

| | Suggested Activities | Enrichment Activities | Writing Opportunities | Numeracy- Application of skills | ICT- Application of skills Assessment | Assessment |
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| English | <p>Genres covered: Instructions Non-chronological report Recount Narrative Poetry Playscripts</p> <p>Key text/stories: People Need People. Tell me a Dragon Tudor Boy Spy Tudor Tales: The Prince, the cook and the Cunning King Shakespeare -Macbeth</p> | <p>Year 4 SPaG: Plural and possessive -s Apostrophes to mark plural possession Use of inverted commas and other punctuation to indicate direct speech Converting nouns or adjectives into verbs using suffixes Devices to build cohesion within a paragraph Fronted adverbials</p> <p>Year 3 SPaG: Use prefixes and suffixes and understand how to add them. Use possessive apostrophe with singular and plural nouns. Extend sentences with more than one clause using a wider range of conjunctions. Choose nouns and pronouns appropriately for clarity and cohesion. Fronted adverbials. Punctuating direct speech.</p> <p>Develop a positive attitude to reading and an understanding of what they have read. Increasing their familiarity with a wide range of books.</p> | | <p>Year 4 Reading: Identifying main ideas from more than one paragraph and summarising these Drawing inferences and support with evidence Maintain positive attitudes towards reading and an understanding of what they are reading Reading for a range of purposes, including for pleasure. Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems to read aloud and perform</p> <p>Year 3 Reading: Preparing poems to read aloud and to perform. Recognise some different forms of poetry. Identifying main ideas from more than one paragraph and summarising these Drawing inferences such as character's feelings, thoughts and motives. Predicting what might happen.</p> | | |
| Maths | <p>Year 4: Number: Place value (4 digit numbers) Number: addition and subtraction</p> <p>Year 3: Number: Place value (within 1000)</p> | | <p>Year 4: Number: multiplication and division Measurement: length, perimeter.</p> <p>Year 3 Number: Multiplication and division.</p> | | | |

| | Addition and subtraction | | X3, x4 and x8 times tables | | | |
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| Science | <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and animals and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working Scientifically: explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>* Identifying/ classifying</p> <p>* Research</p> <p>* Observing (egg/tooth investigation)</p> | <p>Create a working/ functioning digestive system (STEM).</p> <p>Observations of real skulls and teeth to identify (through teeth) omnivore, herbivore and carnivores).</p> | <p>*Labelling diagrams</p> <p>*Writing up scientific investigations.</p> <p>*Discussion - the affects that different liquids have on enamel. Which liquid would be most suitable for a Tudor to clean their teeth with?</p> <p>*Explanations: How we were able to identify and group omnivores, herbivores and carnivores based on their teeth.</p> <p>Rightmove/ estate agent description</p> | <p>Bar Charts</p> <p>Measurements (mls)</p> <p>Create tables of results</p> <p>Graphs to record results</p> | <p>Possibility to use software to create graphs/ pie charts.</p> | |
| STEM | <p>Design Tudor houses (3-D modelling)</p> <p>Create a working digestive system.</p> <p>Investigation - Which liquid is the most suitable for Tudor's to clean their teeth with?</p> | | <p>Evaluation of product.</p> <p>Scientific write-up.</p> | <p>Accurate measuring</p> | | |

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| History | <p>Life in Tudor Times Enquiry</p> <p>Use of sources to gather information about War of the Roses. Look at how sources are interpreted in different ways - Bias (War from different articles). Significant historical people</p> <p>Similarity/differences Henry VIII (significant person).</p> <p>Chronology</p> <p>Prior learning from Y1 (Fire of London 1666). Lifestyles and people in the past</p> <p>Rich versus poor people? Use original inventories from Tudor times.</p> <p>Clothing styles</p> <p>Henry VIII and his wives</p> <p>The Tudor family tree</p> <p>Cause and Consequence</p> <p>Battle of Bosworth</p> <p>Dissolution of the monasteries (cause). Consequences:</p> <p>Introduction of Christians - Link to British Values, our Christian School and our beliefs - School values at Jarrow Cross.</p> <p>Cause and consequence</p> | <p>Fact Finding Trail - Tudor Monarchs (outdoors)</p> <p>Look at original sources of information (can you tell by the inventory records if the person was rich or poor? Through the keyhole - Who lives in a house like this?</p> | <p>Design comic strip of Battle of Bosworth</p> <p>Character profile for Tudor Monarchs.</p> <p>Look through the keyhole - Explanation: explain what you can see and who might live here.</p> <p>Compare and contrast jobs now and then.</p> <p>Timelines</p> | <p>Create a presentation (use PowerPoint) of one aspect of the life of Tudors.</p> | | |
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| Geography | <p>-Describe different types of settlements.</p> <p>-Identify the human and physical features in the local area.</p> <p>-Use 8 points of a compass</p> <p>-Discuss why physical and human features are in particular locations.</p> <p>-Describe how land use in the local area has changed.</p> <p>-Identify land use in New Delhi.</p> <p>-Compare land use in two different locations (UK and New Delhi)</p> <p>Cross curricular additional activities: Explore Tudor buildings and towns. Knowledge of locations Use world maps and atlases to locate countries and describe the features. Links to The Great Fire of Gateshead (Y2)</p> | <p>Fieldwork of our local area to observe (including the use of a compass), measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Cross curricular additional activities: National Trust locations Betty Surtee's house</p> | <p>Non-fiction writing based on our local area and its features and include photographs that they have taken to create diagrams OR create PPT presentations to present findings.</p> <p>Non-chronological text about New Delhi</p> | <p>Graph/data handling: create a simple key to show land use on a map</p> <p>Fieldwork: Observe, measure, record and present the human and physical features in the local area using a range of methods, including graphs</p> | <p>Digital/computer mapping to locate countries and describe features studied: -Google Earth OS map work -Aerial photographs</p> <p>Ordnance Survey maps</p> <p>Ordnance Survey Legend</p> <p>Photography: taking photos</p> <p>Google Street Map (comparisons to New Delhi)</p> <p>Powerpoint Presentation to create diagrams etc to annotate a chosen photograph</p> | |
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| Art | <p>Painting and mixed media: Light and dark (Kapow)</p> <p>Paint a portrait - explore the Tudor artists</p> <p>Drawing: Fine pencil control Shading techniques Perspective (Tudor House)</p> <p>Investigating and exploring artist's styles: Daniel Worth - 1 point/2 point perspectives - Tudor houses.</p> | <p>Using a range of materials that the children choose themselves</p> <p>Create an Art Gallery for children to evaluate art styles and media of each other's work. Invite parents to the Gallery - can they critique our work?</p> | <p>Evaluation of artist's work and children's work.</p> <p>Symmetry (portraits)</p> | | | |
| Music | <p>Charanga: Mama Mia Glockenspiel 2</p> | <p>Compose a piece of music for a Tudor banquet. Composition and appraisal</p> <p>Greensleeves. Composition and appraisal</p> | | | | |
| D/T | <p>Structures: Constructing a Tudor house</p> <p>Clay dragon eyes</p> | | <p>Evaluation of structure</p> <p>Accurate measuring</p> | | | |
| PE | Coach - Ball Skills | | | | | |

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| RE | <p>What do sacred texts within Hinduism say about God?</p> <ul style="list-style-type: none"> -Explore the definition of sacred -Recognise that Hindu's have a library of sacred texts that have developed over time (similar to denominations of CofE) -Make links to other religions (Christianity = Bible and Judaism = Torah) -Recognise how symbols and objects e.g. sceptre can help teach you about God -Make direct links to parables when looking at the teachings of Gods through deities like Lord Krishna/ Vishnu <p>What do Christians learn from the creation story?</p> <p>Why do Christians call Jesus the light of the world?</p> | <p>Visit a temple</p> <p>The Chase R.E. Edition</p> | <p>-Write a poem using personification to represent Brahman using their inference from various Hindu texts.</p> | Research | | <p>Discussions</p> <p>R.E. scrap book and books.</p> <p>The Chase R.E. edition</p> |
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| <p>PSHCE</p> <p>You, Me and the World!</p> | <p>Wellbeing</p> <ul style="list-style-type: none"> -Recognise their own worth -Face challenges positively and set themselves goals -discuss what could affect their mental health -Change/transitions such as moving into Y6 and also challenging life events such as death, separation etc. <p>Healthy lifestyles</p> <ul style="list-style-type: none"> -Plan and prepare a healthy meal -Importance of regular physical exercise <p>Operation Encompass</p> <ul style="list-style-type: none"> -Healthy relationships <p>Consent</p> <ul style="list-style-type: none"> -Definition -Trust with professionals -use of assertive voice (Kidsafe link) <p>-Kidsafe</p> | | <ul style="list-style-type: none"> -Diary (for both food and feelings) -Writing down their goals | | | <p>Weekly retrieval PPTs as starters</p> <p>Kidsafe check ins</p> <p>Discussions</p> <p>Role play</p> |
| Computing | Computing systems and networks - Connecting computers (Y3) | | | | | |

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| | Computing systems and networks - The Internet (Y4) | | | | | |
| French | KAPOW This is me. School Days | | | | | |
| Global links | - Recycling & renewable resources - Food & famine | Scarecrow competition | Describe scarecrow design and features. | Statistics of famine worldwide & global hotspots. | ICT research Google Earth | |
| Career links | - Architecture - Becoming a teacher/TA | Interview architect and teacher/TA | Devise interview questions. | | Use device to record and playback interviews | |