# Our European Neighbours

## 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; and

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.

## History

**The Ancient Greeks**

Pupils should be taught about:

Ancient Greece – a study of Greek life and their achievements and their influence on the western world.

**Learning Outcomes**

Children will be able to:

Identify the 'city-states' of Ancient Greece and understand that each individual state had own laws and armies. Children will then draw a contrast between Athens and Sparta and develop a balanced argument about which one they would prefer to live in.

Compare the thoughts and ideas of famous Greek philosophers and engage in a philosophical debate of their own.

Create a museum exhibition to inform others about one philosopher and inform others how their thoughts, beliefs, arguments and achievements influenced the western world for hundreds of years.

## Religious Education

**Islam (Symbolism and Meanings)**

Children will:

Discuss the symbols linked to different religions before focusing on the main symbol used by Muslims and learning about why this has become so commonly associated with Islam.

Discuss the meanings of the other Islamic symbols to develop a wider understanding of the religion.

## Outdoor Learning Opportunities:

Children will embed their knowledge from history by re-enacting the Ancient Greek Olympics on the school field.

## Mastering Maths

**Learning Outcomes**

Children will be able to:

Measure, record and analyse data gathered from their 'Olympic Games' to determine winners.

## Mastering English

**Learning Outcomes**

Use their speaking and listening skills to engage in a philosophical debate.

## Physical Education

**Swimming (Willow and Chestnut)**

National Curriculum Links

Pupils should be taught to:

Use a range of strokes effectively;

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

Perform safe self-rescue in different water-based situations.

**Athletics**

Pupils should be taught to:

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

Develop flexibility, strength, technique, control and balance through athletics.

**Multi-Skills (Maple)**

National Curriculum Links:

Develop flexibility, strength, technique, control and balance; and

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

**Residential (Year 4)**

Take part in outdoor and adventurous activity challenges both individually and within a team.

## Computing

**Computer Science**

National Curriculum Links:

Pupils should be taught to:

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; and

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

**Learning Outcomes**

Children will be able to:

Use Scratch to design a background based on an Ancient Greek Olympic track and a character sprite to run around the track.

Program the sprite so that it moves around the track following input commands from the Chromebook keyboard.

Add repetition to their algorithm so that the sprite's costume changes as it runs around the track.

## PHRSE

**Changing Me**

National Curriculum Links

Pupils will:

Think about how they have changed throughout their lives and from September and children will also think about upcoming changes, such as moving to a new class in the next school year.

## Modern Foreign Languages (French)

**Families and Friends**

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; and

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

**Learning Outcomes:**

Children will be able to:

Name and identify key members of their family and their friends; describing them and their hobbies (e.g. "My mum has brown hair. / Ma mère a les cheveux bruns.").

## Art

**Alnwick in Bloom**

National Curriculum Links

Pupils should be taught to:

Create sketchbooks to record their observations and use them to review and revisit ideas; and

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

**Learning Outcomes**

Children will be able to:

Make and record observations in their sketchbooks, mix watercolours, apply a wash and build up a painting using layers of colour.

## DT

**Crêpes**

National Curriculum Links

Pupils should be taught to:

Understand and apply the principles of a healthy and varied diet; and

Prepare and cook a dish using a range of cooking techniques [measuring, pouring, whisking and chopping].

**Learning Outcomes**

Children will be able to:

Explore and taste a variety of healthy fillings, choose a healthy filling for their own crepe.

Read and follow instructions in the form of a recipe.

Measure out and prepare ingredients using a range of cooking techniques.

Assemble their ingredients and cook them following the recipe.

Taste and evaluate their own dish.

## Science

**Light**

National Curriculum Links

Pupils should be taught to:

Recognise that they need light in order to see things and that dark is the absence of light;

Notice that light is reflected from surfaces;

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes;

Recognise that shadows are formed when the light from a light source is blocked by an opaque object; and

Find patterns in the way that the size of shadows change.

**Learning Outcomes**

Pupils should be taught:

To recognise that they need light to see things.

To investigate which surfaces reflect light.

To explore what happens when light reflects off a mirror.

That light from the sun can be dangerous and there are ways we can protect our eyes.

To recognise that shadows are formed when light is blocked by an opaque object.

To find patterns when investigating how shadows change size.

## English

**The Mark of the Cyclops**

National Curriculum Links

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a range of poetry, non-fiction and reference books;

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

Ask questions to improve their understanding of a text;

Organise paragraphs around a theme;

Discuss 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;

Use the present perfect form of verbs in contrast to the past tense;

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;

Use and punctuating direct speech; and

Consolidate their understanding of English concepts.

## Maths (Willow)

**Length and perimeter**

Pupils should be taught to:

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

Measure the perimeter of simple 2-D shapes.

**Money**

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

**Time**

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks;

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight;

Know the number of seconds in a minute and the number of days in each month, year and leap year; and

Compare durations of events [for example, to calculate the time taken by particular events or tasks].

**Statistics**

Interpret and present data using bar charts, pictograms and tables;

Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

**Mass and Capacity**

Pupils should be taught to:

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

## Music

**Enjoying Improvisation: What Stories Does Music Tell us About the Past?**

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:

The ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.

How music has always helped us tell stories and still does today, in many different ways!

How music often IS the story, or carries the story within it.

The role of music and musicians as 'history book' guardians of historical and cultural heritage.

How music is a kind of time travel, often reanimating long 'dead' notes with the click of a finger (or the pluck of a string!).

How music can be both a teacher and a tool for improving our lives and societies. It is only by sharing and listening to each other's stories and histories that we can come to a better understanding of each other.

How whenever we create something new in music, we do so by building on all the music that has come before it.

## 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 1/4, 1/2 and 3/4; and

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; and

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; and

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

**Statistics**

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; and

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Geometry (Maple)**

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;

Identify acute and obtuse angles and compare and order angles up to 2 right angles by size;

Identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry;

Describe positions on a 2-D grid as coordinates in the first quadrant;

Describe movements between positions as translations of a given unit to the left/right and up/down; and

Plot specified points and draw sides to complete a given polygon.