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|  | Engage  3rd June | Develop  10th June | Develop  17th June | | Develop  24th June  Sport’s Week  5 ways to well-being | | Develop  1st July | Innovate  8th July | | Express  15th July  Residential | |
| Events Diary | 5.6.19 – SIP visit at Henshaw  7.6.19 School Photo  7.6.19 Big Sing Workshop (pm)  CBeebies Opportunity for reception | 14.6.19 – Father’s Day – Breakfast and cricket/rounders game. | 22.6.19 Bardon Mill Carnival – pirates | | 24.6.19 KS2 writing moderation visit.  25.6.19 Visit for KS2 to St James’ Park.  27.6.19 Olympic Athlete visit.  28.6.19 ICC Cricket World Cup event. | | 3.7.19 – Big Sing/Big Smile at Sage in Gateshead. |  | |  | |
| Maths  Year 3 | Months and years Hours in a day  Telling time to 5 minutes  Telling time to the minute AM and PM | Finding the duration Comparing the duration  Finding start and end time | Turns and angles  Right angles in shapes Compare angles | | Draw accurately Horizontal and vertical Parallel and perpendicular | | Recognise and describe2D shapes Recognise and describe 3D shapes  Make 3D shape | Measure mass (1) Measure mass (2) Compare mass  Add and subtract mass | | Measurecapacity (1) Measure capacity(2) Compare capacity  Add and subtract capacity | |
| Year 4 | Years, months, weeks and days | Hours,minutes and seconds | Analogue to digital –12hour 24 hour clock Analogue to digital –24 hour | | Identify angles  Compare and order angles  Triangles  Quadrilaterals | | Lines of symmetry  Complete a symmetric figure | Describe position Draw on a grid | | Move on a grid Describe a movement on a grid | |
| Year 5 | Measuring angles in degrees  Measuring with a protractor (1)  Measuring with a protractor Measuring with a protractor (2)  Draw lines and angles accurately | Calculate angles on a straight line  Calculate angles around a point | Vertically opposite angles Calculate lengths and angles in shapes  Angles in a triangle | | Regular and irregular polygons  Reasoning about 3D shapes | | Consolidation | Consolidation | | Consolidation | |
| Year 6 | Introduce angles  Calculate angles | Angles ina triangle –special cases Angles in a triangle –missing angles | Angles in special quadrilaterals Angles in regular polygons | | Draw shapes accurately  Nets of 3D shape | | Consolidation | Consolidation | | Consolidation | |
| English  Speaking and Listening | Mark 14 US states on the school field for the children to ‘visit’: New York, Minnesota, North Dakota, Washington, Idaho, California, Arizona, Colorado, Nebraska, Texas, Louisiana, Florida, Tennessee and Virginia using only their state abbreviations. Spread the markers around the grounds in different locations, challenging the children to work in pairs to find all 14. At each state, children should collect a ticket (provided on The Hub) which gives them the full name of the state and the Native American tribe that settled there.  After collecting all tickets, place them in numerical order 1 to 14. Use maps of the US to find where each state is located and plot them on the digital map, provided on The Hub. Share their digital maps with the rest of the class to make sure that each state is located and numbered accurately.  The full list of 14 states and their Native American tribes: 1. New York/Iroquois 2. Minnesota/Sioux 3. North Dakota/Cree 4. Washington/Chinook 5. Idaho/Nez Perces 6. California/Chumash 7. Arizona/Navajo 8. Colorado/Ute 9. Nebraska/Cheyenne 10. Texas/Kiowa 11. Louisiana/Choctaw 12. Florida/Calusa 13. Tennessee/Cherokee 14. Virginia/Powhatan. | | | | | | | | |  | |
| Speaking and Listening | En SL 1 Listen and respond appropriately to adults and their peers.  En SL 4, 6; Ge SF 1; Ge HP 1, 2  Work in pairs to analyse a range of maps of the United States (US), discussing which states they would travel through on their road trip. Discuss how it would feel to go on such a long journey, stating some of the advantages and disadvantages. Listen to a visitor talk about a journey or trip they did, of the US if possible, asking questions about the experience.    Note  Ask the visitor to bring in any photographs, maps and artefacts to share with the children. Watch video footage of New York City. There are lots of great examples online. | En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  En SL 1, 7; En W C 1a; Co 4, 6, 7  Discuss why people use emails, considering what advantages and disadvantages they present compared to sending a written letter. Explain why email is a great tool to help plan a road trip thinking about things they would need to prepare such as booking accommodation, hiring a car or organising a day trip.    Note  Model the receiving and opening of an email using the IWB. Ask each child to draft a reply to the email as a homework task and bring this back to school to discuss their responses. Remember to discuss e-safety when sending and receiving emails.  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  En SL 1, 4, 6; Co 4, 7; PSHE 1a, 2a, 2b, 2e, 3e  Analyse an email from an unknown travel agency. Discuss whether the email is trustworthy, highlighting suspicious requests and questions. Talk about how to deal with things that they see or receive online that they are not sure about.    Note  An email is available on The Hub for you to use. Encourage children to be suspicious about emails and remember the golden rule: if it sounds too good to be true, it probably is! Highlight that malicious software can be attached to emails, so shouldn’t be opened unless they know what it is. Remind them not to pass on their personal information and never agree to meet in person with someone they don’t know. Online safety should be an ongoing theme where children are working online in school, or if they are set tasks that involve working on the web. Encourage children to involve their parents when they use technology at home. | En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 1, 6, 8, 12; En R C 1d; En W C 1b  Choose a favourite legend by taking a class vote and work as a class to sequence it. Work individually to retell the legend using a storyboard approach, referring back to a copy of the text for help if needed. Take on different roles and act out the legend, making sure that they stay in character and respond appropriately to their fellow actors.    Note  As an alternative to acting out the whole legend, you might ask the children to work in small groups to freeze-frame different parts of the story in sequence. | | Monday: Be Active  Tuesday: Connect  Wednesday: Give Back  Thursday: Take Notice  Friday: Learn | |  | Subject: Trip of a Lifetime  Dear Sir/Madam,  My wife and I have two small children, who are six and eight years old. This summer, we are hoping to take a once-in-a-lifetime trip to the United States and we would like you to put together an appropriate holiday package.  We want to go for three weeks and we have a budget of £4,000. We would like to visit a few different states and see some famous American landmarks.  I have a keen interest in Native American culture and would love to experience and learn more about this during my visit.  I hope you will be able to create a bespoke package for me and my family which will provide something for everyone.  I look forward to receiving your proposal.  Yours faithfully,  Mr B Smith  Spoken language  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Writing  En W C 2b Organise paragraphs around a theme.  Computing  Co 4 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Co 6 Select, use and combine a variety of software (including internet services) 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 and presenting data and information.  Geography  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Ge HP 2 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  History  Hi 9 Learn about a non-European society that provides contrasts with British history.  Send a reply to Mr Smith to thank him for his message and to let him know that you will deal with his request.  Which states do you think this family would enjoy visiting? How long do you think they should spend in each location? Try out your ideas for a route using a copy of your digital map.  Which do you think would be of interest to the Smith family? Indicate which hotels and campsites they will stay at along the route. Remember to choose accommodation with good facilities for children.  Mr Smith says he is keen to learn more about Native American culture. Identify which tribes he could find out about in each of the states they will be staying in. Create an icon to represent each tribe and place it correctly on your digital map.  Don’t forget to include a key to show what the icons and symbols on your map mean.  Add ideas to your digital map.  Provide the Smiths with a list of ‘things to take’ on their road trip, considering the different climatic conditions they will encounter.  Use the web to find out how much flights from London Gatwick to JFK airport in New York will cost. Create a spreadsheet to help Mr Smith keep track of how much his holiday will cost. Don’t forget to include flights, accommodation, food and entertainment.  Collate all the relevant information into one document. Make sure it is set out clearly. Send it to Mr Smith via email as an attachment.  Mr Smith may have some follow-up questions. Look out for his response in your inbox.  Mr Smith and his family are very happy with what you have planned. His children have even promised to send you a postcard when they get there!    CONGRATULATIONS! You have completed your Innovation Challenge. | | En SL 8 Speak audibly and fluently with an increasing command of Standard English.  En SL 1, 4, 5; Ge SF 1; Co 5, 6, 7  En SL 8 Speak audibly and fluently with an increasing command of Standard English.  En SL 1, 4, 5; Ge SF 1; Co 5, 6, 7 | |
| Reading | En R C 3 Retrieve and record information from non-fiction.  En SL 1, 3, 6; En W C 1b; Co 5, 6, 7  ‘Visit’ the Big Apple! Read a range of information books, travel brochures and websites to find out about New York City. Watch video clips and documentary films to experience the atmosphere and size of the city. Work with a partner to find as much information as possible, identifying places to visit, things to see, where to eat and what’s on at the theatre. Record their findings in note form and download and print any pictures that illustrate their findings.    Note  Make a class list of the ‘Top 10’ things to see in New York City and brainstorm adjectives to describe each one. Explain that New York City is a city in New York State! |  | En R C 2c Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  En R C 1d, 2d, 4; En SL 1, 6, 7, 8, 9; PSHE 5f  Read the first chapter of The Indian in the Cupboard by Lynne Reid Banks, taking turns to read aloud with expression. Discuss what happens in the chapter, giving an opinion about how the characters felt meeting each other for the first time. Discuss adjectives used in the text that describe their first meeting. Use quotes and excerpts from the book to support their answers. Work with a partner to act out the scene where Omri and Little Bull first met. Predict what will happen next in the story.    Note  Questions you might ask the children include ‘Do you think Omri should tell someone about Little Bull? Why? Which words help you understand how each character felt on meeting? How do you think this story might develop?’ | | En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  En R C 1a, 1e, 2c, 4; En SL 1, 6; Hi 9  Listen to, and then independently read, a range of traditional Native American legends from different tribes. Discuss one of the legends and retell the story in their own words. Answer questions about the main character or characters, a problem they had to overcome and their biggest foe or enemy.    Note  Suggested books for this activity include: Favourite North American Indian Legends edited by Philip Smith; The Enchanted Moccasins and Other Native American Legends edited by Henry R. Schoolcraft; and Native American Tales and Legends, edited by Allan A. MacFarlan. | |  | En R C 1f Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  En R C 1a, 1h, 2f; En W C 1a, 1b; En SL 1, 6, 8, 9  Read examples of acrostic poems and recap on what they are and how they are formed. Choose their favourite poem and read it aloud to others in the class, using appropriate expression and action. Begin to draft ideas for an acrostic poem about their chosen state or destination by writing the name in capitals along the left-hand side of their paper and using each letter to start a sentence.    Note  Provide children with the time and opportunity to practise reading their poems before they perform aloud to others. Encourage children to appraise one another’s performances. You might begin by modelling an example or writing a shared acrostic poem. How about writing a very simple poem to the acronym, US? | |
| Writing | En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 1b, 2a; En R C 2f; En SL 1  Draft ideas for a postcard to send to a family member or friend back home. Plan what they would like to say, referring back to their notes and photos for ideas.    Note  Provide examples of postcards for the children to look at and read. What kind of things do people say? Demonstrate common features through a shared write. Ask the children to bring in any examples of postcards from home and locate on a world map where they were sent from.  En W C 4 Proof-read for spelling and punctuation errors.  En W C 3a, 3b, 5; En SL 1, 6, 8; Co 5, 6, 7  Check their work, paying attention to grammar, punctuation and spelling. Search online for an interesting image to use as the front of their postcard. Send their postcard to someone in a different class in school. Find out if it makes the recipient want to visit New York City!    Note  Ask the children to help create a New York City display that combines, images, maps, labels, signs and their postcards. | En W C 1b Discuss and record ideas.  En W C 2b, 3b, 4; En SL 1, 6, 7; Co 4, 5, 6, 7  Think carefully about questions they might ask when booking a hotel or campsite. Use the web to find a favourite hotel or campsite in one of the fourteen states that they found as part of their memorable experience and draft an email that includes their questions. Send the email to a friend in the class.    Note  Questions to ask might include ‘What is the overall cost? What are the car parking arrangements? Are there any leisure facilities? Is room service available 24 hours?’ If children don’t have their own school email address, consider using Google Apps for Education.  En W C 2b Organise paragraphs around a theme.  En W C 1b; En SL 1, 6, 7; Co 4, 6, 7  Send their email to someone in the class, then work in role as the customer representative to respond to the questions asked. Write their response email, addressing each question in turn and organising each point into a short paragraph.    Note  Model how questions should be answered using the IWB. You could look at different ways of organising their paragraphs using numbers, bullet points or subheadings. Encourage the children to search online for the hotel or campsite the email is being sent to, to help them draft their responses.  En W C 4 Proof-read for spelling and punctuation errors.  En W C 2b, 3b; En SL 4, 5; Co 4, 5, 6, 7; Ge SF 1  Read an itinerary that outlines a sightseeing tour around one of the states visited on their road trip. Search online to find out about each site mentioned and choose a favourite. Draft an email to book tickets, including information about their party. Proof-read their work for spelling and punctuation errors, making any necessary changes and improvements.    Note  You could provide a range of itineraries for the different states and be imaginative with the suggested stopping places. How about an itinerary for Arizona that includes a hot air balloon ride over the Grand Canyon, a cowboy horse ride through the desert or a visit to Montezuma Castle? | En W C 2a Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.  En W C 2b, 3b, 4; En W Sp 5; En SL 1, 6  Choose a character from the book – Little Bull, Boone, Omri or Patrick – and write a character profile about them. Describe how they look, speak and move, using quotes from the text to support their answers. Use adverbs and adjectives to describe their chosen character, checking unfamiliar words using a dictionary.    Note  Some children will be able to suggest metaphors and similes to describe their character. These could be added to their character profiles. Share their ideas with the class.  En W C 2b Organise paragraphs around a theme.  En W C 2a, 3a; En W VGP 1a, 1d; En SL 1  Put themselves in their chosen character’s shoes and write a diary entry that describes some of the things that have happened. Consider what the main points of their diary entry will be, organising short paragraphs around each idea.    Note  Model diary writing to remind the children what features they should include in their entry. Demonstrate the use of: first person, past tense, informal style, chronological order, fronted adverbials and a variety of sentence structures. Oh – and don’t forget the emotive language!  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 3b, 4, 5; En W VGP 1d; En SL 1, 6  Develop their diary entry, checking they have included all the relevant features. Read their work out loud to check it makes sense and reads well. Share their work with a partner or in a small group, listening to feedback and deciding how they could improve their writing.    Note  You may need to pick out and model features that the children find difficult. You could also provide a bank of fronted adverbials for the children to use.  En W H 2 Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).  En W H 1; En SL 1, 6, 7  Complete their diary entry and create a presentation copy using clear, legible and joined handwriting. Decorate with Native American symbols for display purposes.    Note  Watch snippets from the film version of The Indian in the Cupboard and discuss similarities and differences between the book and the film. Were the characters, settings and events as they’d imagined? | | En W C 1b Discuss and record ideas.  En W C 1a; En SL 1, 6, 7; PSHE 4b, 5f  Draft a legend of their own based on themes in Native American culture. Think carefully about their legend’s main theme, characters and message. Discuss their legend with a partner and make notes to record their ideas. Use a story map or framework to help them plan their ideas.    Note  You might want to give the children a selection of titles that will help inspire their thinking and help get them started. How about telling the legend of: The Son of Thunder; The Bear Girl; The Buffalo and the Mouse; The Sun and the Moon; or The Tale of the Ferocious Wind.  En W C 2c In narratives, create settings, characters and plot.  En W C 2a, 2b, 3a, 3b, 4, 5; En SL 1, 5, 6, 9; Co 6; PSHE 5b  Develop their legend using their plan as a guide. Share their writing with an adult to explain their intentions and make any necessary changes. Make sure their legend has a good ending and clearly conveys a message. Edit their final piece checking for any spelling and grammatical mistakes.    Note  Encourage children to include the main features of narrative writing: an opening which sets the scene and introduces the characters; a build up which leads to a complication; resulting events; a resolution and ending. Ask children to organise their ideas and material logically and clearly in paragraphs in order to sustain the interest of the reader.  En W C 5 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  En SL 8, 9, 10; Co 5, 7; En R C 3; Hi 9  Find out about the role of storytelling in Native American culture by reading a range of books, websites and by looking at images. Practise reading their own story aloud, then invite a neighbouring tribe (or class) to come and take part in a ‘circle of stories’ afternoon. Sit together in a circle, light a ‘fire’ and listen carefully to each others’ stories.    Note  The telling of stories remained a primary form of wisdom communication for Native Americans, even after the written word was introduced. Storytelling allowed tribes to pass their mythological, spiritual and historical understanding from generation to generation. | |  |  | | En W C 1b Discuss and record ideas.  En SL 1, 6, 7, 9; En W Sp 5; PSHE 5f; Co 5, 6, 7; En R C 1b, 3  Work in a group according to their chosen location to collate words and phrases that describe their location. Use adjectives, metaphors and similes, making use of a dictionary and thesaurus to check the spellings of words or look for more descriptive or unusual synonyms. Feedback their ‘word shower’ to the group, exploring how words used to describe different areas are similar or different.    Note  You could also provide the children with travel brochures and access to the web so they can search for more inspiring descriptions.  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  En W C 3a, 3b, 4; En SL 8  Develop their poem, referring to their word shower for help and inspiration. Think of additional words and phrases to add as they write. Read their work aloud to check it makes sense and make changes and improvements where necessary.    Note  Remind the children that not every line has to be a full sentence – it could be a word or phrase.  En W C 5 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  En SL 8, 9, 10; Co 4, 6, 7; PSHE 5b  Practise reading their completed poem out loud and by heart. Read their poem to an invited audience, performing it clearly and with confidence. Email their poem to a primary school in their chosen state and look out for a reply.    Note  If possible, send an audio recording of their poem in an email. Children in the United States would love hearing the English accent! You could use Epals Global Community to find a school to link with. | |
| Science Y3 | Pupils should be taught to:  recognise that they need light in order to see things and that dark is the absence of light  notice that light is reflected from surfaces  recognise that light from the sun can be dangerous and that there are ways to protect their eyes  recognise that shadows are formed when the light from a light source is blocked by an opaque object  find patterns in the way that the size of shadows change | | | | | | | | | | |
| Science Y4 | Sc E 1 Identify common appliances that run on electricity.  En W C Check into a luxury hotel with a great view over Central Park! Find out about the room’s amenities, identifying which appliances run on electricity. Decide which of the appliances would be useful to someone who was camping and search the web to find similar appliances that have been adapted for camping purposes. Show their findings in the form of a camping catalogue, that lists an image, brief description, cost and power source.    Note  You could provide children with the name of a hotel overlooking Central Park to research or print them out a copy of the room amenities to analyse. Many electrical appliances have been adapted to work without the need for mains electricity. Good examples include: a wind-up torch, solar-powered phone chargers, stoves that are powered by gas and even portable camping showers run by solar energy!1b; En SL 1, 4, 5; Co 5, 6, 7  Sc E 3 Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  Sc E 2; Sc WS 2; DT TK 3; En SL 5, 7  ‘Visit’ Times Square to look at the lights! Look at diagrams of simple circuits and predict which would light a lamp. Use components including coloured lamps, cells (batteries) and wires to recreate the circuits and see if their predictions were correct. Use correct terminology to describe what is happening in the circuit.    Note  Provide children with a selection of correct and incorrect circuit diagrams, coloured LED lamps and other electrical components to make the circuits. Children could create their own initials in lamps, by testing conductive ink, tape or thread in place of traditional wires. If using these the same circuit principles apply. | Sc E 2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  Sc E 4; DT D 1, 2; DT M 2; DT TK 3  Make an illuminated model of a US icon such a yellow cab, a Harley Davidson motorcycle, the Statue of Liberty or the Whitehouse using construction kits and modelling. Plan the inner circuits by drawing labelled diagrams, deciding where the lamps will be positioned in their models and making sure that a switch is included which can be easily accessed within their models.    Note  Provide children with a range of images to look at before drawing out and making their designs. Models would look great displayed on a table top city map! | Sc E 4 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  Sc E 2; DT TK 3; Hi 9; En SL 1, 6; PSHE 3e, 3g, 4b, 5f  Learn about the Native American tradition of communicating using smoke signals. Create a modern day alternative using a lamp in a circuit, adding a switch to switch the lamp on and off. Work in pairs to devise a code and practise sending secret messages across a room.    Note  Smoke signals were used to communicate over long distances by many people and cultures, including Native Americans. Common signals include: one puff = call to attention; two puffs = everything is okay; three puffs = something is wrong. Tribes had their own signals so others could not ‘read’ their messages. Feeling brave? Communicate using real smoke signals! Light a small fire and create dense smoke by finding and adding grass and green foliage. Throw a thick wet blanket over the fire then lift it off to create a puff of smoke. |  | |  | | |  | | Sc E 5 Recognise some common conductors and insulators, and associate metals with being good conductors.  Sc E 2, 3; Sc WS 2, 3, 4, 5, 6, 7, 8; En R C 1c; En SL 1, 6, 7  Work together to create an illuminated map that shows their 14-state road trip – use household items to complete the circuit! Learn definitions for an electrical conductor and insulator before examining a range of items and predicting which they think will conduct electricity and which won’t. Use crocodile clips to add the objects to their circuits and test to see if the LED lamps come on. Record the results in a table before grouping the items into ‘conductors’ or ‘insulators’. Discuss similarities and differences between the items in the two groups.    Note  Provide children with a printed copy of the map and a range of standard circuit components, including batteries in battery boxes, LED lamps, switches and some insulated wires with crocodile clips. By punching holes in the map, LED lamps can be pushed through to illuminate their journey with the circuitry hidden below. Household items to test could include: a rubber eraser, pencil lead, nails, foil, a banana, a plastic spoon, fabric, shell, cutlery, cork, a tooth pick, a paper clip and a piece of paper. |
| Science Y5 | Pupils should be taught to:  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  use recognised symbols when representing a simple circuit in a diagram | | | | | | | | | | |
| Science Y6 | Pupils should be taught to:  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  use recognised symbols when representing a simple circuit in a diagram | | | | | | | | | | |
| Sc E 1 Identify common appliances that run on electricity.  En W C Check into a luxury hotel with a great view over Central Park! Find out about the room’s amenities, identifying which appliances run on electricity. Decide which of the appliances would be useful to someone who was camping and search the web to find similar appliances that have been adapted for camping purposes. Show their findings in the form of a camping catalogue, that lists an image, brief description, cost and power source.    Note  You could provide children with the name of a hotel overlooking Central Park to research or print them out a copy of the room amenities to analyse. Many electrical appliances have been adapted to work without the need for mains electricity. Good examples include: a wind-up torch, solar-powered phone chargers, stoves that are powered by gas and even portable camping showers run by solar energy!1b; En SL 1, 4, 5; Co 5, 6, 7  ‘Visit’ Times Square to look at the lights! Look at diagrams of simple circuits and predict which would light a lamp. Use components including coloured lamps, cells (batteries) and wires to recreate the circuits and see if their predictions were correct. Use correct terminology to describe what is happening in the circuit.    Note  Provide children with a selection of correct and incorrect circuit diagrams, coloured LED lamps and other electrical components to make the circuits. Children could create their own initials in lamps, by testing conductive ink, tape or thread in place of traditional wires. If using these the same circuit principles apply.  Sc E 2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  Sc E 4; DT D 1, 2; DT M 2; DT TK 3  Make an illuminated model of a US icon such a yellow cab, a Harley Davidson motorcycle, the Statue of Liberty or the Whitehouse using construction kits and modelling. Plan the inner circuits by drawing labelled diagrams, deciding where the lamps will be positioned in their models and making sure that a switch is included which can be easily accessed within their models.    Note  Provide children with a range of images to look at before drawing out and making their designs. Models would look great displayed on a table top city map!  Sc E 4 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  Sc E 2; DT TK 3; Hi 9; En SL 1, 6; PSHE 3e, 3g, 4b, 5f  Learn about the Native American tradition of communicating using smoke signals. Create a modern day alternative using a lamp in a circuit, adding a switch to switch the lamp on and off. Work in pairs to devise a code and practise sending secret messages across a room.    Note  Smoke signals were used to communicate over long distances by many people and cultures, including Native Americans. Common signals include: one puff = call to attention; two puffs = everything is okay; three puffs = something is wrong. Tribes had their own signals so others could not ‘read’ their messages. Feeling brave? Communicate using real smoke signals! Light a small fire and create dense smoke by finding and adding grass and green foliage. Throw a thick wet blanket over the fire then lift it off to create a puff of smoke.  Sc E 5 Recognise some common conductors and insulators, and associate metals with being good conductors.  Sc E 2, 3; Sc WS 2, 3, 4, 5, 6, 7, 8; En R C 1c; En SL 1, 6, 7  Work together to create an illuminated map that shows their 14-state road trip – use household items to complete the circuit! Learn definitions for an electrical conductor and insulator before examining a range of items and predicting which they think will conduct electricity and which won’t. Use crocodile clips to add the objects to their circuits and test to see if the LED lamps come on. Record the results in a table before grouping the items into ‘conductors’ or ‘insulators’. Discuss similarities and differences between the items in the two groups.    Note  Provide children with a printed copy of the map and a range of standard circuit components, including batteries in battery boxes, LED lamps, switches and some insulated wires with crocodile clips. By punching holes in the map, LED lamps can be pushed through to illuminate their journey with the circuitry hidden below. Household items to test could include: a rubber eraser, pencil lead, nails, foil, a banana, a plastic spoon, fabric, shell, cutlery, cork, a tooth pick, a paper clip and a piece of paper. | | | | | | | | | | | |
| Computing | Co 4 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Ge LK 3; Ge PK 1; Ge HP 1; Co 5, 6, 7; En SL 1, 3, 6; Ma S 2  Find out more detail about New York State. This could include climate information such as annual precipitation or average temperatures, population size, boroughs, demographics and transport. Record data discovered in fields on a ‘shared’ spreadsheet or database. Compare this with data from their own region by adding to the spreadsheet. Discuss the merits of using a collaborative tool for inputting information; what are the disadvantages?    Note  Prepare a spreadsheet or database in advance with fieldnames already named so all children need to do is populate it with data they discover. Google Spreadsheet or Textease Database (multiuser) provide collaborative tools for this exercise – it may be worth deciding which rows they will be allowed to use in advance.  Co 3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Co 1, 2; En SL 1, 5; En W C 1b; PSHE 5f  Program a tourist’s route around New York visiting places of interest (linking to their ‘Top 10’ places to visit) starting from Grand Central Terminal. Use precise, unambiguous directional language to move around the map, including a ’wait’ at the places of interest (as they take a lift to the top of the Empire State Building, for example) and record in an appropriate way. Swap a program with another group and follow their New York tour, recording the places visited – identify any errors and debug as necessary.    Note  A map of New York City has been provided for this activity on The Hub and will allow the children to give directional and quantifiable commands such as ^ 3 (forward 3), < (left turn). This is an unplugged (away from the computer) activity and will help to develop the children’s computational thinking. | Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Co 2, 3, 6  Program a vehicle (programmable toy or themselves) to travel along the iconic US highway, Route 66, stopping at different locations and attractions. Plot their route using a map, marking locations to be visited. Plan and write a program based on their intended route using simple programming language such as forward, backward, right turn, repeat (for a refuel every 200 miles for example) and wait (for sightseeing!)    Note  The route and locations and attractions could be chalked or mapped out (to scale) onto the playground and be completed as a floor activity, programming themselves as an iconic vehicle such as a Harley Davidson, yellow cab, dragster, Greyhound Bus, Hummer or Cadillac. Depending on the previous experience of the class it could then be transferred to an onscreen activity. |  | | Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Co 7; En SL 1, 5, 6  Use the web to decide whether a range of statements about Native Americans are fact or fiction and share their findings. Think about ways that they could refine their search and how they can work out which search results are true and which are false. Explain why people found different answers to the same questions.    Note  Provide children with research statements, such as: All Native Americans lived in tepees; Native American women usually owned and were responsible for the home; Native American tribes were always at war; Pacific Northwest Native Americans were the only tribes with totem poles and Native Americans do rain dances. Make sure the children know that everything they read is open to the interpretation and opinion of the writer, whether in books or online. Link back to previous learning about the word ‘stereotype’. | |  |  | | Co 6 Select, use and combine a variety of software (including internet services) 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 and presenting data and information.  Co 4, 5, 7; En R C 1b, 3  Work in a small group and use the web to find out about Native American reservations. Look at maps to locate them and visit various websites to understand what they are. Present their findings as part of a collaborative digital presentation. Cross-reference ideas to see where discrepancies arise. Discuss how to cross-check information before using it in a presentation.    Note  A reservation is an area of land managed by a Native American tribe under the United States Department of the Interior’s Bureau of Indian Affairs. There are about 310 reservations in the United States, which means that not all recognised tribes have one. In fact, some tribes have more than one reservation, some share reservations, while others have none. A presentation template is available as an example on The Hub.  Co 2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Co 1, 3, 5, 6, 7; En SL 1  Use ICT to program (using Scratch or similar) an aeroplane (sprite) to travel across the Atlantic Ocean from JFK airport to London Gatwick. If they land in the wrong place – try again!    Note  Use the Scratch template provided on The Hub and allow the children to ‘remix’ and program the aeroplane to land successfully. A background is also provided which could be used either in Scratch or an alternative program. | |
| Music | Practise for the Big Sing, Big Smile Event | Practise for the Big Sing, Big Smile Event | Practise for the Big Sing, Big Smile Event | | Practise for the Big Sing, Big Smile Event | | Mu 5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Mu 3, 6; En SL 1, 5, 6, 7  Watch video clips and listen to recordings of traditional Native American music. Close their eyes and imagine which instruments are being played. Raise their hand each time they hear a new instrument or sound. Open their eyes and discuss what they heard, what instruments were being played and how the music made them feel. Work as a whole class to listen carefully to a piece of music, keeping time with the steady beat and gradually getting faster. Add their own sounds and shouts as the music flourishes.    Note  There are some brilliant videos and music clips available online. Music and dance were important parts of the Native American culture with songs sung at important religious rituals as well as being part of everyday life. They believed that music was the language of the spirit |  | |  | |
| R.E. | Festivals – LM to plan | Festivals – LM to plan | Festivals – LM to plan | | Festivals – LM to plan | | Festivals – LM to plan | Festivals – LM to plan | | Festivals – LM to plan | |
| P.E – cornerstones. | NUFC – net and wall games  Orienteering | NUFC – net and wall games  Orienteering | NUFC – net and wall games  Orienteering | | NUFC – net and wall games  Sport’s Week  Orienteering | | NUFC – net and wall games  Orienteering | NUFC – net and wall games  Orienteering | | NUFC – net and wall games  Orienteering | |
| PHSCE |  | PSHE 1a Talk and write about their opinions, and explain their views, on issues that affect themselves and society.  PSHE 2a, 4b; En SL 1, 4, 6, 9; En W C 1a  Place a range of US iconic people on a timeline and find out more about ones that interest them using a range of resources. Present their findings in the form of a short biography or CV. Express an opinion on what makes them iconic and discuss whether they have had a positive or negative impact on US society.    Note  Icons could include film stars, politicians, historical figures and pop stars. You will need to provide a range of photographs either digitally or on paper to peg on a timeline. Children could use their findings to take part in a balloon debate – who is the most worthy icon? | PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.  PSHE 4b; Co 5, 6, 7; Hi 9  Find out what happened when Christopher Columbus first met the Native Americans. Discuss in their own words, some of the good and bad things that happened as a result of their meeting and consider how perceptions of both groups developed as relationships changed. Explain how it might feel, seeing either Columbus’ men or the Native Americans for the first time. Work in pairs, each taking on a role of either a Native American or sailor on-board Columbus’ ship to create a dialogue that expresses what they think of each other and perform this to others in the class.    Note  Begin by introducing the words ‘stereotype’ and ‘discrimination’ asking the children to be aware of these terms as they find out about the interactions between the Native Americans and the Europeans. A presentation is provided on The Hub to help. | |  | |  |  | |  | |
| French | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To read simple passages in French | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To read simple passages in French | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To read simple passages in French | | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To write simple passages in French | | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To write simple passages in French | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To write simple passages in French | | Year 3/4: To increase vocabulary.  To write simple sentences.  Year 5/6: To increase vocabulary. To write simple passages in French | |
| History |  |  | Hi 9 Learn about a non-European society that provides contrasts with British history.  Co 5, 6, 7; En R C 1b, 3; En W C 1b, 2d; En SL 3, 5, 9; PSHE 4b  Use a range of source materials to find out about the Native American Iroquois tribe. Organise their findings under headings including: Food, Farming, Hunting, Clothing, Homes, Warfare, Customs, Language and beliefs, Recreation and Arts and crafts. Be discerning about the information they choose to record and consider the best way to present it.    Note  Begin the lesson by placing significant dates and events of Iroquois history on a timeline. The Iroquois people have inhabited the areas of Ontario and upstate New York for well over 4000 years so there is a lot of history to cover! Today they are sometimes referred to as the Haudenosaunee or Six Nations and are made up of a confederacy that include the Mohawk, Seneca, Oneida, Onondaga, Tuscarora and Cayuga tribes. | |  | |  |  | | Hi 9 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad  c. AD 900; Mayan civilization  c. AD 900; Benin (West Africa)  c. AD 900-1300.  En SL 1, 5, 6, 9; En R C 1g, 2c, 2e; Hi 9; PSHE 2a, 2e, 4b  Listen carefully to Chief Seattle’s speech from 1854 and answer questions about it. Read the speech in pairs and present his key messages in their own words. Reflect what his speech says about the relationship between the Native Americans and the non-indigenous peoples that fought with them over land.    Note  There is a great deal of controversy surrounding Chief Seattle’s speech of 1854. Versions of the speech are available online to read as well as audio voice recordings. Chief Si’ahl (Seattle) is a famous 19th century Native American chief of the Duwamish Tribe whose tribal ancestral homelands include the area known today as the city of Seattle, Washington. | |
| Geography | Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge LK 3; Ge HP 1, 2; Co 5, 6, 7; En R C 1b, 3  Locate the US on a world map, globe or satellite map, identifying its position in relation to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn. Find out the name of all 50 states and label each state’s capital.    Note  A blank digital map is provided on The Hub on which the children can add details using labels, icons and images resized as thumbnails. Ask children ‘How will you find out the information required? How will you check to make sure it is correct?’ Provide a range of source materials for the children to use, including information books, maps, access to the web, a range of aerial images, atlases and travel brochures. | Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Ge HP 2; Ge SF 1; Co 5, 6, 7; En SL 1, 6, 7  Find out about some of the most famous physical features of the US such as the Mississippi River, the Rocky Mountains, Grand Canyon, Everglades National Park, Old Faithful Geyser, Lake Superior and Monument Valley. Look at aerial views of each landmark and think about how they might have been formed. Find out what tourist activities and opportunities are available at each place. Work with a partner to create a travel brochure about a favourite landmark.    Note  Use the web to view aerial maps and take virtual tours of the different features. Children could use software such as Publisher to produce their brochures. For homework, ask the children to search for and locate some of the most famous human landmarks in the US including the Statue of Liberty, Mount Rushmore, the Kennedy Space Centre, Hoover Dam and the Golden Gate Bridge. Children could add landmarks to their digital maps. | Ge HP 2 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Ge HP 1; Ge SF 1; Hi 9; En SL 1, 6, 7; Co 5, 7  Search online to source maps, data and plans that show where the Native American Iroquois tribes lived and draw a sketch map to show their findings. Discuss how their lifestyle was supported by the local environment and how they adapted to make the most of their surroundings. Explain specifically how access to the woodlands and rivers gave them shelter, food and transport.    Note  The Iroquois depended on the natural resources around them to meet all of their basic needs. Their villages were located near lakes and streams that provided water for drinking, fishing and a means of transportation. The woodlands provided shelter, food and protection as well as the materials for making their weapons and tools. | |  | |  |  | |  | |
| Art and Design |  |  |  | | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  AD 3; En SL 1, 6; En R C 1a, 1b; Hi 9; PSHE 4b  Look at pictures and examples of Native American dreamcatchers. Discuss how they are made and which materials have been used. Design and make a personal dream catcher using similar materials, including string, wool, feathers and beads. Use soft sculpting wire and masking tape to form the basic shape.    Note  The traditional dreamcatcher was made to protect people from negative dreams. Positive dreams were said to pass through the hole in the centre of the dreamcatcher and slide down the feathers to the sleeping person. Negative dreams get caught up in the web and disappear when hit by the first rays of sunlight. | | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  AD 3; En SL 1, 6; En R C 1d; PSHE 4b; Hi 9  Read the legend of the Navajo Spider Woman. Discuss how it relates to weaving and look at images of woven wall hangings from the Native American Navajo tribe. Practise this weaving technique using wool and thread to make weaving cards using card looms or larger-scale, outdoor weaving frames. Create various weavings using different materials, such as colourful wool, strips of fabric and materials from outside such as grasses and twigs. Decorate their design with beads and feathers.    Note  Explain to the children that weaving was a useful skill practised by women in most tribes. They made baskets to carry and store food and water. Many different materials were used, including things that could be gathered locally, such as cotton, grasses, wooden splints, bark strips and horsehair. |  | | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Co 5, 6, 7; En SL 1, 4, 5  Make a journey stick to reflect the ‘road trip’ they have taken during the project. Find a stick about 50 cm long and decide what images and words they could attach to it to tell their story. Explain and articulate their choices to a partner. Find suitable images on the web and print them out. Laminate the images and punch a hole in them. Attach them to the stick with string or coloured wool. Decorations such as feathers and beads could also be added.    Note  Beginning at the start of the project, children might attach images of New York City, the Iroquois tribe, the Statue of Liberty, maps, landmarks and so on. Ask them to describe their learning to a parent or carer using their journey stick to help them. | |
| Design and Technology |  | DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  DT M 1, 2; DT E 2; En W C 1b; En R C 1b  Make traditional US dishes including chicken pot pie, Minnesota hotdish, Nebraska handheld meat pies, Natchitoches meat pie from Louisiana and hot dogs from just about everywhere! Taste test to see which dishes they like best and evaluate the success of their cooking.    Note  Other dishes could include pumpkin, pecan, apple and blueberry pie with ice cream. Yum! | DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  DT M 2; Hi 9; AD 2  Look at examples and diagrams of Native Iroquois longhouses and make a detailed sketch to show their shape and form. Work in groups or pairs to make a model longhouse, using a range of natural materials collected from outdoors. Display all finished longhouses as an Iroquois village, creating its own river and woodland using other natural materials.    Note  Longhouses were exactly that: houses with a long, narrow, rectangular shape. Each longhouse was home for an extended family and up to 20 or more related families lived together! | | DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Co 5, 7; DT M 2; PSHE 5e; Hi 9  Investigate totem pole designs by looking at a range of photos and illustrations and find out about the materials and techniques used to make them. Look at common design features and find out what they represent. Design their own totem pole that includes symbols and forms and work alongside a professional artist to carve a class pole.    Note  Children could make individual poles using different-sized card tubes, using a variety of art materials to create symbols and carvings. Encourage the children to think carefully about the symbols they add to their poles. Native American poles often show human, animal and supernatural forms. Totem poles are primarily visual representations of kinship, depicting family crests and clan membership. Common crests include the wolf, eagle, grizzly bear, thunderbird, killer whale, frog, raven, and salmon. | |  |  | |  | |