



# Follow the Yellow Silk Road

Children will be learning about trade over history impact it had on the world. In science we will look at classification.



**KUW— Knowledge based objectives**  
**Scientist focus: Colin Webb (Laser researcher)**

**KUW— Knowledge based objectives**  
**Science— Living things and their habitats**  
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

**History -**

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Port of Blyth)

**Geography—**

Human geography: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

**RE - Unit U2.3 Why do Christians believe that Jesus is Messiah? [incarnation]**

**Communication Language and Literacy**  
**Y5**

**Non-Chronological report**  
Reading, studying and then writing own non-chronological report.

**Descriptive writing (atmosphere)**  
Reading, studying and then writing own descriptive text.

**Y6**

**Non-Chronological report**  
Reading, studying and then writing own non-chronological report.

**Biography**

Reading, studying and then writing a biography on Marco Polo

**Letter**

Planning and writing a persuasive letter

**ICT—SELECTION IN QUIZZES (CS)**

- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content

-select, use and combine a variety of software on a range of digital devices to design and create

**Digital Literacy: Online bullying**

**Week 1 and 2**

Literacy— Non-chronological report (3 weeks)

Monday 5th January TT Day

Science—Who is Carl Linnaeus?

History— What was the Silk Road?

Geography— What is trade?

ICT— Exploring conditions

Science—How can we classify animals?

History— How has trade changed?

Geography— How does trade link with the carbon footprint?

ICT— Selecting outcomes

**Week 3 and 4**

Science—How can we classify invertebrates?

History— How did the industrial revolutions change trade?

Geography— How does food affect our human footprint?

ICT— Asking questions.

Literacy—Descriptive writing (2 weeks)

Science—How can I use a key to identify an invertebrate?

History— How was the Port of Blyth important?

Geography— How does clothing trade affect our human footprint?

ICT— Designing a quiz

**Week 5 and 6**

Science—How can we classify plants?

Geography— How can we help our carbon footprint?

ICT— Testing a quiz

Assessment week in English and maths

Science—What are microbes?

ICT— Evaluating a quiz

Trip to Port of Blyth

**Creative Development**

Artist spine: India Flint—Landgarland Blanket

**Music:**

**Developing Ensemble skills**

Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B

**Mathematical Development**

**Year 5:**

**Multiplication and division (B)**—multiplying 2, 3 and 4 digit numbers by 2 digit numbers. Short division, division with remainders, dividing a 4 digit number by a 1 digit number. Problem solving with multiplication and division.

**Fractions (part B)** - multiplying fractions, calculating the fraction of an amount, finding the whole, using fractions as operators.

**Fridays fluency:** To develop times table fluency and recap skills

**Year 6:**

**Ratio**—add and multiply, ratio and fractions, scale drawings, scale factors, proportion, recipes

**Algebra**—1-step and 2-step expressions, substitutions, formulae, solve problems

**Decimals**—rounding, add and subtract, multiple and divide

**Fractions, Decimals and Percentages**—equivalent, ordering, percentage of an amount

**Statistics**—Line Graphs, Bar Charts, Pie Charts, Tables

**MFL—French—' My Home'**

Say where they live and name the rooms in the house that they have.

**Arts specific learning:**

**Music**

Charanga: Y6 unit—Developing ensemble skills. Practicing singing and playing together.

**PSHE—Living in the wider world**

**How can the media influence people?**  
How the media, including online experiences, can affect peoples wellbeing.

That not everything should be shared online or on social media.

That mixed messages in the media exist.

How texts and images can be manipulated or invented.

To evaluate how reliable different types of online contents and media are.

To recognise unsafe or suspicious content and what to do with it.

How information is ranked, selected and targeted to meet the interests of individuals and groups.

To make decisions about the content they view online and know if its appropriate for their age range.

How to respond to and if necessary, report information they view online.

To recognise the risk involved in gabling related activities.

To discuss and debate what influences peoples decisions.

**Physical Development**

**TUESDAY am**  
Newcastle Foundation:  
Multi-skills

**THURSDAY (Y5) FRIDAY (Y6)**  
PM— Gymnastics

**Key**

**Outside environment**  
**Multiculturalism**  
**Arts**

