

ENGLISH	
<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. ● Retrieve, record and present information from non-fiction. ● To understand formal and informal language ● Provide reasoned justifications for their views. ● Write creatively based on image stimulus for a range of writing styles 	<p>Main Text:</p> <p>Holes by Louis Sachar</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● crime and punishment through the ages ● real life treasure hunters ● extreme environments ● relationships and friendships ● <i>To ensure a smooth transition from Term 1l by challenging and engaging pupils from the outset.</i> ● <i>To study Holes by Louis Sachar as a class novel as well as other complimentary fiction and non-fiction texts to improve reading comprehension skills. Non-fiction: Writing Home (diary, letters, character analysis)</i> ● <i>Poetry: The Highwayman by Alfred Noyes</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 (diary entries; biography; letter)</i>
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Multiplication and division</u></p>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Multiplication and division</u></p>

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit and 4-digit numbers by a 2-digit number
- Use short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Understand and explore efficient division
- Solve problems with multiplication and division

Fractions

- Multiply a unit and non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity and an amount
- Finding the whole
- Use fractions as operators

Decimals and percentages

- Exploring decimals up to 2 decimal places
- Calculating equivalent fractions and decimals (tenths and hundredths)
- Calculating thousandths as fractions, decimals and on a place value chart
- Order and compare decimals
- Round decimals to the nearest whole number, to 1 decimal place
- Understand percentages
- Calculate percentages as fractions and decimals
- Calculate equivalent fractions, decimals and percentages

Perimeter and area

- Measuring and calculating the perimeter of rectangles and rectilinear shapes
- Measuring and calculating the perimeter of polygons
- Measuring and calculating the area of rectangles
- Measuring and calculating the area of compound shapes

- Written methods of multiplication
- Solving multiplication and division problems
- Short division
- Dividing with remainders
- Efficient division

Fractions

- Multiplying a fraction
- Fractions of a quantity and an amount
- Find the whole

Decimals and percentages

- Equivalent decimals, fractions and percentages
- Ordering and rounding decimals
- Calculating percentages

Perimeter and area

- Calculating the perimeter of polygons
- Calculating the area of compound shapes

- Estimating the area

Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Read and interpret two-way tables
- Read and interpret timetables

Statistics

- Draw and interpret line graphs
- Interpreting tables and timetables

SCIENCE

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

- Use a wider range of methods to record results and data with increasing accuracy, including labelled scientific diagrams and models, as well as tables, bar graphs and line graphs.
- Distinguish between fact and opinion.
- Continue to learn about how scientific ideas have developed over time, finding out about the work of influential scientists.
- Become more independent in designing own enquiries and experiments and will outline the key variables when designing a fair test, considering how to effectively control them.
- Become more confident in using the results of experiments to make predictions and suggest further research questions.
- Report findings orally and in writing, and learn how to use relevant scientific language and illustrations to communicate ideas.

Pupils will have the opportunity to develop their knowledge about:

Materials and their properties

- Material properties
- Conductors
- Absorbent materials
- Water resistance
- Porosity
- Solids, liquids and gases
- Changing state
- Dissolving
- Separating mixtures

Plants

- Germination
- Flower structure
- Insect pollination
- Wind pollination
- Seed dispersal
- Plant life cycles
- Photosynthesis

--	--

ART/DT	
---------------	--

Pupils will have the opportunity to develop the following skills:

Under the Sea and Chinese new year

- Line Drawing.
- Imaginative Drawing.
- Blending techniques when drawing.
- Sculpture design.
- Sculpture techniques.
- Construction.
- Scientific Drawings and observational drawings of nature and the environment.
- Use of drawing when recording information and ideas.
- Collage – using recycled materials to create 2D and 3D images.
- Collage – Applying layers and texture to a piece of work.
- Line – creating calligraphy writing and working on lie forming an Ink painting – Using ink and paint to create effects when painting.
- Collage – Layering tissue paper to create a stained glass window.
- Origami – Changing a 2D form to a 3D form
- Sculpture – Creating a Chinese dragon mask
- Ink painting – Chinese scroll painting.
- Calligraphy – Chinese calligraphy.

Pupils will have the opportunity to develop their knowledge about:

Under the Sea and Chinese new year

- Imagination and design - Utilising their imagination to further develop their art skills.
- Collaborative working with peers - Working as a class to produce a sculpture.
- Drawing and developing ideas.
- Construction and sculpture techniques - designing and creating a 3D sculpture based on their drawings and ideas.
- Repurposing materials - using recycled materials to create a 3D sculpture.
- Scientific Drawing - Learning about scientific observational drawings and capturing living organisms in their natural habitat.
- Using a 2D object to create a 3D object- Sculpture techniques - learn about construction technique to create sturdy sculptures.
- Using Recycled materials for construction Learning about the environment and the importance of repurposing materials.

Students will be learning about environmental sciences and learning about scientific drawings. They will be studying the work of Charles Darwin, David Attenborough and the artist Jason DeCairnes Taylor.

COMPUTING	
------------------	--

Pupils will have the opportunity to develop the following skills:

Pupils will have the opportunity to develop their knowledge about:

<p>Scratch - Programming, sequencing and repetition</p> <ul style="list-style-type: none"> ● Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into small parts. ● Using sequence, selection, and repetition in programs work with variables and various forms of input and output. ● Using logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs. ● Selecting, using and combining a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating, presenting data and information. <p>Vector Drawing -</p> <ul style="list-style-type: none"> ● To start creating vector drawings. ● Using different drawing tools to help them create images. ● Recognising that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. 	<p><u>Information Communication</u></p> <ul style="list-style-type: none"> ● Using technology safely, respectfully and responsibly. ● Recognising acceptable/unacceptable behaviour. ● Identifying a range of ways to report concerns about content and contact. ● Selecting, using, and combining a variety of software (including internet services) on a range of digital devices. ● The use of 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. <p><u>Computer Science:</u></p> <ul style="list-style-type: none"> ● Exploring the concept of repetition in programming using the Scratch environment. ● How to design and create a game which uses repetition, applying stages of programming design throughout. <p><u>Digital Literacy:</u> Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● 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.
<p>FOOD</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● To thread a needle. ● Using a needle carefully and correctly. ● To design and make a cross stitch bookmark. ● To evaluate their ideas and products against a given criteria. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: cross stitch bookmark</p> <ul style="list-style-type: none"> ● How to work safely within the textile classroom. ● How to thread a needle. ● How to perform a basic cross stitch. ● How to create a design using only cross stitch.

GEOGRAPHY

Pupils will have the opportunity to develop the following skills:

- Knowledge of location of biomes and places around the world.
- Causality - human impact on ecosystems
- Understanding of sustainability - how to protect environment.

Pupils will have the opportunity to develop the following skills:

- Using basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.
- Using basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop.
- Verbalising and writing about similarities and differences between the features of the two localities.
- Asking questions about weather and seasons
- Observing and recording data

- pupils will have the opportunity to develop their knowledge about:

Ecosystems

- Global ecosystems - What is an ecosystem?
- Physical features of ecosystems - Human features of the ecosystems - Future of the rainforest.
- Locational knowledge – identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle.
- Physical geography – describe and understand key aspects of biome – rainforest, desert etc.

Pupils will have the opportunity to develop their knowledge about:

What is it like to live in Scandinavia compared to Bellingham?#

- The main features of Scandinavia
- The climate and weather of Scandinavia and compare it to Bellingham
- The physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls and compare these features to their own surroundings.
- The human geography of the three Scandinavian

countries and will then identify key questions they can ask in order to compare and contrast Northumberland with an area in Scandinavia

HISTORY

pupils will have the opportunity to develop the following skills:

- 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 present day
- Identify periods of change
- Talk and ask valid questions about past events
- Develop the appropriate use of historical terms
- Demonstrate knowledge through extended written answers
- Address historically valid questions about change, cause, similarity and difference, and significance

What is the most significant thing the Anglo Saxons left behind? Pupils will have the opportunity to develop their knowledge about:

- Reasons for Roman withdrawal
- Reasons why the Saxons invaded
- Where the early Anglo-Saxons lived
- Staffordshire Hoard
- Anglo-Saxon names of places
- Anglo-Saxon homes, food and leisure
- Anglo-Saxon culture, art and music
- The spread of Christianity in Britain

MFL – FRENCH

Pupils will have the opportunity to practise listening, speaking, reading and writing by developing the following skills:

- Asking and answering basic questions in pairs and in larger groups
- Giving short presentations using familiar vocab and phrases practised in class
- Listening to authentic French, including songs
- Pronouncing sounds and words (phonics)
- Writing in short 1st and 3rd person sentences to give key information
- Understanding key information when reading short texts and listening to short excerpts.

Pupils will have the opportunity to develop their knowledge about:

- Basic vocabulary such as: saying where are from, who is in their family (including pets), what people (and animals) look like
- Classroom instructions and phrases
- Continue to develop knowledge of numbers, including how to tell the time (to the nearest half hour)
- Essential grammar, including recognising masculine and feminine nouns.
- Wider Francophone culture; learning about French speaking countries
- Francophone Christmas traditions, especially New Year traditions (la galette des rois) and Easter celebrations

<ul style="list-style-type: none"> Continuing to use a bilingual dictionary, equipping them as a more independent French learner. 	
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Wider vocal techniques Singing as part of a group Singing with increasing confidence Identifying musical elements Improvisation techniques Performing on a keyboard Listening with respect Following simple instructions 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Keyboard instruments The piano The French composer Debussy A musical piece called 'The Snow is Dancing' Improvisation Characterisation through music Musical elements
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> Dribble a ball with control Demonstrate a legal tackle in a game Demonstrate a push and a hit with control Beat an opponent with the ball <p>Gymnastics</p> <ul style="list-style-type: none"> Control in movement Contribute ideas to your group and work cooperatively with others Develop own routine based on what has been learnt in lessons <p>Badminton</p>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> Ball Familiarisation Passing Dribbling and turning Turning Shooting <p>Gymnastics</p> <ul style="list-style-type: none"> Travelling Shape Unison Flight Balance Counter tension

<ul style="list-style-type: none"> ● Demonstrate an underarm and flick serve ● Play a forehand shot ● Perform a rally with a partner ● Return a ball that is fed to you <p>Orienteering</p> <ul style="list-style-type: none"> ● Complete a basic orienteering course ● Plan a basic course with help ● Identify markers on the map 	<ul style="list-style-type: none"> ● Rolls ● Sequences <p>Badminton</p> <ul style="list-style-type: none"> ● Introduce the Grip and ready position ● Introduce the Overhead/Underarm Clear ● Introduce the Drop shot ● Introduce the Smash ● Doubles and singles tactics <p>Orienteering</p> <ul style="list-style-type: none"> ● What orienteering is ● The names of some symbols on a map
---	--

PSHE

<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Appreciate the contributions made by different people in different jobs. ● Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. ● Place someone into the recovery position. ● Demonstrate how to get help in emergency situations. ● Describe the different roles food can play in people’s lives. ● Explain how people can develop eating problems (disorders) relating to body image pressures. 	<p>– pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Dreams and Goals – pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> ● Their dream lifestyle. ● Jobs and careers. ● Steps in achieving their dream job. ● Dreams and goals from young people in other cultures. ● Charity fundraising. <p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Smoking. ● Alcohol. ● Emergency aid - what to do in an emergency. ● Body image.
---	--

- Relationships with food.

RELIGIOUS EDUCATION

Pupils will have the opportunity to develop the following skills:

- Explain how religious beliefs can shape the lives of individuals and contribute to society.
- Explore the rituals and ceremonies which mark important points in life.
- Share their opinion or express their own belief with respect and tolerance for others.
- Explain why individuals and communities may have similar and differing values.
- Consider the links between stories, beliefs, teachings and other sources of wisdom.
- Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.

Christians: Christians and how to live: What would Jesus do?

- Key features of prayer.
- Studying the bible and to know how a Christian might use the Bible in their everyday life.
- Some of the ways that Christians describe Jesus.
- How a Christian might show their faith.

Jews: Why is the Torah so important to Jewish people? Pupils will have the opportunity to develop their knowledge about:

- Why the Torah is the most important and holy text in Judaism.
- To learn and understand the meaning of the word 'torah' and where it comes from.
- The Ten Commandments
- Prophets who wrote The Torah.
- Synagogues and their design.

PERFORMING ARTS

Pupils will have the opportunity to develop the following skills:

- Listening actively and responding appropriately
- Gesture and posture

Pupils will have the opportunity to develop their knowledge about:

- The history of the circus
- A basic history of mime

- Concentration and focus
- Teamwork
- Communication
- Oracy
- Movement
- Empathy and emotional intelligence
- Imagining and creating
- A wide range of drama strategies
- The art of mime
- Improvisation
- Memorising

- The moon landing
- Choreography
- Improvisation