

## Geography

### Local Study of Cragside and the River Coquet

#### National Curriculum Links:

Pupils should be taught to:

- name and locate counties and cities of the UK and their identifying physical characteristics including rivers.
- describe and understand key aspects of physical geography including: rivers and the water cycle.
- use maps and atlases to locate and describe features studied.
- use the eight points of a compass, four and six figure grid references, symbols and keys including the use of Ordnance Survey maps.
- use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

#### Learning Outcomes:

Children will be able to:

- explain the features of the water cycle and why it is a closed cycle
- use atlases to locate rivers both in the UK and around the world
- identify the features of a river's course
- compare the features of a river at different points along its course
- describe how rivers can change over time
- use four and six figure grid references to give accurate locations on a map
- interpret OS maps, including using a key
- state the advantages and disadvantages of different uses of a river
- create sketch maps of a local river

Educational Visit Link: Cragside / Rothbury visit

## Outdoor Learning Opportunities

#### Science - Light

- Investigate how the human eye interprets lights and produce a model using natural materials.

#### Geography - River Coquet

- Recreating and labelling the River Coquet using natural materials.

#### PE - NUF Problem Solving Challenges

## Foreign Languages

### French: The High Street

#### National Curriculum Links:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations, ask and answer questions.
- speak in sentences using familiar vocabulary
- read carefully and show understanding of w phrases and simple writing.

#### Learning Outcomes:

Children will be able to:

- make simple sentences and manipulate them
- understand and use negatives
- recite a short text with accurate pronunciation
- appreciate similarities and differences between French and English high streets



## Raging Rivers



## Religious Education

### Islam: What is the best way for a Muslim to show commitment to God? (P4C)

#### Learning Outcomes:

Children will be able to:

- show an understanding of why people show commitment in different ways.
- describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
- think of some ways of showing commitment to God that would be better than others for Muslims.

P4C: Does a belief in Akhirah help Muslims lead good lives?

## Design Technology

### Structures: Building Bridges

#### National Curriculum Links:

Pupils should be taught about:

- 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, prototypes, pattern pieces and computer-aided design
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

#### Learning Outcomes:

Children will be able to:

- explore ways in which pillars / beams are used to span gaps.
- explore ways in which trusses can be used to strengthen bridges.
- explore ways in which arches are used to strengthen bridges.
- explain how suspension bridges are able to span long distance
- develop criteria and design a prototype bridge for a purpose.
- analyse and evaluate products according to design criteria

Educational Visit Link: Cragside

## Physical Education

### Team Games and Swimming

#### 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
- Develop flexibility, strength, technique, control & balance
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

#### Problem Solving (NUF)

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



## Science

### Light

#### National Curriculum Links:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

#### Learning outcomes:

Children will:

- review understanding of light and shadow and to explore how light travels.
- investigate how we see things through light entering the eyes.
- explore how light can be reflected and change direction.
- investigate reflections from a variety of surfaces.
- plan and carry out an experiment to investigate how shadows behave.
- explore the differences between shadows and reflections and consolidate knowledge of how we see things.

## Music

- **Charanga: Livin' on a Prayer (Yr6) / Happy (Yr5)**

#### 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



## Maths

#### National Curriculum Links:

Year 5 - Number and Place Value, Addition, Subtraction and Statistics (White Rose)

Pupils should be taught to:

- 4NPV-1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100 (RtP)
- 4NPV-2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning (RtP)
- 4NPV-3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. (RtP)
- 3NPV-1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10.
- 3NPV-2** Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- 3NPV-3** Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.
- Read, write order and compare numbers up to at least 1,000,000 and determine the value of each digit.
- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Solve number problems and practical problems that involve all of the above.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

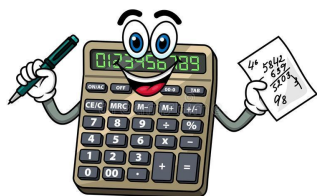
Add and subtract whole numbers with more than 4 digits, including using formal

Add and subtract numbers.

Use rounding to check the context of a problem

Solve addition and subtraction problems, deciding which operations and methods to use and why.

Solve comparison, sum and difference problems using information



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contexts,

and methods to use and why.

## Maths

#### National Curriculum Links:

Year 6 - Number and Place Value, Addition, Subtraction, Multiplication and Division (White Rose)

Pupils should be taught to:

- 5NF-1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice (RtP)
- 5MD-2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors (RtP)
- 5MD-3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method
- 5MD-4** Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as appropriate for the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use knowledge of the order of operations to carry out calculations involving the four operations.
- Solve number and practical problems that involve all of the above.





## English

**Recounts – Kensuke's Kingdom**

**Poetry – A River Speaks (Joshua Seigal) / The River (Valerie Bloom)**

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
- Discuss the words that capture the readers interest
- Explain and discuss their understanding of what they have read
- Retrieve and record information from fiction and non-fiction books
- Identify the audience for and purpose of a piece of writing
- To use figurative language, using other similar writing as models for their own
- 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

**English recovery**

**Year 5**

- Understand and use grammatical terminology from Years 3 and 4.

- Know and apply spelling rules from Years 3 and 4

**Year 6**

- Understand and use grammatical terminology from Years 3, 4 and 5.

- Know and apply spelling rules from Years 3, 4 and 5



## Mastery Maths

**Geography: Rivers**

After looking at rivers in the United Kingdom the children will convert lengths of rivers from miles to km and rank them in ascending and descending order.

**Science: Light**

Children will investigate angles and distance of shadows and record this information

**Design Technology: Bridges**

Children will draw their plan for building bridges and detail actual measurements.

## Mastery English

**History: Lord Armstrong**

Children will produce a written, non-fiction piece about Lord Armstrong and Craggside.

**DT: Building Bridges**

Children will write an evaluation of their bridges using a given success criteria.

## Computing

### - E-Safety

National Curriculum Links:

Pupils should be taught to:

- Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning Outcomes:

Children will be able to:

- find similarities and differences between in-person and cyberbullying.
- identify good strategies to deal with cyberbullying.
- identify secure websites by identifying privacy seals of approval.
- understand the benefits and pitfalls of online relationships.
- identify information that should never be shared.
- recognise ways in which the internet and social media can be used both positively and negatively.
- identify what is appropriate to share on social media and what is not.
- know how to use social media responsibly to protect the health, wellbeing and rights of all.

## History

### Local Study of Craggside and Lord Armstrong

National Curriculum Links:

Pupils should:

- Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Learning Outcomes:

Children will be able to:

- explain the history and significance of Craggside House
- explain the history of Sir William Armstrong and his achievements relating to hydroelectricity
- identify other hydraulic mechanisms inspired by the work of Lord Armstrong.

**Educational Visit Link: Craggside**

## PSHE

### Jigsaw: Being Me In My World

Pupils should be able to:

- Compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

## Science

### Electricity

#### National Curriculum Links:

Pupils should be taught to:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

#### Learning outcomes:

Children will be able to:

- recap knowledge of electricity and circuits
- investigate ways in which the brightness of a bulb or speed of a motor is changed.
- recognise and use conventional symbols for circuits
- plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb.
- review and assess understanding of circuits.