

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	Speaking and listening- application of skills	Assessment
English	<p>Genres covered: Newspaper Articles Setting descriptions Letters Balanced argument Persuasion Poetry Narrative- focused on dialogue. Newspaper article Recount Instructions</p> <p>Key texts: The Road to London, The Titanic Detective Agency. Poetry: The Tyger- William Blake Dylan Thomas - Do Not Go Gentle.</p>	<p>SPaG: Spelling: Read Write Inc Punctuation: Revision of KS2 punctuation objectives and transition tasks Grammar: Revision of KS2 grammar objectives and transition tasks</p> <p>Reading: Revision of KS2 reading objectives Continue to develop reading for pleasure exploring different genres and authors of texts</p>	<p>Links with Internet safety day presentations.</p> <p>Transition tasks.</p>		<p>Listening and responding - Maintain attention and participate in collaborative discussion.</p> <p>Questions - Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification. Understand the difference between a fact and opinion.</p>	
Maths	<p>Revision and consolidation of previous learning.</p> <p>Developing fluency and reasoning skills across the maths curriculum.</p> <p>Solve increasing complex maths problems involving different mathematical concepts.</p>	Money links with You, Me and the World.	Developing reasoning responses.	<p>Application of all previous learning in different contexts.</p> <p>Open ended tasks.</p>	<p>Questions - Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.</p>	
Science	<p>Electricity: Make circuits to investigate the brightness of a lamp or the volume of a buzzer in relation to its voltage.</p>		<p>Scientific experiment-</p> <p>Does the voltage affect the brightness of a bulb?</p>	<p>Data analysis based on results from investigations.</p> <p>Calculation of voltage.</p>	<p>Listening and responding - Maintain attention and participate in collaborative discussion.</p>	

	<p>Compare and give reasons for variations in how components function. Record circuits using scientific diagrams using recognised symbols.</p> <p>Forces Explain the effect of gravity on objects on Earth. Identify the effects of air resistance, water resistance and friction. Explain how small forces can have a greater effect by using mechanisms.</p> <p>Working scientifically Taking measurements with increased accuracy. Identifying scientific evidence that has been used to support arguments.</p>		<p>Explanation text-forces.</p> <p>Biographies of scientists linked to forces.</p>		<p>Questions - Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	
STEM	<p>Buoyancy boat floating competition What is the largest capacity / weight your boat can hold? How fast can your boat travel? Which materials are best?</p>		Instructions and evaluations.	<p>Converting units of weight. Measuring with increased accuracy.</p>	Listening and responding - Maintain attention and participate in collaborative discussion.	
History	<p>Chronological links with previous topics from year group and prior year groups (timeline).</p> <p>Investigating the cause and effect of the sinking of the Titanic. Using a range of sources of evidence to draw on conclusions on who was to blame. Discuss the key question- can disasters ever be avoided?</p>	<p>Watching Titanic video clips.</p> <p>Discovery museum - shipbuilding workshop.</p> <p>Virtual tour of Titanic.</p>	Newspaper articles, balanced arguments, diary entries	Speed/distance of journey.	<p>Listening and responding - Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion.</p> <p>Questions - Articulate and justify</p>	

	<p>The Jarrow March- cause and effect. What caused the Jarrow March?</p>				<p>answers, arguments and opinions. Understand the difference between a fact and opinion.</p> <p>Spoken language - consider and evaluate different viewpoints.</p>	
Geography	<p>Kapow unit- Can I carry out an independent fieldwork Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.</p> <p>Map out the route of the Titanic. Compare the physical and human features of Southampton with New</p>	<p>Use of Google Earth.</p> <p>Visit to Newcastle to explore the River Tyne.</p> <p>Local area walks to visit monuments relating to the Jarrow Crusade.</p> <p>Visits to Jarrow Park - fieldwork.</p>	<p>Explanation text linked with physical and human characteristics.</p> <p>Non chronological reports about the River Tyne/ Jarrow Crusade.</p>	<p>Coordinates. Shapes. Measurement. Conversion graphs. Length- link with map work.</p>	<p>Listening and responding - Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion.</p> <p>Questions - Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion.</p> <p>Spoken language - consider and evaluate different viewpoints.</p>	

	<p>York. Explore why people would be taking this journey.</p> <p>Explore the route of the Jarrow March. Explore how the River Tyne has changed over time. Explore the geographical features of rivers.</p>					
Art	<p>Sculpture and 3D;making memories</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p> <p>Suggest ways to represent memories through imagery, shapes and colours.</p> <p>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</p>	<p>Visit to an art gallery to explore art with a message' / natural disasters.</p> <p>Evaluate a range of complex patterns and create lino prints - link to interior of Titanic.</p>	<p>Evaluations of chosen art works.</p> <p>Written notes within sketchbooks to show materials and methods.</p>	Shape, measurement.	<p>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists work and explain what they might use in their own work.</p>	
Music	<p>Kapow unit- compose and perform a leavers song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Recording melodies using letter notation.</p> <p>Develop and use correct and appropriate musical vocabulary in context.</p>	<p>Leavers service - Durham Cathedral.</p> <p>End of year production.</p> <p>Leavers service - in school.</p>	Music appraisal and appreciation.	Time.	<p>Links with end of year production.</p> <p>Spoken language - Listen to feedback and improve performance. Participate in performances, role play and presentations. Use different strategies to gain and maintain the interest of the audience.</p>	

D/T	Food Technology: design, make and evaluate a range of food products (creating a three-course meal) using rationing recipes. Learn how to cook hygienically by developing an understanding of cross contamination and how to prevent it.	Linking to class on board Titanic. Take inspiration from Titanic menus.	Persuasive recipes. Evaluation of products. Market research.	Weighing and measuring. Scaling recipes.	Listening and responding - Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion.	
PE	Athletics Develop agility, stamina, pace, accuracy, control and strength Swimming	Outdoor adventurous - canoeing and climbing. Competitions and sporting events. Sports day.		Recording times and measurements for sports' day.	Listening and responding - Listen and respond appropriately to adults and peers.	
RE	So, what do we now know about Christianity? Bridging unit	Church visit and discussions with Reverend Jason. Links with art - art work related to 4 ideas of Christianity. Leaver's service at Durham Cathedral. Research and video links.	Explanation writing related to art work produced.		Questions - Articulate and justify answers, arguments and opinions. Listening and responding - Maintain attention and participate in collaborative discussion.	
PSHCE Me, You and the World	Preparing to play an active role as citizens. Explore the impact and importance of money in their lives. Think about jobs and what qualities are desirable. Explore how to develop interests into work skills. Reflect on achievements and realistic goals moving forward as part of transition.	Career links - visits to open zone, Simonside and from nexus relating to career paths. Enterprising tasks for garden party.	Transition tasks - letter to secondary school noting achievements and aspirations.	Calculating with money - income and expenditure.	Questions - Articulate and justify answers, arguments and opinions. Listening and responding - Maintain attention and participate in collaborative discussion. Spoken language - Select a variety of words that can be	

	Kidsafe				used to talk about similar feelings.	
Computing	<p>Programming A- Variables in a game Define and explain why variables are used in game. Using Scratch -Design and create a game using variables.</p> <p>Programming B- Sensing Microbits - create a range of programmes to run on the micro bit. Design and create step counters.</p>	<p>Open zone visit.</p> <p>Leading internet safety day activities across the school.</p>	<p>Writing instructions for games/ microbits.</p> <p>Producing leaflets/posters to present during internet safety day.</p>		<p>Presenting to whole classes during internet safety day.</p> <p>Spoken language/ Vocabulary - Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	
French	<p>In my French house Understand the French words for different types of houses and their rooms. Ask and answer questions using vocabulary about houses and rooms.</p> <p>Planning a French holiday Know the countries of the world and label clothing. Construct a complex sentence.</p>					
Global and Eco links	<p>Global- Is there still a class system in Britain? - links with Titanic.</p> <p>Rivers- explore pollution and endangered species.</p> <p>Volcanoes- impact on communities and events in recent news.</p>				<p>Listening and responding - Maintain attention and participate in collaborative discussion.</p>	

	<p>Can disasters ever be avoided? - Discussion about current affairs and recent disasters.</p> <p>Eco- Industrial revolution links - Jarrow March - the impact that job types have on the climate.</p> <p>Discuss plant-based meals during DT.</p> <p>Conduct a litter pick in our local community (links with Geography).</p> <p>Map a local river- identify areas that it might collect pollution.</p>					
Career links	<p>Links with You, Me and the world.</p> <p>Shipbuilding- investigate roles within the shipbuilding sector.</p>	<p>Educational visits -Simonside, sporting events, safety works.</p> <p>Visits to open zone, and from nexus relating to career paths.</p> <p>Visitors into school -Nexus, healthy minds, transition mentors.</p> <p>Dance festival - opportunities to discussion performance based roles.</p> <p>Enterprising tasks for garden party.</p>			<p>Asking questions - Ask relevant questions to deepen knowledge and understanding.</p> <p>Listening and responding - Listen and respond appropriately to adults and peers.</p>	