

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Poetry Narrative Instructions Discussion- balanced argument</p> <p>Key texts/stories: The Treasure at the Top of The World. Poetry: ‘If’ Rudyard Kipling.</p>	<p>SPaG: Read Write Inc Semi-colons, colons and dashes. Perfect form verbs. Active and passive voice Subjunctive mood. Modal verbs and adverbs to indicate possibility. Adverbs, prepositional phrases and noun phrases to add detail. Speech marks and punctuation of dialogue.</p> <p>Reading: Investigate how characters are presented, referring to the text: -through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters. Evaluate the effectiveness of dialogue and its purpose Identify techniques and explain how writers create specific atmospheres. Justify views about texts, offering coherent evidence to support it. Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. Use active reading strategies to summarise, annotate a text, identify key information and note-take. Identify intended audiences and purposes for writing and how a writer meets the intentions. Describe layout and presentational devices. Recognise how arguments are constructed to be effective, through: the expression, sequence and linking of points; the provision of persuasive examples, illustrations and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Identify the features of balanced written arguments e.g. summarise different sides of an argument; clarify the strengths and weaknesses of different positions; signal personal opinion clearly. Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Explain the impact of figurative and expressive language, including metaphor. Perform poems varying pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p> <p>Participate in performances speaking audibly and fluently.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Use a broad and rich vocabulary when discussing topics.</p> <p>To understand the difference between a fact and opinion.</p>	<p>Termly reading and writing assessments.</p> <p>Updating of individual targets to show progress demonstrated during daily tasks.</p> <p>Identify key areas that need further development.</p> <p>Termly assessment.</p>

<p>Maths</p>	<p>Fractions decimals and percentages. Use all four operations to calculate with fractions, decimals, and percentages. Understanding the relationship between FDP and calculate percentages of amounts including increase and decrease. Geometry: properties of 2D and 3D shapes including measuring and calculating angles. Statistics: calculate the mean as an average. Interpret and draw line graphs and pie charts. Ratio and Proportion Measurement: convert between units of measure for length and weight. Geometry: position, direction and motion. Coordinates (4 quadrants) Translation Reflection</p>	<p>Real life scenarios to calculate percentages including shopping task to calculate percentage increase and decrease.</p> <p>Izac9 - relating FDP.</p> <p>Data handling relating to Everest data.</p> <p>Construct and interpret graphs and pie charts during geography and science.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Termly formal assessments.</p> <p>Arithmetic tests to identify gaps and next steps.</p> <p>Daily maths meeting to pre teach and assess understanding.</p> <p>Updating of individual assessment to show progress demonstrated in daily lessons.</p> <p>Termly assessment.</p>
<p>Science</p>	<p>All living things Describe how living things are classified into broad groups. Give reasons for classifying plants and animals based on specific characteristic.</p> <p>Working scientifically Taking measurements with increased accuracy. Identifying scientific evidence that has been used to support arguments. Recording data using classification keys, scatter graphs etc.</p>	<p>Use sweets to classify objects into broad groups.</p> <p>Investigate Carl Linnaeus and his classification system.</p> <p>Create classification keys for plants and animals.</p> <p>Medicines from microbes. Develop understanding of how micro-organisms can be helpful and unhelpful. https://www.stem.org.uk/resources/elibrary/resource/30096/medicines-microbes</p> <p>Mould growing activities.</p> <p>Scientific fieldwork identifying plants in the local area. Create graphs to represent findings.</p>	<p>Listening and responding - Maintain attention and participate in collaborative discussion.</p> <p>Questions – Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Retrieval practise and ongoing work in books to show understanding and progress.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>

STEM	<p>Bridge building competition- weight / paper bridges.</p> <p>Test different materials to build a variety of bridges. Which material will make the strongest bridge? Is there anything that can strengthen your bridge?</p>	<p>Ongoing activities linked with geography fieldwork and computing.</p> <p>Measurement linked with maths.</p>	<p>Articulate and justify answers, arguments and opinions.</p>	
History	<p>Historical Expeditions Investigation into the life of Mallory. Use a range of sources of evidence to draw conclusions about the validity of Mallory's expedition.</p> <p>Discuss source type, reliability and bias of the sources.</p> <p>Research previous climbers of major mountains and record breakers with a focus on the Alps. (<i>Continuity and change</i>)</p> <p>Compare and contrast expeditions to Everest throughout modern history. (Junko Tabei/ Mallory/ Edmund Hillary). (<i>Similarity and difference</i>)</p> <p>Chronology links with prior knowledge of the changing role of women.</p>	<p>Artefacts exploration- links with novel.</p> <p>Diary entries, letter writing.</p> <p>Links with geography. Virtual tours and use of Google Maps to explore mountain and terrain.</p> <p>Links with WW2 and the role of women when considering female exploration.</p>	<p>Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>
Geography	<p>Mountains- human and physical geography Learn about the formation of mountains- practical activities to create how mountains are made. Investigate climate conditions in various mountain regions. Investigate tourism in various countries and the implications on the local economy. Sustainability. Use and compose 6 figure grid references for areas of significance.</p>	<p>Scale factors and measurements related to fieldwork.</p> <p>Construct and interpret graphs and data.</p> <p>Fieldwork – observe and gather data about physical and human geography in the local area.</p> <p>Conversion graphs. Create graphs and pie charts related to Everest data.</p> <p>Temperatures linked with global warming.</p> <p>Representing data collected during fieldwork (graphs, charts, tables)</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p>

	<p>Locate significant mountain ranges using geographical features (longitude, latitude etc) and compare the key physical and human characteristics of regions.</p> <p>Kapow unit- What is life like in the Alps? Locate and explore the human and physical geography of the Alps. Identify similarities and differences between an Alpine region and the local area.</p>	<p>Forested visit - activities linked to survival and create survival guides and instructions.</p>	<p>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Termly assessment.</p>
Art	<p>Kapow Unit – Drawing: expression ideas. Explore how street art can be used to convey messages and provoke thoughts.</p> <p>Develop drawing techniques including the use of scaling, one-point perspective and a range of shading techniques to show texture and tone.</p>	<p>Recap and revisit drawing techniques and knowledge of composition skills.</p> <p>Create street art designs to convey a message (global links with environmental issues.)</p> <p>Create artworks using one-point perspective.</p> <p>Scale up an image using scaling grids.</p> <p>Plan and create an original street art inspired artwork following a design brief.</p> <p>Link with RE – street artist.</p>	<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> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>
Music	<p>Kapow Unit – Film music. Identify how different styles of music contribute to the feel of a film. Create sounds to represent a given theme or film scene using voices and instruments. Identify different instruments and the emotions provoked by different musical pieces.</p> <p>Kapow Unit - Theme and variation (Pop Art) Explore the concept of theme and variation. Compare and contrast variations in musical pieces.</p>	<p>Appraise different musical features in a variety of film contexts. Identify instruments used and the emotion that it provokes.</p> <p>Use graphic scores to interpret different emotions in film music and record their own compositions.</p> <p>To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p>Listening to orchestra performance.</p> <p>Linking instruments to art.</p> <p>Appraisal of music from different countries.</p>	<p>Listen to feedback and improve performance.</p> <p>Participate in performances, role play and presentations.</p> <p>Use different strategies to gain and maintain the interest of the audience.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Recording of sessions to show progression.</p> <p>Termly assessment.</p>

	Explore musical instruments naming them, identifying their orchestral section and discussing what they sound like. Use complex rhythms to perform a theme.	Personal response to music.		
D/T	<p>Kapow Unit- Structure: Playgrounds</p> <p>Design and build a model playground with working model equipment. Cut shape and join materials to complete structures using a variety of techniques.</p>	<p>Visits to local parks – linked to geography mapping and fieldwork.</p> <p>Instructions.</p> <p>Evaluation of completed structures.</p> <p>Measurement.</p> <p>Scaling.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Verbal reflections about creative decisions.</p>	<p>Peer and self-assessment to evaluate finished product.</p> <p>Termly assessment.</p>
PE	<p>Team games – Netball</p> <p>Develop understanding to the attacking and defending principles of invasion games. Learn how to pass and move the ball forward. Develop an understanding of game rules and tactics and the importance of fair play.</p> <p>Team games -Rugby</p> <p>Develop understanding to the attacking and defending principles of invasion games. Learn how to use skills, tactics and strategies to maintain possession and outwit opponents. Develop an understanding of game rules and tactics and the importance of fair play.</p>	<p>Netball competition.</p> <p>Instructions.</p> <p>Time- stopwatch for personal best, heart rate.</p> <p>Interactive video usage.</p> <p>Evaluate own and others' performances.</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessment.</p>
RE	<p>What does it mean for Muslims to follow God?</p> <p>Develop a deeper understanding of what it means to be Muslim.</p>	<p>Visit from Brother Kadim Newcastle Central Mosque.</p> <p>Explore resources from the Mosque to develop understanding and provoke questions.</p>	<p>Articulate and justify answers, arguments and opinions.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p>

	Investigate Muslim world views globally by asking questions and exploring a range of information.	Art links – street art that conveys a message. Zoom call with street artist (links with art).	Maintain attention and participate in collaborative.	Responses and participation in class discussions. Termly assessment.
PSHCE Me, You and the World	Operation encompass x3 Online media Digital footprint and e safety links. Relationships Explore positive relationships. Look at how to maintain good relationships and identify when a relationship is unhealthy. Friendships/ bullying Discuss maintaining friendships and different types of bullying.	Links to computing – e safety. Internet safety day activities presented to the rest to the school. Written responses to tasks. Creating posters/ leaflets linking with e safety and anti-bullying. Engage in National awareness days and careers events.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion. Select a variety of words that can be used to talk about similar feelings.	Responses and participation in class discussions. Update floor book after weekly sessions. Termly assessment.
Computing	Kapow Unit- Big Data 1 Understand the use of big data including barcodes, QR codes, infrared and RFID technologies. Input data and formulas into spreadsheets and analyse data to draw conclusions. Kapow Unit- programming introduction to Python Use 'Logo' software to create designs experimenting with loops and their affect. Use 'Python to create Islamic art using commands and detecting and correcting errors. Write algorithms to create original artwork.	QR code treasure hunt around the school. Develop use of spreadsheets in Topic to analyse mountain data. Links to maths – averages and presenting data. Use of micro bits to create step counters (prior learning). Links with RE unit – Brother Kadim visit.	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.
French	French sport and Olympics. Know and pronounce names of sports. Understand and pronounce words and phrases about sport and construct simple sentences about sports that they like or do not like.	Interactive videos and game. Develop speaking and listening skills through songs and rhymes. Continue to develop an understanding of basic grammar in spoken and written form.	Speak audibly and fluently. Participate in presentations and performances.	Recording of conversations. Retrieval activities and ongoing work to show progress

	<p>Show good understanding of P.E. action verbs and pronounce the words accurately.</p> <p>French football champions. Learn and pronounce new words related to football. Deliver an oral presentation. Comprehend and interpret player profiles.</p>	<p>Use of online videos and songs.</p>	<p>Gain and maintain the attention of listeners.</p>	<p>and development of skills.</p> <p>Termly assessment.</p>
Global/Eco links	<p>Tourism- Implications of tourism on local areas e.g. economy, environmental factors.</p> <p>Diversity links with RE /Art street art and artist conveying a message</p>	<p>Information posters and non-chronological reports.</p> <p>Letters around awareness campaign.</p> <p>Balanced argument – tourism.</p> <p>Links with Geography.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions.</p>
Career Links	<p>Discuss roles and jobs during educational visits and with visitors in class.</p> <p>Careers linked with tourism and mountain exploration.</p>	<p>Opportunity to discuss expeditions.</p> <p>Forested workshops – interview leader regarding career paths.</p> <p>Nissan visit and workshops.</p> <p>Science buddies workshops – links with STEM and stereotypes and local offers.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions and events.</p>