Project on a page - Spring

Project Summary:	Project Launch:	Essential Question:	SOLE Questions:
Differences and similarities to coastlines around the world. Linking to local and regional coastlines and then to Australia and North and South America.	Decorating stones from the beach to deliver to a local area. Looking at personal connections to the world.	How different are the coastlines of our earth?	Do all other countries have coastlines? How different are the coastlines?
Industry Experts/visitors:	**Outdoor Learning Links:**	**Culture & Diversity:**	**Career/ Entrepreneurial Opportunities:**
	Tynemouth and local coastlines		

Mini Outcome 1: Art work linked to local Coastline			
Curriculum Areas:	Art	**Geography**	
We will look at Lowry the artist and the coastline of Berwick. Researching the artist and look at his techniques used. We will create a piece of artwork using the same techniques for our local coastline			

Mini Outcome 2: Information text about a Continent			
Curriculum Areas:	Geography	**Literacy**	
We will look at different continents and countries for our final outcome. We will research and write an information text about the different countries.			

Final Outcome 3: World Display with Year 5			
Curriculum Areas:	Art	Geography	
Working with year 5, we will look at different continents around the world and create the country using different art techniques. The children will research facts about the country and create a display of this.			

Literacy on a page - Summer

Term - Summer 1	**Unit** **Journey Tale**	**Unit** **Narrative Poems**	**Unit** **Biography/ autobiography**	Guided Reading- We will use a text linked to the topic each week to provide background knowledge for unit. Visualise Background knowledge VIP words- Breakdown and repair Inference Summarise
Number of weeks	5	2	3	
Texts used	The Quest	The Raven	Wagoll biography	
Unit overview	Children will look at Journey tales and create their own.	Chn look at narrative poetry and learn the skills to write their own	Chn look at biography's and learn the skills to write their own	
Basic skills sessions	Speech Sentence imitation Setting description Adverbials	Rhyming couplets Word definitions - mood	Formal language Sentence imitation Cohesion devices	
Reading skills	Retrieval Background knowledge VIP Words Breakdown and Repair Inference			
Cross Curriculum links	Geography - journey around the world			

Maths on a page - Summer

Please see White Rose document and weekly planning for more in depth detail

Term - Summer 1	**Fraction recap**	**Unit** **Algebra**	**Unit** **Measurements - Perimeter, Area**	**Unit** **Ratio**
Number of weeks	1	2	2	1
Information on the units	Adding and subtracting fractions with different denominators Improper and mixed number fractions Multiplying fraction Dividing fractions	- Find a rule - Forming expressions - Substitution - Formulae - Forming equations - Solving equations - Find pairs of values	- Measure perimeter - Perimeter on a grid - Perimeter of rectangles - Perimeter of rectilinear shapes - Calculate perimeter - Counting squares - Area of rectangles - Area of a triangle - Area of compound shapes - Are of irregular shapes - What is volume - Volume of a cuboid	- Use ratio language - Ratio and fractions - Introducing the ratio symbols - Calculating ratio - Using scale factors
Key Trio Time	Recap percentages, fractions simplifying	Recap addition and subtraction Times table focus	Recap multiplication and division Times table focus	Fractions and percentages Times table focus
Maths across the curriculum				

Year - 6 Medium Term Overview

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Wider curriculum on a page - Summer

Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Geography	2	- To identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night) - *Name and locate regions and cities Australia, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time - *To understand geographical similarities and differences through the study of human and physical geography of a region in Australasia - Climate zones - Biomes and vegetation - Types of Settlement and land use, trade and economic activity - distribution of natural resources, including energy, food, minerals and water - *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	Lesson 1 - What do our coast lines look like? Research and look at Tynemouth coast line and other local areas. Look at change over time. Features of our coastlines, why is it important to our area? Lesson 2 and 3 - What sort of coast lines lie around the UK? Discuss holidays to the coast. Can children find places they have visited on a map of the United Kingdom? What do you know about the British coastline? What have you seen and experienced? Have you seen rocks, sand, sand dunes, cliffs, areas where you cannot get down to the sea? Have any coastal towns and villages you have visited been different to inland towns and cities? What seas surround our Island? Make the children aware that our coast is very similar with lots of beaches and rocks. The coastline is accessible by footpaths and has footpaths and areas that have been designated as areas of outstanding natural beauty, Northumberland for example. Our beaches are awarded flags for being clean.	Abrasion Arch Attrition Bay Beach Cave Cliff Coastline Corrosion Current Deposition Landforms Erosion Groyne Headland Landslide Longshore drift, Sea defences Sea wall Spit Stack Stump Swash/ Backwash advantageous disadvantageous

Year - 6 Medium Term Overview

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Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Geography	3	- To identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night) - *Name and locate regions and cities Australia, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time - *To understand geographical similarities and differences through the study of human and physical geography of a region in Australasia - Climate zones - Biomes and vegetation - Types of Settlement and land use, trade and economic activity - distribution of natural resources, including energy, food, minerals and water - *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	Lesson 4 and 5 - Do all other countries have coastlines? Concentrate on identifying and learning the world's countries. Which countries have coasts and which countries don't? How does that effect the economy of countries? Where do many people choose to live - inland or on the coast? Where are the major cities in the world? Are they always near the coast or inland? Which countries have the biggest population? **Link to Viking Settlements**	Countries, capital cities, Coastline advantageous disadvantageous

Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Art	4 - 5	- *produce increasingly accurate freehand drawings showing development in intricacy and observational skills - *to develop own drawing style - *effect of light on objects and people from different directions - *interpret the texture of a surface - *concept of perspective - *to understand concept of perspective to develop a buildings form - *understand the use of pencil grades and use them accurately - *concept of perspective and depth - *understanding of positive and negative shapes	Lesson 1 - Who was L.S Lowry? Research into the artist and his origin. Look at his style of artwork. Lessons 2 - 4 Recreate: At the Seaside by Lowry. Look at the skills needed to create this art work. What techniques are needed? Chn to draft the artwork and create a final piece to be displayed in class.	

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Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Geography	5 - 7	- To identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night) - *Name and locate regions and cities Australia, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time - *To understand geographical similarities and differences through the study of human and physical geography of a region in Australasia - Climate zones - Biomes and vegetation - Types of Settlement and land use, trade and economic activity - distribution of natural resources, including energy, food, minerals and water - *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	What features do the coastlines have in Australia Direct the children towards Australasia (the islands of the South Pacific, including Australia, New Zealand, New inea, and adjacent islands). Australia is the sixth largest country in the world and is the only one of the top that is completely surrounded by water. The mainland and Tasmania are also surrounded by many thousands of small fringing islands and numerous larger ones. Nearly forty percent of the total coastline comprises island coastlines. Along its 36,735 kilometres of coastline are in excess of 10,000 beaches, any of spectacular beauty. With the addition of all the coastal islands this amounts to more than 47,000 km, coastal landscape ranging from broad sandy beaches to rocky cliffs and mangrove swamps. Discuss the nature of Australasia. -Great barrier reef - beaches - Swamps - Cliffs	Countries, capital cities, Coastline advantageous disadvantageous

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Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Geography	1	- To identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night) - *Name and locate regions and cities Australia, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time - *To understand geographical similarities and differences through the study of human and physical geography of a region in Australasia - Climate zones - Biomes and vegetation - Types of Settlement and land use, trade and economic activity - distribution of natural resources, including energy, food, minerals and water - *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	What problems do the world's coastlines face? By 2050, scientists predict there'll be more plastic in the ocean than fish. It's a barely conceivable thought, but one that's fast becoming a reality with 8 million metric tonnes of plastic entering our oceans every year. We live in a disposable society where many products are single use or have a product lifespan of less than one to three years. A plastic bag has an average lifespan of just 15 minutes, yet we use 1 million of them, every minute. The remaining 79% accumulates in landfills or the natural environment (such as in our oceans). The problem with such high disposal rates? Plastics resist biodegradation. As a result, they can exist for centuries – or even indefinitely: A plastic water bottle can last 450 years; a disposable nappy, 500 years. Write a persuasive letter to a company whose products include plastic asking them to reconsider their packaging.	Abrasion Arch Attrition Bay Beach Cave Cliff Coastline Corrosion Current Deposition Landforms Erosion Groyne Headland Landslide Longshore drift, Sea defences Sea wall Spit Stack Stump Swash/ Backwash advantageous disadvantageous

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Subject	Week	National Curriculum	Objectives and Potential activities	Vocabulary
Art	2	**Drawing** - explore the use of texture in colour - *to use colour for purpose - *to understand how colour changes with perspective - *to be able to create mood and atmosphere through paint choices - *to show tone, shade and mood through intricacy of detail - *to explore the contrast of bright colours and the subtlety of tonal shades - *to understand primary and secondary colours **Texture** *applies knowledge of different techniques *uses the correct brush for the area being painted *work collaboratively on a large scale *to make and use appropriate embellishments to add texture *to be able to express 2D relief using mixed media such as card, mod rock, collage, textured paper, fabric and sewing	Lesson 1 - Yellena James Research into the artist and her origin. Look at her style of artwork. Lessons 2 - 3 Recreate a piece of Yellena James artwork based on the Great Barrier Reef.	Hue, tint, tone, shade, atmosphere, mood, light, dark, acrylic, delicate, contrast, perspective, representation

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Geography	3 - 5	- To identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night) - *Name and locate regions and cities Australia, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time - *To understand geographical similarities and differences through the study of human and physical geography of a region in Australasia - Climate zones - Biomes and vegetation - Types of Settlement and land use, trade and economic activity - distribution of natural resources, including energy, food, minerals and water - *To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. - *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	What coastlines are there in North and South America? Look at the oceans around America and the famous coastlines and their features. Look at the biomes of North and South America. Comparing the coastlines of North and South America to Australia. What makes North and South America unique to the rest of the continents? North vs south – looking at the biomes on a map which are found in North and South America and comparing them and discussing the reasons why. Focussing in on South America, showing the children clip of https://www.bbc.co.uk/iplayer/episode/m000b9f8/seven-worlds-one-planet-series-1-3-south- america. 'With an unparalleled number of plant and animal species, South America's rich biodiversity is unique among the world's continents'. Activity: Children will take notes from the clips and pull out the key information to answer the question. Collate these in a power point presentation using these sources to further their research and knowledge. They will then present their information using their ppt. advertising South America as a place to visit. https://www.nationalgeographic.org/encyclopedia/south-america-physical-geography/ and https://www.bbc.co.uk/bitesize/articles/zvvmjhv	Abrasion Arch Attrition Bay Beach Cave Cliff Coastline Corrosion Current Deposition Landforms Erosion Groyne Headland Landslide Longshore drift, Sea defences Sea wall Spit Stack Stump Swash/ Backwash advantageous disadvantageous

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Science	Term 2 - 1 day a week	- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics.	Habitat, Ecosystem and Biome – How are they connected? Knowing the difference between these terms is important to understanding the topic as a whole. https://www.pbs.org/video/habitat-habitats-ecosystems-and-biomes-0n18rg/ - gives a good summary of the differences. https://www.nationalgeographic.org/media/biomes-ecosystems-and-habitats/ Focusing on one example to demonstrate – choosing something, they already know. Ignition event – Visit to Delemere Forest to examine the biome of the UK – look within an ecosystem to find a habitat. Children will make observational drawings and note on the things they see and will use back at school to verify definitions. Look at the life cycles of different animals and create artwork. Dissect a flower and explain the different o parts.	chick, egg, young, tadpole, frogspawn, froglet, caterpillar, pupa, larva, puppy, adult, reproduction, metamorphosis filament, anther, stamen, stigma, style, ovary, ovule, pollination