an teaches Muslims how to live good lives and follow God.

The Qur'an is kept on a high shelf above other books, and the boys wash before handling it, to show their respect for the word of God, or Allah.

## Physical Education

### Cricket

[National Curriculum Links](#)

Pupils should be taught to:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitively in cricket and apply basic principles for fielding.

### Striking and Fielding

[National Curriculum Links:](#)

Pupils should be taught to:

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Swimming

[National Curriculum Links](#)

Use a range of strokes effectively.

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

# The Great Outdoors

## PHRSE

### Relationships

[National Curriculum Links](#)

Pupils should be taught to:

Identify the relationships they have with others, including family members and friends.

Know what makes a healthy relationship and how to resolve problems in relationships (such as fallings out) when they arise.

How to make and embed new relationships and friendships.

## Computing

### Photo Editing

[National Curriculum Links:](#)

Pupils should be taught to:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals.

### Learning Outcomes

Children will be able to:

Create a new shared file to save their work and access this file regularly.  
Import a .jpeg file into photo editing software.

Use photo editing software to perform a series of specific goals; such as altering the colour balance of an image, adding effects to the image, removing the background, inserting a second layer and merging two layers together.

Export the image as a .jpeg and insert it into their shared file.

## Modern Foreign Languages (French)

### Days of the Week and Months of the Year

[National Curriculum Links](#)

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding

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

Develop accurate pronunciation and intonation so others understand when they reading aloud or using familiar words and phrases

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

### Learning Outcomes:

Children will be able to:

Read and recognise the days of the week in and out of order

Make and discuss a weekly time-table

Share their birthday and say the months of the year.

## Art

### Alnwick in Bloom and Pointillism

[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

### Learning Outcomes (Alnwick in Bloom)

Children will be able to:

Make and record observations in their sketchbooks

Mix watercolours

Apply a wash

Build up a painting using layers of colour

### Learning Outcomes (Pointillism)

Children will be able to:

Explore some of Georges Seurat's famous paintings.

Experiment the technique of Pointillism and apply it to recreate a famous painting by George Seurat.

Use similar techniques and create a picture in his style.

## Outdoor Learning

### Opportunities:

Children will investigate the plants in our outdoor school environment.

## Mastering English

### Learning Outcomes

Children will be able to:

Produce a case study comparing and contrasting the UK with Greece.

## Mastering Maths

### Learning Outcomes

Children will be able to:

Record, present and analyse data gathered from a scientific experiment into what plants need in order to grow and be healthy.

## **Science**

### **Plants**

#### **National Curriculum Links**

Pupils should be taught to:

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### **Learning Outcomes:**

Children will be able to:

Name the main parts of a flowering plant.

Explain where plants get their water from.

Say why plants need to produce their own food.

Explain the function of leaves in flowering plants.

Name the main parts of flowers.

Describe the function of the main parts of flowers.

Explain why flowering plants need to disperse their seeds

Name the parts of seeds and their functions.

Investigate the effect of an absence of light, nutrients and water has on the growth of a flowering plant; making hypotheses, designing an experiment to test them fairly and interpreting their results to make a scientific conclusion.

## **English**

### **The Lorax (Willow)**

### **The Wild Robot (Chestnut and Maple)**

#### **National Curriculum Links**

Pupils should be taught to:

Use dictionaries to check the meaning of words they have read

Discuss words and phrases that capture the reader's interest and imagination

Ask questions to improve their understanding of a text

Organising paragraphs around a theme

Discussing and recording ideas

Propose changes to grammar and vocabulary to improve consistency

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## **Maths (Willow)**

### **Length and perimeter**

Pupils should be taught to:

Measure, compare, add and subtract lengths (m/cm/mm).

Measure the perimeter of simple 2-D 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators

Add and subtract fractions with the same denominator within one whole [for example,  $7\frac{5}{6} + 7\frac{1}{6} = 7\frac{6}{6}$ ]

Compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.

### **Mass and Capacity**

Pupils should be taught to:

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

## **Maths (Chestnut and Maple)**

### **Decimals**

Pupils should be taught to:

Compare numbers with the same number of decimal places up to two decimal places.

Round decimals with one decimal place to the nearest whole number.

Recognise and write decimal equivalents to 14, 12 and 34

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

### **Money**

Pupils should be taught to:

Estimate, compare and calculate different measures, including money in pounds and pence.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

### **Time**

Pupils should be taught to:

Read, write and convert time between analogue and digital 12- and 24-hour clocks

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days