

| ENGLISH | |
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| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● 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 inferences with evidence. ● Predicting what might happen from details stated and implied. ● Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. ● Identifying how language, structure and presentation contribute to meaning. ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ● Distinguish between statements of fact and opinion ● Retrieve, record and present information from non-fiction. ● Provide reasoned justifications for their views. | <p>Main Text:</p> <p>The Explorer - Katherine Rundell</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● <i>To ensure a smooth transition from First to Middle School by challenging and engaging pupils from the outset.</i> ● <i>To study The Explorer by Katherine Rundell as a class novel as well as other complimentary fiction and non-fiction texts to improve reading comprehension skills. Non-fiction: Jungle animals (non-chronological reports, Julianne Koepcke (recount) Newspaper article</i> ● <i>Poetry: Abyss</i> ● <i>To make appropriate use of success criteria when working independently.</i> ● <i>To be able to use a range of strategies: whole class reading, paired reading, repeated oral reading and independent reading in order to improve skills.</i> ● <i>Using vocabulary lists, writing frames and support to develop sustained writing skills in fiction and a range of non-fiction texts (non-chronological reports; biography; newspaper article)</i> |
| MATHS | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> ● Recognise and use Roman numerals to 1,000 ● Recognise, use, write, partition, compare and order numbers up to 1,000,000 ● Use powers of 10 ● Calculate 10, 100, 1,000, 10,000, 100,000 more or less than a number | <p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> ● Roman numerals ● Numbers up to 1,000,000 ● Powers of 10 ● Powers of 10 more or less than a number ● Rounding numbers |

- Round numbers to the nearest 10, 100 or 1,000
- Round integers within 1,000,000

Addition and subtraction

- Use mental strategies to add and subtract
- Add and subtract numbers with more than four digits
- Round numbers
- Use inverse operations
- Use multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

Multiplication and Division

- Calculate multiples and common multiples
- Calculate factors and common factors
- Calculate and using prime, square and cube numbers
- Multiply and divide by 10, 100 and 1,000
- Calculate multiples of 10, 100 and 1,000

Fractions

- Find equivalent fractions
- Recognise and use equivalent fractions
- Convert improper fractions to mixed numbers and vice versa
- Compare and order fractions
- Add and subtract fractions

Addition and subtraction

- Adding and subtracting
- Rounding numbers
- Inverse operations
- Comparing
- Missing numbers

Multiplication and Division

- multiples and common multiples
- factors and common factors
- prime, square and cube numbers
- multiplying and dividing

Fractions

- Equivalent fractions
- Unit and non-unit fractions
- Improper and mixed numbers
- Comparing and ordering fractions
- Adding and subtracting fractions

SCIENCE

Pupils will have the opportunity to develop the following skills, working scientifically:

- Ask questions and develop lines of enquiry based on observations.
- Make predictions using scientific knowledge and understanding.
- Carry out investigations and experiments to make observations and test predictions.

Pupils will have the opportunity to develop their knowledge about:

Earth and Space

- The movement of the Earth and other planets relative to the Sun in the Solar System.
- The movement of the Moon relative to the Earth.
- The Sun, Earth and Moon are approximately spherical bodies.
- The idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

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| <ul style="list-style-type: none"> ● Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. ● Make and record observations and measurements using a range of methods for different investigations. ● Evaluate the reliability of methods and suggest possible improvements. ● Present observations and data using appropriate methods, including tables and graphs. | <p>Forces</p> <ul style="list-style-type: none"> ● labelling forces on a diagrams ● gravity ● friction ● air resistance ● push and pull ● upthrust ● using a force meter ● balanced and unbalanced forces ● use of magnets ● units used to measure forces |
| ART/DT | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Painting - primary and secondary colours - how to lay down paint. ● Printing - introduction to block printing single image. ● Drawing - line development and drawing for an appropriate sustained time. ● Collage - using/layering appropriate collage. ● Colour Theory - identifying and mixing primary and secondary colours. ● Line drawing with shapes - proportion in drawing. <p><u>Linkages and Levers - Autumn term into Spring Term.</u></p> <ul style="list-style-type: none"> ● To identify levers and linkages in the real world. ● To explain how a lever works. ● To explain how linkages create movement and how the direction can be changed. | <p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Pop Art Movement</u></p> <ul style="list-style-type: none"> ● Colour theory. ● Line drawing. ● Colour blocking. ● Collage. ● Block printing. ● Artists Satoshi Tajiri, Roy Lichenstein, Andy Warhol, Richard Hamilton, Ken Sugimori and Gama Go. <p><u>Linkages and Levers - Autumn term into Spring Term.</u></p> <ul style="list-style-type: none"> ● To identify levers and linkages in the real world. ● To explain how a lever works. ● To explain how linkages create movement and how the direction can be changed. ● To create levers and linkages that move in different ways. |

- To create levers and linkages that move in different ways.
- To create a product that includes a lever with linkages.
- To design a product which follows the brief but also takes into account the research they undertake.
- To evaluate the effectiveness of the product by referring to the specification.

- To create a product that includes a lever with linkages.
- To design a product which follows the brief but also takes into account the research they undertake.
- To evaluate the effectiveness of the product by referring to the specification.

COMPUTING

Pupils will have the opportunity to develop the following skills:

- Saving work and organising files.
- Uploading files and folders to Gdrive.
- Formatting text.
- Knowing and using common shortcuts.
- cutting and pasting between applications.
- knowing how to delete/insert and replace text to improve clarity and mood.
- Using powerpoint to create a learning journal by adding new slides, changing font style and size, adding text and cutting and pasting between applications as well as using screenshots to evidence work.
- Developing confidence using both hands when typing.
- Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into small parts.
- Working collaboratively online to achieve a given goal
- Using the internet safely and effectively

Pupils will have the opportunity to develop their knowledge about:

Information technology

- Word processing including: formatting text including font size, colour, style location; cutting and pasting between applications; delete/insert and replace text to improve clarity and mood; use correction tools; develop confidence in typing.
- Presentation software (Microsoft PowerPoint and Google slides) including adding a new slide; changing font; adding text; cut and paste between applications.
- Print screening and pasting to evidence work.
- Touch typing and ways to develop their own skills.
- Using School360 to access work, complete work and submit work.
- computer networks including the internet
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Computer Science:

- what the internet is and how we can use it
- how the internet offers opportunities to work collaboratively to achieve a given goal

Digital Literacy:

Throughout the year students will have the opportunity to develop their knowledge about: Their self-awareness by reflecting critically on their behaviour and its impact on others. Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.

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| FOOD | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform basic practical tasks. ● Use knowledge of ingredients to adapt recipes. ● Prepare some simple recipes. ● Evaluate their ideas and products against their own design criteria. ● Using a knife safely. | <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically within the food technology room. ● Health, safety and importance of washing up correctly. ● Health and safety for storing ingredients. ● The names of some basic equipment. ● A basic healthy diet using the Eatwell Guide. ● Basic seasonality and know where some ingredients are grown. |
| GEOGRAPHY | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● The 8 compass points: N, NE, E, SE, S, SW, W, NW. ● The different countries of the UK and where they are positioned. ● Different scales on maps and their purposes. ● Major hill and mountain ranges in the UK as well as how mountains and hills are formed. <ul style="list-style-type: none"> ● Major rivers in the UK as well as how they are formed and how they develop. ● Physical geographical features (river and relief) in Bellingham. (field trip and assessment). | <p>- pupils will have the opportunity to develop their knowledge about:</p> <p><u>Rivers and Mountains</u></p> <ul style="list-style-type: none"> ● The main mountain landscapes in England, Wales and Scotland. ● The characteristics of mountain landscapes ● How a river changes from the start (source) to the end (mouth) and the distinct sections of a river. ● The natural features found in rivers and the formation of waterfalls. |
| HISTORY | |
| <p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Provide an opinion about a source. ● Use sources to recall evidence from the past. ● Retell stories about the past and identify why events happened. ● Describe key characteristics of times studied. ● Place events in chronological order. ● Know key dates of events studied in relation to the present day. ● Identify periods of change. | <p>- pupils will have the opportunity to develop their knowledge about:</p> <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> ● the location of Ancient Egypt in time and place. ● How Ancient Egypt society was organised. ● Why the river Nile was important for the Ancient Egyptians. ● What the ancient Egyptians believed about life after death. ● Why the Ancient Egyptians built the pyramids. |

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| <ul style="list-style-type: none"> ● Ask valid questions about past events. ● The appropriate use of historical terms. ● Demonstrate knowledge through extended written answers. ● Address historically valid questions about change, cause, similarity and difference, and significance. | <ul style="list-style-type: none"> ● The significance of Howard Carter's discovery of Tutankhamen's tomb. |
| MFL – FRENCH | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Asking and answering basic questions ● Listening to authentic French, including songs ● Pronouncing sounds and words ● Writing in short 1st person sentences to give key information. ● Beginning to use a bilingual dictionary, equipping them as a more independent French learner. | <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Basic vocabulary such as: introducing themselves, reading the date and saying where they live. ● Classroom instructions and phrases ● Essential grammar, including recognising the pronouns 'je' and 'tu' and understanding that French nouns are masculine or feminine. ● Wider Francophone culture, learning about French names and places ● Francophone Christmas traditions, especially Saint Nicolas. ● A taster lesson in another European language (Italian or Spanish) as part of the celebrations of the European Day of Languages |
| MUSIC | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Listening with respect ● Basic vocal techniques ● Singing as part of a group ● Singing with confidence ● Identifying musical elements ● Different types of songs ● Different types of voices ● Responding to a pulse within pieces of music ● Performing simple rhythmic patterns | <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Instruments of the orchestra ● Warming up voices ● Good posture when singing ● Different types of songs ● A musical piece called <i>Peter and the Wolf</i> ● Musical elements ● Different types of voices ● Pulse and rhythm ● Musical rhythms ● Rhythmic patterns |

PE

Pupils will have the opportunity to develop the following skills:

Football

- To improve existing skills and develop ball familiarisation, dribbling, passing, turning, shooting and goalkeeping skills.

Basketball

- In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing in this unit on basketball.
- In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.

Cross-country

- In this unit pupils will focus on developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.
- In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.
- They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.

Pupils will have the opportunity to develop their knowledge about:

Football

- **Ball Familiarisation and Passing**
 - To become familiar with using the ball with both feet.
 - To learn how to pass the ball correctly with both feet.
 - To experience different ways of controlling and passing the ball.
- **Controlling and Running with The Ball**
 - To reinforce control of the ball and passing.
 - To learn how to run with the ball correctly, using both feet.
 - To practice running with the ball and controlling it.
- **Dribbling and turning**
 - To learn how to dribble with the ball, using both feet.
 - To learn and practice turning with the ball to find a new space.
- **Turning**
 - To reinforce/clarify various turning techniques.
 - To learn how to do the stepover and practice it.
 - To move onto the ball, control it and pass it.
- **Shooting**
 - To learn how to shoot with a stationary ball.
 - To practice shooting with a moving ball.
 - To run with the ball and shoot.

Basketball

- To perform dribbling skills accurately with control.
- To be able to change direction whilst dribbling.
- To gain a greater understanding of the rules and what an illegal dribble is.
- To be able to add an end product such as passing after dribbling skill has been performed.

- To understand the different types of passing; chest pass, shoulder pass and bounce pass.
- To be able to perform each type of pass with greater accuracy and confidence.
- To be able to perform these passes when working in a team to achieve an objective.
- To be able to combine passing skills with shooting skills.
- To develop shooting skills from different ranges and angles.
- To be able to effectively work together as a team to score a basket.
- To be able to combine dribbling, passing and shooting skills.
- To develop the accuracy of dribbling, passing and shooting skills.
- To be able to effectively apply dribbling, passing and shooting skills against a defender.

Cross-country

- How to conduct a warm up
- Benefits of a warm up
- Different methods of warm up
- Warm Down
- Specific warm up
- Running on different terrain
- Pacing your run
- How to run as a team
- Work as a team
- Develop tactics
- Competition
- Leaders and follows
- Develop fitness
- Set a goal to achieve

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| | - Analyse performance |
| PSHE | |
| <p>pupils will have the opportunity to develop the following skills:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> ● Setting personal goals. ● Identify hopes for this school year. ● Empathise with people in this country whose lives are different to their own. ● Making the right choices about their own behaviour because they understand how rewards and consequences feel. ● Contribute to a group discussion. <p>Celebrating Difference</p> <ul style="list-style-type: none"> ● Developing strategies to manage feelings in bullying situations. ● Developing strategies to deal with problem-solving. ● Know some ways to encourage children who use bullying behaviours to make other choices. ● How to support children who are being bullied. ● Compare their life with people in the developing world. ● Appreciate the value of happiness regardless of material wealth. | <p>– pupils will have the opportunity to develop their knowledge about:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> ● How to face new challenges positively. ● What they value most about their school. ● Their rights and responsibilities as a British citizen. ● Their rights as a member of this school. ● How their actions affect themselves and others. ● How an individual’s behaviour can impact a group. ● How we can function best as a whole. ● How democracy and having a voice benefits the school community. ● How to participate in our school community. <p>Celebrating Difference</p> <ul style="list-style-type: none"> ● How cultural differences can sometimes cause conflict. ● Their own culture and other people’s cultures. ● What the term ‘racism’ means. ● Their own attitude towards people from different races. ● How rumour-spreading and name-calling can be bullying behaviours. ● Direct and indirect types of bullying. |
| RELIGIOUS EDUCATION | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Christianity: What does it mean if Christians believe God is holy and loving?</u></p> | <p>- pupils will have the opportunity to develop their knowledge about:</p> <p><u>Christianity: What does it mean if Christians believe God is holy and loving?</u></p> |

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| <ul style="list-style-type: none"> ● Development , through discussion and written work, pupils’ ability to weigh up these biblical ideas: a) God is holy, and very different to humans; b) God is loving and forgives everyone who is truly sorry; c) God’s holiness and love are seen in his dealings with his people — his commands and his willingness to forgive. ● Develop knowledge through extended written answers and show understanding of concepts. ● Discussion and debate. ● Communication ● Vocabulary | <ul style="list-style-type: none"> ● What is written in the Bible about God in this context. ● The holy trinity and the unity of Father, Son, and Holy Spirit as three persons in one Godhead. ● Identify some different types of biblical texts, using technical terms accurately. ● Explain connections between biblical texts and Christian ideas of God, using theological terms. ● Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. ● Show how Christians put their beliefs into practice in worship. ● Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own |
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PERFORMING ARTS

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| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Listening actively and responding appropriately ● Gesture and posture ● Concentration and focus ● Teamwork ● Communication ● Oracy ● Movement ● Vocabulary ● Empathy and emotional intelligence ● Imagining and creating ● A wide range of drama strategies ● Debating | <p>- pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Behaviour for learning expectations ● Their fellow peers ● Different ways of bringing a story to life ● The structure of fairytales ● A range of performing arts techniques ● Props ● Cities giving Christmas trees as gifts ● The Poetry Society ● Julia Donaldson |
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