

Geography

- A local study of Holy Island

National Curriculum Links:

Pupils should be taught to:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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Learning Outcomes:

Children will:

- Use an atlas to locate Holy Island
- use a key to locate and describe features on an Ordnance Survey map
- be able to identify and describe key geographical features of Holy Island.
- be able to explore human features and describe and locate tourist attractions on Holy Island
- explore the physical features of the island
- create a four or six figure grid map showing these features

Religious Education

- Hinduism: Do beliefs in Karma, Samsara & Moksha help Hindus lead good lives?

Learning Outcomes: (Northumberland Agreed Syllabus)

Children will:

- start to express their own views about life after death.
- compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.
- express my own views about Hindu beliefs and whether they make sense to me or not.

P4C: What does it mean to lead a good life?

Foreign Languages

- French: Parts of the body Members of the family



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 that others understand when they are reading aloud or using familiar words and phrase.

Learning Outcomes:

Children will be able to:

- Explore the French alphabet to support pronunciation.
- Say main body parts in French, developing correct pronunciation.
- Match the French vocabulary to English translation.
- Label parts of the body correctly spelling in French.
- Start a conversation about each other's families.
- Respond naming the people within their family.

THE TERRIBLE TUDORS



Physical Education

- Team Games and Dance / Bikeability (Year 5)

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 and balance
- perform dances using a range of movement patterns

History

- Extended Chronological Study - Tudors

National Curriculum Links:

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a significant turning point in British history

Learning Outcomes:

Children will:

- be able to locate Tudors in the context of British history.
- name the Tudor monarchs and place them in chronological order.
- learn about the appearance and character of Henry VIII
- use the internet to collect relevant information
- learn about the power and importance of a Tudor king.
- understand why Henry VIII married 6 times
- place the wives in order and state what happened to them
- to use the internet safely in order to gather relevant information.
- find out what life was like for a Tudor explorer
- write a detailed diary entry for the experiences of a Tudor explorer

P4C: What makes a good monarch?

Outdoor Learning Opportunities

History:

- Making Medieval toothpaste from natural ingredients.

Geography:

- Create a large map of Holy Island and its physical features.

Maths

National Curriculum Links: (*White Rose*)

Year 5 – Fractions, Decimals and Percentages

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number.
- identify, name and write equivalent fractions of a given fraction.
- recognise mixed numbers and improper fractions and convert from one form to the other.
- 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.
- read and write decimal numbers as fractions.
- recognise and use thousandths and relate to them as tenths, hundredths and decimal equivalents.
- round decimals with two decimal places to the nearest whole number and to one d.place.
- read, write, order and compare numbers with up to three decimal places.
- solve problems involving number up to three decimal places.
- recognise the percent symbol and understand that per cent relates to number of parts per 100
- solve problems which require knowing percentage and decimal equivalents.



Music

- Charanga: Fresh Prince of Bell Air

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 using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Computing

- Lego WeDo

National Curriculum Links:

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output
- 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:

- design and create a working model
- use software to acquire information
- program model to do basic movements using software
- use feedback to adjust programming output (debug)



Maths

National Curriculum Links:

Year 6 – Converting Units of Measure, Perimeter, Area and Volume

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- recognise, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three dp.
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa.
- recognise when it is possible to use formulae for area and volume of shapes.
- calculate the area of parallelograms and triangles.
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)

DT

- Tudor Houses

National Curriculum Links:

Pupils should be taught about:

- generate, develop, model and communicate their ideas through discussion, sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Children will be able to:

- design and make a model of a Tudor house, using appropriate materials, tools and techniques
- recognise and describe the features of a Tudor house
- evaluate their finished work and say what they feel about it.



English

- **Drama, Plays and Dialogue: MacBeth by William Shakespeare**

- **Historical Adventure Stories: Treason by Bertie Doherty**

National Curriculum Links:

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- identifying how language, structure and presentation contribute to meaning.

Writing – Pupils should be taught to:

Plan by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Grammar and Punctuation – Pupils should be taught to:

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Handwriting and presentation – pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
- choosing the writing implement that is best suited for a task.

PSHE

- **Health and Wellbeing: Keeping Safe**

National Curriculum Links (PSHE Association):

Pupils should:

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly
- Recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious that they think is wrong.
- Understand school rules about health and safety, basic emergency aid procedures, where and how to get help.
- Recognise how their increased independence brings increased responsibility to keep themselves and others safe
- Understand a range of strategies to stay safe online
- Understand the importance of protecting personal information
- Understand who is responsible for helping to keep them safe.
- Becoming responsible users of mobile phones.
- Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- Understand how to manage images of themselves and others.
- Understand that now they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- Develop the skills to exercise these responsibilities

Mastery English

History:

- ✓ Write a detailed diary entry for the experiences of a Tudor explorer

Mastery Maths

Geography:

- ✓ Creating a line graph to show the population of Holy Island and Alnwick.