

Summer Term 1 - 2023- Dunstanburgh Class

Whole School Project- As a school we will be focusing on a project designed to prepare pupils for life in modern Britain by creating more curriculum opportunities that develop an awareness and understanding of diversity within society. Our work will be based on "Dream to Change the World", the story of John La Rose- a political and cultural activist and prolific writer. Throughout this half term we will complete cross curricular work based on this project and work with local artist, Katherine Renton.

English	<p>We will focus on The Fantastic Flying Books of Mr. Morris Lessmore, a 2011 animated short film (directed by William Joyce and Brandon Oldenburg; produced by Moonbot Studios, Louisiana). The film centres on bibliophile Lessmore and his custodianship of a magical library of flying books.</p> <p>We will focus on writing a narrative including:</p> <ul style="list-style-type: none">• Figurative language- simile, metaphor and personification• Use of adverbials and adverbial phrases• Ambitious vocabulary• Varied sentence structure
Maths	<p>Multiplication with three factors and volume:</p> <p>Use multiplication to calculate the volume of cuboids and shapes comprised of several cuboids; use division to solve associated inverse problems. Use associativity and commutativity to solve abstract multiplication problems with three factors.</p> <p>Factors, multiples, prime numbers and composite numbers</p> <p>Identify properties of factors and multiples including square and prime numbers, composite numbers, common and prime factors, and common multiples. Use factor pairs to solve problems efficiently.</p> <p>Combining multiplication with addition and subtraction</p> <p>Learn to combine multiplication with addition or subtraction. Learn to use brackets to change the order of operations. Build on knowledge of the distributive law.</p>
Science	<p>Living Things and their Habitats-</p> <p>We will:</p> <ul style="list-style-type: none">• 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• observe life-cycle changes in a variety of living things, for example, plants and animals in the local environment.• find out about the work of naturalists and animal behaviourists including David Attenborough and Jane Goodall.
History	<p>The Tudors-</p> <ul style="list-style-type: none">• What have we learned about British history so far?• How did the Tudor dynasty begin?• In what way was the reign of Henry VIII a turning point for Christianity in Britain?• Why is the reign of Elizabeth I considered, by some, to be a golden age of English History?

	<ul style="list-style-type: none"> • What was life like in Tudor England? • How did England change after the end of the Tudor period?
DT	<p>More Complex Switches</p> <ul style="list-style-type: none"> • Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose.
PSHE	<p>Our Class- Healthy Relationships</p> <p>The “Our Class- Caring Friendships” resource is designed to help children understand the nature of friendships and explore, in a supported capacity, how they can manage their peer relationships in a positive way. Through examining a series of stories featuring fictional characters who encounter various challenges with their friendships, children will have the opportunity to discuss healthy and unhealthy friendships, and consider how difficulties can be handled and resolved.</p>
French	<p>Olympics</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l’ and du when you say you play a sport in French.
PE	<p>NUFC will be delivering our PE sessions in the summer. These will take place on a Thursday and children should come to school dressed appropriately for PE in accordance with the school uniform policy.</p>
Computing	<p>Creating media – Video editing</p> <p>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher’s discretion, the use of green screen can be incorporated into this</p>

	unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.
Music	<p>How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> • How music can play a significant part in helping us get through our daily life, in improving our quality of life and in being a part of – even shaping – our way of life. • Music's psychological impact, which is increasingly recognised, including in scientific research. • How listening to music might accompany every step of someone's working day. • How (on a larger timescale) music punctuates the important parts of many people's lives. Every step of the way, music is there. • How musical artists are often role models and influencers who are admired and followed, or considered as moral guides. • How songs that are a part of our identity and history are often very consoling and reassuring in times of need. Some songs are even credited with saving lives or inspiring major turning points in a listener's life. For musicians themselves, music is even more intimately linked to their own path. • How there are many ways we can consider how music accompanies and affects our own personal journeys.
RE	<p>What would Jesus do?</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today.