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| **Year 5 Autumn Term- Drawing-**  **https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/** | | | | | |
| **Prior Knowledge:**   * **Create several pencil tones when shading and create a simple 3D effect.** * **Explore the effect of holding a pencil in different ways and applying different pressures.** * **Use charcoal and rubber to show areas of light and dark in their drawings.** * **Demonstrate an awareness of the relative size of the objects they draw.** * **Use scissors with care and purpose to cut out images.** * **Try out multiple arrangements of cut images to decide on their composition.** * **Use different tools to create marks and patterns when scratching into a painted surface.** * **Show some awareness of how to create contrast by including areas with more and less marks.** * **Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.** * **Work co-operatively to create a joint artwork, experimenting with their methods.**   **Golden Thread**  In this unit children experiment with their understanding of the effect and purpose of imagery. They explore printmaking .They begin to independently select tools for effect. Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. | | | | | |
| **Learning outcome** | **Art**  LI: To explore the purpose and effect of imagery  Space Imagery | **Art**  LI: To understand and explore decision making in creative processes  Drawing decisions | **Art**  LI; To develop and draw ideas through print making  Ties Albers | **Art**  LI: To test and develop ideas using sketchbooks  A vision of the future | **Art**  LI: To apply understanding of drawing processes to revisit and improve ideas. |
| **Activity** | Evaluating and annotating soviet space propaganda posters in their sketchbooks. | Image sorting activity of different forms of art. Children to try replicate four features of their chosen image in their sketchbooks. | Children to create their own piece inspired by ‘Moonwalk’, experimenting with drawing and printing techniques. | Children will make their own futuristic artwork, working on their printed background to create a drawing that depicts a vision for the future. | Children to continue making their own futuristic artwork, working on their printed background to create a drawing that depicts a vision for the future. Children to draw on printed backgrounds. |
| **SEN** | Identifying different features of a poster. | Main task activity led by adult support. | Main task activity led by adult support | Main task activity led by adult support | Main task activity led by adult support |
| **Key word** | Architecture, Cold war, futuristic, influence, propaganda, retro-futuristic, space race, The Soviet Union. | Continuous, formal elements, line, process, medium, stimulus, stimuli, texture, tone, | Collagraph, composition, placement, materials, print, printing plate, texture, printmaking. | Collagraph, Collagraph, future, futuristic, printing, printing plate, retrofuturisim, roller, technique, texture. . | Collagraph, Collagraph, future, futuristic, printing, printing plate, retrofuturisim, roller, technique, texture. |
| **Learning powers** | Curiosity  Reflection | Organisation | Organisation | Imagination | Imagination |

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| **Prior Knowledge:**   * **Create several pencil tones when shading and create a simple 3D effect.** * **Explore the effect of holding a pencil in different ways and applying different pressures.** * **Use charcoal and rubber to show areas of light and dark in their drawings.** * **Demonstrate an awareness of the relative size of the objects they draw.** * **Use scissors with care and purpose to cut out images.** * **Try out multiple arrangements of cut images to decide on their composition.** * **Use different tools to create marks and patterns when scratching into a painted surface.** * **Show some awareness of how to create contrast by including areas with more and less marks.** * **Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.** * **Work co-operatively to create a joint artwork, experimenting with their methods.**   **Golden Thread**  In this unit children experiment with their understanding of the effect and purpose of imagery. They explore printmaking .They begin to independently select tools for effect. Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. | | | | | |
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| **SEN** | Identifying different features of a poster. | Main task activity led by adult support. | Main task activity led by adult support | Main task activity led by adult support | Main task activity led by adult support |
| **Key word** | Architecture, Cold war, futuristic, influence, propaganda, retro-futuristic, space race, The Soviet Union. | Continuous, formal elements, line, process, medium, stimulus, stimuli, texture, tone, | Collagraph, composition, placement, materials, print, printing plate, texture, printmaking. | Collagraph, Collagraph, future, futuristic, printing, printing plate, retrofuturisim, roller, technique, texture. . | Collagraph, Collagraph, future, futuristic, printing, printing plate, retrofuturisim, roller, technique, texture. |
| **Learning powers** | Curiosity  Reflection | Organisation | Organisation | Imagination | Imagination |

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| **Year 5 English – Autumn 1** | | | | | | | | |
| **Prior Knowledge:**  **-**to record and retrieve from a non-fiction text  -to understand the relevance of note taking  -to justify opinions using evidence from the text  **Golden Thread of Learning:**  Children will be strengthening their knowledge on non-fiction texts and being confident in identifying the features of reports. Through retrieving information and understanding vocabulary features, children will produce their own non-chronological report based on an individual. | | | | | | | | |
| **Book** | Incredible Journeys | Incredible Journeys | Incredible Journeys | Incredible Journeys | Incredible Journeys | Incredible Journeys | | Incredible Journeys |
| **Learning outcome** | Transitioning  LI: To be able to write descriptively. | L.I: To retrieve, record and present information from non-fiction. | L.I: To recognize the language and structures for formal writing. | L.I: To be able to provide reasoned justifications for their views. | L.I: To be able to plan writing by identifying the appropriate audience, language and purpose. | L.I: To be able to write a non-chronological report. | | L.I: To be able to propose changes to vocabulary, grammar and punctuation to edit writing. |
| **Activity** | 1. Posters about expectation. 2. Review their favourite book to Newsround   They write a descriptive story using pictures. | 1) Write open-ended appropriate questions to the author.  2) Write down what it takes to be an explorer.  3) Use subheadings to identify Amelia’s adventure on a non-fiction map.  4) Use snippets of the text to match with the correct shape (sub-heading). | 1) Watch a video about the Wright brothers and take notes.  2) Research and explain why humans are interested in exploration.  3) Complete a close procedure for the key words.  4) Writing sentences and paragraphs in formal language about Wright brothers and why humans are interested in exploration. | 1) Create a game to test their knowledge about Amelia Earhart.  2) Write formal paragraphs or sentences explaining why Neta Snook inspired Amelia.  3) Jot down the places Amelia has travelled to on a map.  4) Different nouns activity sheet. | 1) Use theory and evidence, to conduct a search party.  2) Complete a fact file.  3) Create a word bank of formal words.  4) Structure their plan and provide sentence starters. | Using their plan and key word glossary, children will collate their learning to write a non-chronological report throughout the week. | | Use marking, feedback and editing stations to up level their work prior to publishing it in their creative writing books. |
| **Outcomes** | - To be able to write descriptively. | -To recap the difference between non-fiction and fiction texts  -To identify the impact of open ended questions  -To record information about the individual from a non-fiction text | -To understand the importance of thorough note taking  -To explore why humans developed a passion for exploring  - To write formal sentences recapping the weeks learning using the appropriate language. | - To be able to retrieve, record and present information from a non-fiction text. | -To produce a plan for their non-chronological report which includes the appropriate PALs.  -To develop glossary with key vocabulary. | To produce their first big write – a non-chronological report. | | To successfully edit their work to up level it.  To identify SPAG related errors in their work. |
| **SEN** | Sentences about favourite book with TS. | Label the seven countries activity | Label the seven countries activity | Count how many countries Amelia has travelled. | Pack a suitcase- cutting and sticking items of belongings. | Match sentences to image activity.  Fact file of Amelia Earhart. | | Write /verbally share some sentences about Amelia Earhart’s life – 1:1 to scribe. |
| **Key words** | Adjectives, review, recommendation, descriptively. | Brave, Disaster, Determination, Inspiration, Ambition, Adventure called, Achievement | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record | aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft, Brave, Disaster, Determination, Inspiration, Ambition, Adventure called, Achievement |

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| **Year 5** | **Geography – Exploring Trade (Teachitforward)** | | | | | |  |
| **Key Thread of Learning - Year 5 Exploring Trade:**  This learning journey starts with the human Geography of trade as a global concern. Children will understand the meaning of import and export in terms of products both natural and manufactured. The learning continues with supply chains and the steps products go through to reach the consumer (us). Raw materials and supply will be explored as children identify the process of chocolate production and start to discuss the hierarchy or profit made at various stages. Children will understand the order of supply chains and identify exporting goods and reasons for the UK exporting mainly manufactured goods and not so many raw materials.  Hierarchy and profit will be revisited as children research the banana trade and the income derived from different groups at each stage of the process. This theme is developed through fair trade and the concept of equitable pay for the banana growers as an ethical exchange. To collect data as part of a field study, children will design a survey to ask members of the wider school community about purchasing fair trade products.  We will need to be quite sensitive about school families’ purchasing choices as Fair Trade products are generally more expensive for some people’s budgets.  It is important not to see ‘right or wrong’ with consumer choices made.  This knowledge will be developed with comparisons of countries re. trade and climate and with the poverty mapping of London in Spring term.  **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  **Human Geography:** 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  **Mapping skills and fieldwork:** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  **Prior Knowledge**  Builds on children’s prior knowledge of land use and economic activity and extends their understanding of trade and naturally occurring resources and man-made products.  Y2: Great explorers and trade routes  Y3: Land use and settlements  Y3: Latitude and longitude-equatorial belt. Lesson 5 <http://www.mathematicshed.com/uploads/1/2/5/7/12572836/fairtradeschoolspack.pdf>  page 51 and 55 | | | | | | | |
| **Learning outcome** | [To investigate where the products we buy come from.](https://teachitforward.co.uk/p/investigating-where-the-products-we-buy-come-from/) | [To understand that all products have a supply chain.](https://teachitforward.co.uk/p/understanding-that-all-products-have-a-supply-chain/) | [To understand the chocolate supply chain.](https://teachitforward.co.uk/p/exploring-the-chocolate-supply-chain/) | [To](https://teachitforward.co.uk/p/investigating-the-uks-biggest-exports/) investigate the UK’s biggest exports | [To investigate whether the banana trade is fair.](https://teachitforward.co.uk/p/investigating-highest-value-exports-around-the-world/) | To gather data on awareness and consumer choice of Fair-Trade products. | Assessment lesson |
| **Activity** | Re-cap human geography/physical geography  Explain the meaning of ‘import’ and ‘export’. Why do we need to import different products?  Challenge the students to research the products online and then match them to the statements about where they were invented/manufactured. | Vocabulary/definition matching activity.  How does the food in our supermarkets get there? Explain the idea of supply chains.  Children complete ordering of the supply chain activity, children write the order of processes in the supply chain for different products | Recap knowledge of supply chain from previous lesson. Can children describe the milk supply chain to a partner?  Video on the chocolate supply chain – children to take notes.  Chn to stick in images of chocolate supply chain and write sentences explaining the step. | Recap vocabulary and definitions.  Children investigate the UK’s biggest exports. Why do we mainly export manufactured goods?  Chn write a paragraph detailing the smallest and largest exports of the UK. Extension task – make a table of the UK’s top 10 exports and present in as a pie chart or bar chart using computer program. | Look at the people/companies involved in the banana supply chain? Which part of the chain do the students think makes the most money?  Chn complete role play activity to become the different people involved in the banana supply chain and to decide and negotiate how much money they should be paid for their part of the process.  Introduce the chn to idea of Fair Trade through video. | Discuss a data task to answer a question:  Problem: Do the people of this community buy Fairtrade products? If so, what products are most popular? Have they even heard of Fairtrade?  Design questions to gather conclusive data.  Adults in school will surveyed. | Make a poster or leaflet about Fair Trade to assess what children have understood. |
| **SEN** | Children sort images of different products based on whether we import or export them | Children match vocab for supply chain to correct definitions | Order stages of the supply chain and match to labels of each stage with brief description | Make a bar chart as a group to show the top 10 UK exports | Join in with mixed ability group activity – pre teach vocab for their role. | Work with mixed ability group to design a survey about fair trade products |  |
| **Key words** | * trade * import * export * product | * raw materials * supplier * manufacturer * distributor * retailer * consumer | * plantation * consumer * raw materials * distributor * retailer * manufacturer | * bank * export * import * manufactured | * Fairtrade * Export * Import * Plantation owner * Distributor | * Data * Consumer * Choice * Ethical * Trade * findings |  |

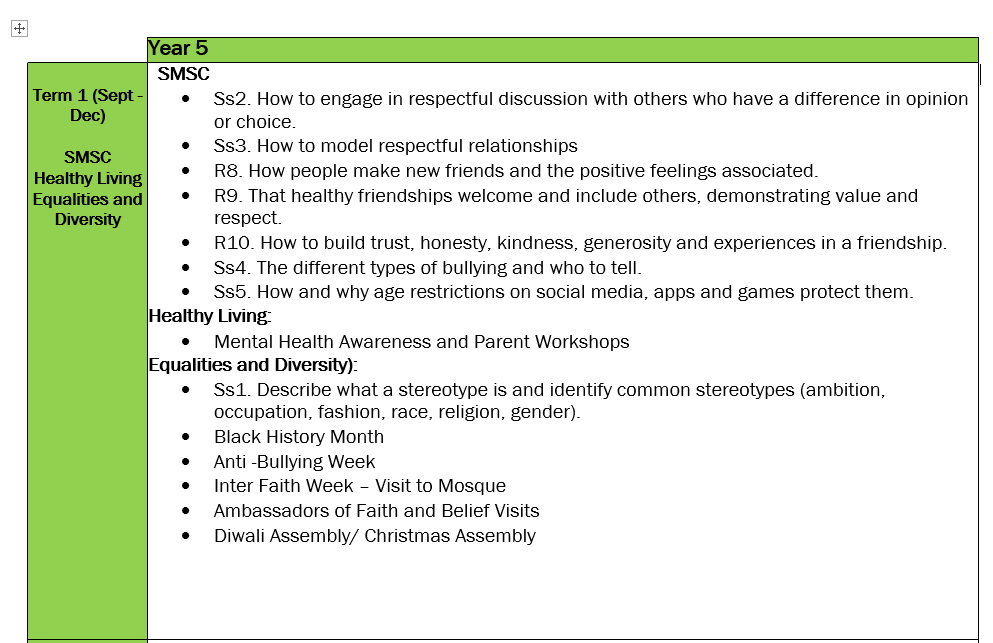
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| **Year 5 – Autumn 1** | **French Monster Pets**  Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.  The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.  [French monster pets - Kapow Primary](https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/) | | | | | |
| **Unit Outcomes**   * Notice cognates and near cognates in the text. * Recognise some previously known words. * Use a dictionary resource to research the meaning of relevant vocabulary. * Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. * Confidently modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. * Unscramble jumbled sentences without any errors in word order. * Recognise rules of agreement in longer phrases. * Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.   **Key Threads of Learning**   * To know that bilingual dictionaries should not be used to look up every single word in a text. * To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine. * To revise that adjectives of size go before the noun and adjectives of colour go after the noun. | | | | | | |
| **Learning Outcome** | To revise vocab from Portraits topic. | To investigate text for visual clues and find information. | To identify and sort nouns by their gender, number and meaning | To make a short presentation in French. | To use adjectives correctly. | To be able to create my own descriptive paragraph. |
| **Activity** | Portraits- Describing in French | French Detectives – Beware of the dragon.  Finding and sorting animal facts. | Body parts in French – nouns, gender and number  Play head, shoulders, knees and toes in French.  Match body parts in picture in French. | A French Monster Mash up –  Create their own monster working in pairs and describing it. | About a beast with French adjectives  Organise the children into pairs. One child is the ‘runner’ and the other is the ‘scribe’.  Display a print of page 1 of the Activity: Running dictation – simple sentences, enlarged to A3 at one end of the hall or playground.  Each of the runners run to and read each of the messages in turn and then relay it to the scribe at the other end of the space.  When the runner reaches the scribe they dictate the message and the scribe writes it down, as they hear it, on the whiteboard.  The runner and scribe continue until you call stop. You then display the messages from page 1 on the wall or screen and each pair scores one point for every correctly spelt word.  The children then swap over roles and repeat with the messages on page 2 of the Activity: Running dictation. | Fantastic French beasts  Explain to the children that they are going to create their own ‘Fantastic beast’ and that they will need to create their own fact file for it. Use slides for support. |
| **Sen** |  | Matching animals with their names. | Choose one monster description to read and decode together and find the picture to match. | Work with an adult to label the different parts of one animal from the mash up pictures, before swapping for other animal parts. | Choose and highlight two or three key words for  children to find. | Work together with a teacher to make direct, simple changes to the original ‘elegirou’ text eg. change the body part for another one from the same box in the Carroll diagram or maybe change colour. |
| **Keywords** |  | un Varan de Komodo/un dragon de Komodo - a Komodo dragon  un carnivore - a carnivore  un prédateur - a predator  un reptile - a reptile  un insecte - an insect  un mammifère - a mammal | la tête - the head, les épaules (f) - the shoulders, les genoux (m) - the knees, les pieds (m) - the feet, les yeux (m) - the eyes, les oreilles (f) - the ears, la bouche - the mouth, les bras (m) - the arms, une antenne - an antenna, les dents (f) - the teeth, le nez - the nose, le bec - the beak, les cornes (f) -the horns, les jambes (f) – legs, les pointes - the points/peaks/spikes (on the monster's tail), la queue - the tail, un oeil - an eye, court(s) (masc.) / courte(s) (fem.) – short, grand(s) (masc.) / grande(s) (fem.) – big, long(s) (masc.) / longue(s) (fem.) – long, petit(s) (masc.) /petite(s) (fem.) – small, pointu(s) (masc.) / pointue(s) (fem.) – pointed, rouge(s) (masc. and fem.) – red, rose(s) (masc. and fem.) – pink, orange (masc. and fem.) – orange, jaune(s) (masc.. and fem) – yellow, bleu(s) (masc.)/ bleue(s) (fem.) – blue, noir(s) (masc.)/noire(s) (fem.) – black, vert(s) (masc.)/ verte(s) (fem.) – green, blanc(s) (masc.)/ blanche(s) (fem.) – white gris (masc.)/grise(s) (fem.) - grey | Qu'est-ce-que c'est? - What is it?il a - he/it haselle a - she/it hasla tête de… - the head of...le corps de… - the body of...les pieds de… - the feet of...un éléphant - an elephant un kangourou - a kangaroo un escargot - a snail une girafe - a giraffe une tortue - a tortoise une grenouille - a frog la tête - the head la bouche - the mouth la queue - the tail le nez - the nose le bec - the beak le corps - the body les épaules - the shoulders les genoux -the knees les pieds - the feet les yeux - the eyes les oreilles - the ears les cornes - the horns les dents - the teeth les jambes - the legs court(s) (m) / courte(s) (f) – short grand(s) (m) / grande(s) (f) – big long(s) (m) /longue(s) (f) – long petit(s) (m) / petite(s) (f) – small pointu(s) (m) / pointue(s) (f) - pointed | les pieds - the feet, les yeux (m) - the eyes, les oreilles (f) - the ears, les dents (f) - the teeth, les épaules (f) - the shoulders, les genoux (m) - the knees, les cornes (f) - the horns, les jambes (f) - the legs, les bras (m) - the arms, le nez - the nose, le bec - the beak, la tête - the head, la bouche - the mouth, la queue - the tail, grand(s) (m) / grande(s) (f) – big, court(s) (m) / courte(s) (f) – short, long(s) (m) /longue(s) (f) – long, petit(s) (m) / petite(s) (f) – small, pointu(s) (m) / pointue(s) (f) - pointed or sharp, beau/beaux (m) belle(s) (f) – beautiful, vert(s) (m) / verte(s) (f) – green, rouge(s) (m)/ rouge(s) (f) – red, jaune(s) (m)/ jaune(s) (f) – yellow, noir(s) (m)/noire(s) (f) – black, bleu(s) (m)/bleue(s) (f) – blue, il a - he/it has, elle a - she/it has, c'est un/ c'est une - it's a | les yeux (m) - the eyes, les épaules (f) - the shoulders, les genoux (m) - the knees, les pieds (m) - the feet, les oreilles (f) - the ears, les cornes (f) - the horns, les dents (f) - the teeth, les jambes (f) - the legs, les bras (m) - the arms, les pointes (f) - the points, peaks (on a tail), le nez - the nose, le bec - the beak, le corps - the body, la tête - the head, la bouche - the mouth, la queue - the tail, une antenne - an antenna, il a - he/it has, elle a - she/it has, c'est un/une - it's a, court(s) (m) / courte(s) (f) – short, grand(s) (m) / grande(s) (f) – big, long(s) (m) , longue(s) (f) – long, petit(s) (m) , petite(s) (f) – small, pointu(s) (m), pointue(s) (f) - pointed/sharp, rond(s) (m), ronde(s) (f) – round, beau/beaux (m), belle(s) (f) – beautiful, bleu(s) (m), bleue(s) (f) – blue, vert(s) (m) , verte(s) (f) – green, rouge(s) (m), rouge(s) (f) – red, jaune(s) (m), jaune(s) (f) – yellow, noir(s) (m), noire(s) (f) – black, orange – orange, rose(s) – pink, gris (m), grise(s) (f) – grey, blanc(s) (m), blanche(s) (f) – white, une girafe - a giraffe , une tortue – tortoise, une grenouille - a frog, un kangourou - a kangaroo, un escargot - a snail, un lion - a lion, un éléphant - an elephant, un serpent - a snake, un poisson - a fish, La tête de…  - The head of..., Le corps de… - The body of..., Les pieds de… - The feet of..., elle habite dans le désert - she/it lives in the desert, il habite dans la forêt - he/It lives in the forest, elle habite dans l’océan - she/it lives in the ocean, elle est un herbivore - she/it is a herbivore, il est un carnivore - he/it is a carnivore, il est un omnivore - he/it is an omnivore, elle mange les petites fleurs - she/it eats little flowers, il mange les petits poissons rouges - he/it eats little red fish, elle mange les serpents noirs et les plantes vertes - she/it eats black snakes and green plants. |
| **Outcomes** |  | I can recognise a text type from its key features.  I can use a range of ‘detective skills’ including cognates to help me: decode a text.  Identify key facts about the animal. | I can match a written word to how it sounds.  I can describe how and why the article of a noun might change.  I can recognise clues to the gender of a noun | I can write short sentences in French to make a presentation.  I can build a sentence using correct articles for masculine and feminine nouns.  I can write a sentence in the third person (**il/elle a…**) (he/she has…) | I can recognise how and why adjectives change.  I can build a sentence in the correct order by putting the adjectives in the right place.  I can spell and punctuate a sentence correctly. | I can adapt phrases to build an extended piece of writing of my own  I can use a dictionary to help find/check new words I want to write |

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| Music Year 5: Autumn 1 Composition and Notation (Ancient Egypt)  [KS2 Y5 Music: Composition and Staff Notation- Kapow Primary](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/) | | | | | | | |
| Prior Knowledge:  (Adapting and transposing motives)  -singing in time and in tune  - understanding what a musical motif is  -composing and notating a motif  -developing and transposing a musical motif  -combining and performing different versions of a musical motif  Key Threads of Learning: In this unit children learn to identify the pitch and rhythm of written notes. They will experiment with notating their compositions developing their understanding of staff notation. | | | | | | | |
| Learning Outcome | To sing with accuracy, fluency, control and expression | To explore and use different forms of notation | To understand duration of notes | To read simple pitch notation | To write a piece of music using stave notation | To perform and evaluate a piece of music | Assessment |
| Activity | Mindmap what the children know about Egyptians.  Learn to sing *Gift of the Nile*  Chorus first then verse then split into two parts | *Walk like an Egyptian*  Explore how hieroglyphics represent different parts of song.  Identify structure of song and create a visual map  Improvise own music using voices and bodies.  Composing and notating a piece. | Warm up voices  *Egyptian instrumental calls*  Sing  *Gift of the Nile* in two parts  Identify note lengths looking at score.  Learn and play the song line by line.  Perform the song in two parts with one third playing instruments.  Record and evaluate the performance | Sing  *Gift of the Nile* in two parts  Identify note lengths looking at score.  Introduce note chart  Pitch pyramid tasks  Children fill in missing notes  Children notate own composition using staff notation | Listen to funeral march for Queen Mary 1 - Purcell  Evaluate  In groups children to complse a piece of Egyptian Funeral Music  Including a melody and accompanied by untuned percussion.  Use hieroglyphics to recors structure and staff notation to record melody. | Practise piece and them perform to rest of class.  Evaluate | Assessment Quiz |
| SEND | Pre teach lyrics  Select most simple warm up part. | Cut out and reorder given hieroglyphics | Instruments with notation using coloured dots | Simple melody using Note Chart for reference | Use letter notation or Note chart to support | Use letter notation/coloured stickers |  |
| Key words | Features  Notation  Repeating  Unision | Composition  Notation  Structure  Reptition | Composition  Melody  Notation  Tempo | Composition  Melody  Notation  Tempo | Composition  Ensemble  Melody  Minor key  Melody  Notation  Tempo | Composition  Ensemble  Melody  Minor key  Melody  Notation  Tempo |  |
| Outcomes | To sing in time with other people and a backing track  To remember lyrics  To follow a tune | To show the structure of a piece of music using nonstandard notation  To improvise a piece of music | To play a melody by ear  To recognize note names and length  Ro make parts balance with other parts | To play a melody by reading pitch notation  To know notes can go on or between the lines  To record own melody using pitch notation | To compose a piece in a particular style  To notate my piece using hieroglyphs | To perform as part of a group  To use musical concepts when evaluating a piece of music |  |

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| **R.E- Autumn 1**  **Year 5** | | | | | | | |
| **Learning outcome** | To be able to explain and understandwhat faith means to different members of the community.  . | To be able to explain and compare how Christians and Muslims view God. | To be able to explain and compare how Sikhs and Jewish people view God. | To be able to explain and compare how Buddhists and Hindus view God. | To be able to explain and compare how Atheists and Agnostics view God. | To be able to reflect onwhy there are many ideas about God and express their own understanding of God. | Assessment /Trip to the Mosque |
| **Prior Knowledge** | What does faith mean to you?  What different faiths can you name.  Why do people believe in God?  To use prior knowledge of Judaism, Hinduism, Christianity and draw on experiences. | To use prior knowledge of, Christianity and draw on experiences.  What does faith mean to different groups of religious people?  Definition of faith and God and how this impacts people’s beliefs | Draw on experiences how children view different beliefs.  Children’s understanding of comparing Christians and Muslims which impact their view on God. How does this impact belief in the community?  How do Sikhs and Jewish people define God?  What features – words, images, symbols - do Sikhs and Jewish use to identify this. | Comparison from previous lessons on different religions and how they view God to compare how Buddhists and Hindus view God.  Religious symbolism such as idols to enhance understanding as to how Buddhists and Hindus view God differently.  Any rules and beliefs they may follow that are similar or differ between the two religions. | Use keywords such to define Atheism and Agnosticism.  How does the meaning of God differ between Agnostics and Buddhists/ Hindus/ Sikhs/ Christians/ Jews and Muslim?  How does the meaning of God differ between Atheists and Buddhists/ Hindus/ Sikhs/ Christians/ Jews and Muslim? | Draw on previous lessons on the meaning of God for different groups of religions and people.  What does God mean?  Why are there several definitions of God?  Draw on prior knowledge and think about the values and golden rules that religion teaches about God.  Draw on chdn’s experiences of their interpretation of God. |  |
| **Activity** | Socratic circle/ big questions | Storyboards of a significant passage relating to God from both the Qur’an and the Bible. | A table diagram that shows the similarities and differences between both religions. | A picture of Brahma and Buddha and the children must mind-map around the pictures of the qualities associated with them. | Venn diagram to compare the different views. | Socratic circle/ big questions | Assessment & Small book that contains everything they’ve learnt so far this term, with the title being ‘what do people believe about God?’ |
| **SEN** | Match the religious symbols to the correct religion. | Simplify the story | Sequence the story of Abraham | Name the Hindu Gods | Close procedure |  |  |
| **Key words** | To be able to explain and interpret a range of beliefs  Faith | Omnipotent  Just  merciful | Omniscience  Benevolent | Trimuti | Atheism  Agnostic |  | Reflection picture |
| **Outcomes** | * Describe, explain, make connections and reflect on the different meanings of God across different religions and groups of people. * Religious symbolism to give meaning to how people view God in different religions and compare this with religions which refrain from using symbolism – i.e. Islam where images are refrained from being used to express their views of God. * Reflect on the different religious, agnostic and atheist views and how this impacts the way people live their lives | | | | | | |

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| **Y5 Science (Autumn 1) – SPACE & EARTH** | | | | | | | |
| **Year 5 Overview**   * Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. * Describe the movement of the Moon relative to the Earth. * Describe the Sun, Earth and Moon as approximately spherical bodies. * Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | | | | | | | |
| **Progression** | **Prior** | **In EYFS the children will have:**   * Explored the natural world around them * Described what they see, hear and feel whilst outside. * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies | | | | | |
| **Current** | **YEAR 5** | | | | | |
| **Next** | **In KS3 the children will:**   * Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). * Our Sun as a star, other stars in our galaxy, other galaxies. * The seasons and the Earth’s tilt, day length at different times of year, in different hemispheres. * The light year as a unit of astronomical distance. | | | | | |
| **Key end outcomes** | **By the end of this unit children will be able to:**   * Explain the shape and relative sizes of the Earth, Sun and Moon * Explain why we have day and night * Explain about the Earth’s orbit around the Sun * To describe the Moon’s phases and orbit of the Earth * Describe the Solar System and human kinds journey into space * Name the 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto reclassified as a ‘dwarf planet in 2006) * To describe the moon as a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones) | | | | | | |
| **Resources to support teaching and learning** | [TAPS resources](https://pstt.org.uk/resources/curriculum-materials/assessment)  [A scientist like me](https://pstt.org.uk/resources/curriculum-materials/ASJLM)  [Explorify](https://explorify.uk/)  [I bet you didn’t know resources](https://pstt.org.uk/resources/curriculum-materials/cutting-edge-science-primary-schools)  [ASE PLAN resources](https://www.ase.org.uk/plan)  **PSTT Book (each year group / team leader has one)**  **Royal observatory / Planetarium**  **Science museum**  **VR Immersive experience workshops** | | | | | | |
| **Learning Intention** | L.I: I can research our solar system | | L.I: To be able toname and describe the properties of planets in our solar system | . L.I: To be able toname and describe the properties of planets in our solar system | L.I: To be able to describe the Sun, Earth and Moon as approximately spherical bodies. | L.I: I can discuss the work of significant astronomers and explain how the planets move in space. | L.I:I can set up a test to explain why we have day and night. |
| **Scientific enquiry skills** | * Use my scientific knowledge to answer questions or support findings | | * Use my scientific knowledge to answer questions or support findings | * Use my scientific knowledge to answer questions or support findings | * Use my scientific knowledge to answer questions or support findings * Identifying scientific evidence that has been used to support or refute ideas or arguments. | * Use my scientific knowledge to answer questions or support findings * Draw, label and annotate diagrams to support scientific knowledge | * Use my scientific knowledge to answer questions or support findings * Identifying scientific evidence that has been used to support or refute ideas or arguments. |
| **Recap Prior learning** | Encourage talk between the children about what they already know about the topic. Remind them of their prior learning in Year 1 seasonal changes about day length, some may also make links to their work on light and shadows in Year 3. | | Name the planets?  What does Jovian Mean?  What does terrestrial mean? |  |  | Role play of how views of the planets movement have changed over time.. Geocentric to heliocentric. | What is the heliocentric? Who was Nicolaus Copernicus? What does orbit mean? How do the planets orbit the sun? |
| **Key Question** | **What is Earth?** | | **What do we know about our surrounding planets?** | **What do we know about our surrounding planets?** | **How can we prove the shape of the Earth, Sun and Moon?** | **How do the planets move in space?** | **why do we have day and night?** |
| **Activity** | Use PSTT book to introduce topic  Explain an ‘alien’ might have discovered Earth via a long distance probe, but has no information about Earth or the planets, moons and stars that are ‘near’ to us other than a few images captured by the probe: <http://www.bbc.co.uk/learningzone/clips/images-of-the-earth-sun-and-moon/1589.htm>  Challenge children to develop an information book/presentation that can be used to inform the ‘aliens’ about our planet.  Ask the children if they can name any planets in our solar system – some children will be able to name a number of planets. Ask for feedback on anything else they already know about the solar system – add this to Science working wall. Watch provide children with an understanding of what the solar system is. <https://www.stem.org.uk/resources/elibrary/resource/460433/solar-system>  Ask the children to use secondary resources including books, websites, animations and video clips to find out about our solar system.   * Facts to research: The names of the planets in our solar system. * Other things in our solar system – sun, moon, asteroids etc.. * Which planets are Jovian (gaseous) and which are Terrestrial (rocky). * The planets in order from the sun. | | Children to use books and laptops to research properties of the planets.  Split class into groups - 1 group per planet.  Thorough research into each planet.  Papier mache model of each planet combined with information poster. | Continue with previous lesson and prepare to present findings.  Present findings  Teacher to take pictures for science books / floor books. | How do we know the Earth is spherical?  <https://www.bbc.co.uk/bitesize/clips/z9r634j>  Why are planets spherical?   1. The disappearing ship model. Using a ball to represent the Earth, a small playdough / lego ship (a hull, decks and mast) and a small playdough / lego fidgure person, the children could try to model how the ship appears to the person as it moves further away from them and over the horizon. 2. Shadows on the Moon. Provide children with pictures of shadows of the Earth on the Moon (lunar eclipse) and ask them to explain what the shadows are and how they are evidence about the shape of the Earth.   Recording: Provide children with a method of recording or allow children to choose a method of recording to communicate their evidence about the shape of the Earth. | How do you think the planets are organised in space?  Show Children the planetary movement link  <https://www.solarsystemscope.com/#plans>  Children identify that the planets don’t all sit in a long line, but are in different positions in their orbit around the sun.  Do you think that we have always known that the planets move around the sun?  Explain that Copernicus and Galileo challenged the established ‘geocentric’ (earth centred) model of the solar system established by Ptolemy in the 2nd Century, to suggest that it was ‘heliocentric’ (sun centred).  At the time of Copernicus and Galileo it was considered ‘heresy’ to suggest that the Earth was not at the centre, but these scientists suggested that it was in fact the Earth moving on its own axis as well as around the sun which made it appear like the sun and stars were moving - they used their observations and mathematical calculations to back up their ideas, although it took time before even more concrete ‘proof’ was available (or accepted).  Main: Children Make observations on orbits and how long each planet might take in Earth years to orbit the sun. Children to research key facts about the planets and how they orbit the sun  To support the children’s understanding that the planets move in a slightly oval orbit around the sun they will take part in a role play using sports ball or balloons (to represent the planets) and move around the sun. First focus on how the earth travels around the sun and then the other planets.  Recording: In books, children draw an orbital diagram of the solar system and write key facts to explain how the planets move in space. | Show the children three images one of the Earth, Sun and Moon and ask them to think about how they are all the same  and how they are different.  Have <https://www.nasa.gov/content/goddard/nasa-releases-new-earthrise-simulation-video>  ready on the IWB. Play from 3:20 to 5:25, discuss in pairs what they think they will be working on during this session. Feedback ideas and establish that you are looking at how day and night are created through the spinning of the Earth.  Explain that they are going to design and implement a shadow investigation that will demonstrate the spinning of the Earth to their audience and hence why we have day & night. Ask; why an investigation into shadows and day & night might help demonstrate that the Earth spins (not a moving sun across the sky). Use <https://www.timeanddate.com/worldclock/sunearth.html> to show day and night.  Look at the question: how can shadows show that the Earth is rotating?  Send children off in groups and support them as they make suggestions. As a class decide how you will carry out the investigation, noting those things that will stay the same (rounder’s post, source of light) and the variables (the time of day).  Create a sample table to record data.  Take children outside to an open area that is in sunlight for most of the school day (remind children never to look directly at the sun). Get groups to set up a rounder’s post and using chalk draw around the shadow (including the base, in case it moves).  Measure the shadow length and note how defined it is - get children to record this in a table as well as labelling the shadow with the time of day.  Also get children to use a compass to note where the sun is (‘overhead’ for midday) as well as the direction of the shadow.  Ask children to predict what will happen in the hours leading up to midday and then in the afternoon (length, direction and definition of shadows and why.  Redraw the shadow every hour, labelling the time it was drawn and recording the length and definition of it.  Get children to plot the data onto a graph at the end of the day, choosing an appropriate graph.  Once the shadow investigation is initially set up, explain that children are going to explore further how shadows and day & night help us to understand and demonstrate the spinning motion of the Earth. |
| **SEN** | Identify different planets | | Draw / colour  Cut and stick planets  Name and label | Playdough planets  Polystyrene balls planets | The disappearing ship model. Using a ball to represent the Earth, a small playdough / lego ship (a hull, decks and mast) and a small playdough / lego figure person, the children could try to model how the ship appears to the person as it moves further away from them and over the horizon. | Solar system mobile | How od I know hen its night time and day time?  Night and day colouring  Night and day activities - what do I do at night / day. |
| **Resources** | * Laptops * Information books | | * Balloons * Newspaper * Paint * Paper * Laptops * Information books | * Balloons * Newspaper * Paint * Paper * Laptops * Information books * Ipad / tablet | * Playdough / lego * Globe * Ball * Shadows on the moon | * Large balls * Playdough * Pictures of shadows of Earth cast on the Moon (lunar eclipse) * Geocentric heliocentric activity (twinkl) * Globe * Lego figures * torch | * rounders post and stand * measuring equipment and compass * sample table |
| **Key Vocabulary** | Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar system, rotates, star, orbit, planets, axis | | Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune spherical, Solar system, Orbit, planets, | Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune spherical, Solar system, Orbit, planets, | Sun , earth, moon, spherical, shadows, lunar, solar, eclipse, horizon. | Geocentric, heliocentric, Earth, Planets, shadows, light, dark, lunar, solar, eclipse, Copernicus, Galileo, Ptolemy | Light, dark, day, night, shadow, Earth, Sun, star, rotate/rotation, spin, axis, sundials, variables, accuracy, precision |

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| **Year 5** | LI:  To understand that a loan can be a way to pay for things but that it needs to be repaid | LI:  To understand income and expenditure and how to track money | LI:  To understand some risks associated with money | LI:  To understand how to put together a weekly budget | LI:  To understand that stereotypes can exist in the workplace but they should not affect people’s career aspirations | LI: |
| SC:  I understand that people sometimes borrow money to buy things  I understand that if you borrow money you have to return it  I understand that there are different ways to borrow money and most will have a cost  I can explain why people make different decisions about money | SC:  I understand what income and expenditure are  I can track income and expenditure  I understand that there are choices to be made on how to earn money  I can explain why people might make different choices about money | SC:  I understand some ways money can be lost  I can explain how risky certain spending is  I can explain why people might take risks with money | SC:  I understand that having a budget helps people know how much they can spend and prioritise spending  I can devise a budget  I understand that income might change and how families might deal with this  I understand some of the feelings associated with money | SC:  I understand that stereotypes can exist in the workplace  I can explain how stereotypes might affect people  I can explain some ways that stereotypes can be overcome in the workplace | SC: |
|  | Teaching:  <https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-1-borrowing/>  Discuss with the children that people need to make a decision about whether they can afford something and this usually means having the money available.  Then move on to discuss that sometimes people might need to borrow money. Ask the children if they are aware of any ways that people borrow money, for example:  Borrowing from friends or family.  Bank loans.  Credit cards.  Personal loans.  Mortgage.  Explain that when people borrow money they will have to pay it back and in most cases, the lender will charge interest. For example, a percentage of the amount borrowed, because they are helping the borrower. Stress that it is important when you borrow money that you are able to pay it back.  Give a copy of the Activity: Repaying loans to each pupil. Explain to the children that they are going to look at whether the person can afford the loan in each of the cases described. Work through the first one as an example. For the moment, ask the children to leave the final column blank.  Once the children have completed the amount each person has left and whether they can afford the loan, discuss what else they might think about before deciding to take the loan. For example:  Do they really need the item?  Can they reduce their other outgoings?  What happens if they have extra outgoings?    Ask the children to decide whether each person should take the loan or not. | Teaching:  <https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-2-income-and-expenditure/>  Explain to the children that they are going to learn how to keep track of a budget.  Ask the children if they know what income and expenditure each mean?  Income – money coming in, or received.  Expenditure – money going out, spent.    Hand out the Activity: Income and expenditure to each pupil and display the Presentation: Income and expenditure.  SEE SLIDE  Work through an example to show how to keep a budget.  Add the income and expenditure as outlined in the case study and get pupils to fill in their Activity: Income and expenditure sheet at the same time. Check the answers using the answers provided on slide 4.  Show slide 5:  Amelia’s current budget is £23.50.  She needs another £16.50 to be able to buy the game.    Discuss the ways in which she could make up the money. Ask the children which option they would choose. Discuss why this might be, for example, they may be happy to wait and not do too many jobs. Other children may want the game sooner so do as many jobs as they can.  Put the children into pairs and ask them to work through the Activity: Budgeting scenarios to track each child’s income and expenditure. They then need to answer the questions at the end.  The first and second scenarios are the most straightforward and three and four are more complex.  Once children have completed the scenarios discuss some of the questions with the children. Focus particularly on the options they selected for the children to get the extra money they wanted.  Discuss some of the issues around the loan i.e. that she will need to pay it back and how long this might take.  PLENARY:  Ask the children to think about which task they would do to make a given amount of money, for example, £10, and why.  For example, the children might suggest doing things they like, or that some tasks might not be available to everyone or that they would choose those tasks that pay the highest amount to get the money as soon as possible. Stress that people will have a range of reasons for selecting the way they earn money.  Ask the children what they would spend their imaginary £10 on. Stress that they can save it if they wish. Ask the children to share their ideas and discuss the differences. Make sure that the children realise that people make different choices. For example, someone might think they would like something on the list which would cost more than £10 and they would rather save.  If time allows, give the children some other scenarios to think about. For example, if you spend all the money you have, what happens if you have an unexpected expense? | Teaching:  <https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-3-risks-with-money/>  Tell the class that having money does come with risks. Losing the money or having it stolen is one of those risks.  Explain that the children are going think about things people do with money that might be considered risky.    Risk statements: continuum activity  You are going to read out some statements and the children need to decide how risky they think each of them is. Stress that people will have different ideas.  Get the children to stand up from their chairs. Read out each statement in the Activity: Risk statements and use the discussion points provided to discuss them as a class. After each statement is read out, ask the children to put their hand up if they think the statement is high risk or keep their hand down is they think the statement is low risk.  Round up the discussion the children have had over the various points. Stress that with all these things there is a risk that you could spend money and end up with nothing or something you do not want. Therefore, we need to think whether it is something that we want to do and risk losing the money.  Focus on the scenario involving the toy grabber machine. Ask the children: What do the people who own the machine want to happen? (They need to make money so they want people to put money in but they do not want everyone to get a prize.)  Explain that the chance of winning a toy is not high.  Ask: Why do you think people use these machines? (They can be fun, exciting, people think they will be lucky).  Discuss that this can be true but if you keep trying and still do not win, it might not be fun. How might they feel then?  Discuss the importance of setting a limit of how many times you will try the game, based upon how much money you have or how you will feel about losing. Stress that they might need an adult or someone else to help them set a limit or they might decide that the game actually isn’t worth it and they prefer to save their money and not try the game at all. | Teaching:  <https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-4-prioritising-spending/>  Explain to the children that people will prioritise their spending based on wants and needs. For most people, they will make sure that they can afford the things they need before they pay for wants.  Share the Presentation: Daily budget.  Discuss the needs in the example, i.e. he must have a train ticket to get there and would need food. Then discuss the wants, which are things that he could do without.  Add up how much it would cost James to buy everything. Then ask the children which of the wants they would choose for James and why. Once these have been agreed add up the new spend and work out what is left from the budget.  Give pupils one of the Activity: Weekly budgeting challenges and ask them to create a weekly budget for that family. Different budget scenarios have been provided for differentiation (Family A is most complex and C is simplest).  Explain that their income is shown at the top and then the costs of various things are listed below. They need to decide:  Which things the family should spend their money on.  Which are needs and which are wants and work out if there is any money left at the end of the month.    After the activity, take some feedback and ask the children what they found out and learnt by doing the budget.  Were there expenses they did not know about?  Does the cost of some things surprise them?  PLENARY:  Explain to the children that having a budget and knowing what expenses you have is really important. Share slide 3 showing the scenario for Family C and ask the children to imagine:  1. A member of their family cannot work and their income drops to £300 per week. How would that affect their budget? You might want to discuss not only cut backs but also ways to save money, such as finding better deals on things like electricity. Also discuss how the family might feel about this.  2. There is a large increase in the cost of housing, fuel and running a car, how would this affect the budget? Discuss ways the family might cope, e.g. cutting back on other things or looking for cheaper options. Discuss how the family might feel about this.  3. A member of the family gets a new job with a higher salary, so their income will go up to £500 per week. How would this affect their budget? You could discuss using some of the extra money to put into savings. Discuss how the family might feel about this. | Teaching:  <https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-5-stereotypes-in-the-workplace/>  Explain that stereotypes can affect not only what job people do but also how they are treated at work. In some cases, this actually becomes discrimination i.e. treating someone differently because of a certain factor.  Using some of the examples from the Attention grabber activity, discuss what might happen in the workplace. Then discuss the Activity: Discrimination scenarios. Ask whether the children think that the treatment in these scenarios is fair.  Put the children in pairs or small groups and ask them to discuss what they think people can do about stereotypes and discrimination in the workplace. For example, challenging people who make comments, employing people who defy the stereotypes, teaching people about stereotyping.  PLENARY:  Ask the groups to feedback their responses on how stereotypes can be overcome. Stress to the children that stereotypes should not stop people doing what they want t,o and that if they see or experience anyone being treated unfairly, they should talk to someone they trust about it. | Teaching: |
| Differentiation:  LA/ MA: May need additional support with working out the loans and if they are affordable.  HA: Can be challenged to add a reason why they think that person should or should not take the loan. | Differentiation:  LA/MA: Pupils needing extra support: Can focus on scenarios 1 and 2 (Fraser and Florence) in the Activity: Budgeting scenarios.  HA: Can focus on scenarios 3 and 4 (Dexter and Ella) in the Activity: Budgeting scenarios. | Differentiation:  LA/ MA: Could discuss their ideas during the continuum activity with an adult or talk partner.  HA: Could be given a role to consider in the continuum e.g. imagine you are a big supporter of the charity or you are someone with very little spare money. | Differentiation:  LA/MA: Can focus on the budget for family B or C in the Activity: Weekly budgeting.  HA: Should use the budget for family A in the Activity: Weekly budgeting. | Differentiation:  LA/ MA: Could work with a partner or adult to discuss their ideas before sharing with the class.  HA: Can be challenged to provide examples of stereotypes they have seen in the news and to come up with realistic ways in which discrimination can be overcome. | Differentiation: |
|  | Key questions:  How can people borrow money? | Key questions:  How can we keep track of our money? | Key questions:  What do we think about risks related to money? | Key questions:  How can we create a budget? | Key questions:  How might stereotypes affect people at work? | Key questions: |
| Vocabulary:  Lend  Borrow  Interest  Repayment | Vocabulary:  Income  Expenditure  Earn  Save  Spend | Vocabulary:  Lose  Stolen  Risk  Chance | Vocabulary:  Want  Need  Income | Vocabulary:  Stereotype  Assumption | Vocabulary: |



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| **Year 5 – Maths Autumn 1** | | | | | | | |
| **Topic of learning** | Assessments | Place value | Place value | Addition and subtraction | Addition and subtraction | Multiplication and division | Multiplication and division |
| **Learning Outcome** | **Lesson 1**  **White Rose – step 1**  Roman numerals to 1000  **Lesson 2**  **White Rose – Step 2**  Numbers to 10,000  **Lesson 3**  **White Rose – Step 3**  Numbers to 100,000  **Lesson 4**  **White Rose – Step 4**  Numbers to a million.  **Lesson 5**  **White Rose – Step 5**  Read and write numbers to 1,000,000 | **Lesson 1**  **White Rose – Step 6**  Powers of 10  **Lesson 2**  **White Rose – Step 7**  10/100/1000/10,000/100,000 more or less.  **Lesson 3**  **White Rose – Step 8**  Partitioning numbers to a million.  **Lesson 4**  **White Rose – Step 9**  Number line to a million.  **Lesson 5**  **White Rose – Step 10**  Compare and order to a 100,000. | **Lesson 1**  **White Rose – Step 11**  Compare and order to a 1,000,000  **Lesson 2**  **White Rose – Step 12**  Rounding to the nearest 10,100 and 1000  **Lesson 3**  **White Rose – Step 13**  Rounding to the nearest 100,000  **Lesson 4**  **White Rose – Step 14**  Rounding to the nearest 1,000,000  **Lesson 4**  **Year 5 RTP -5NPV 4**  Divide 1 into 2,4,5 and 10 equal parts | **Lesson 1**  **Year 5 RTP -5NPV 4**  Divide 1 into 2,4,5 and 10 equal parts  **Lesson 2**  White Rose - end of unit assessment | Mental strategies  Add whole numbers with more than 4 digits  Subtract whole numbers with more than 4 digits  Rounding to check answers  Inverse operations  Multistep addition and subtraction problems  Compare calculations  Find missing numbers | Multiples  Common multiples  Factors  Common factors | Prime numbers  Square numbers  Cube numbers  Multiply by 10,100,1000 |
| **SEN** | Base line assessments | Read write and ordering to 20/50/100 | Read write order to 10/20/50 with concrete | Addition and subtraction with concrete objects to 10/20/50 | Addition and subtraction with concrete objects to 10/20/50 | Arrays and visuals to support  Groups of 2,5 and 10 | Arrays and visuals to support  Groups of 2,5 and 10 |
| **Key words** |  | Ten thousand  Thousand, hundred, ten one  Place value holder | Ten thousand  Thousand, hundred, ten one  Place value holder | Addend  Sum | Minuend  Subtrahend  Difference | Multiples, Factor, common multiples,  Common factors | square numbers  Cube numbers  Prime numbers |

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| **Year 5 – Maths Autumn 1** | | | | | | | |
| **Topic of learning** | Assessments/Place value | Place value | Place value | Addition and subtraction | Addition and subtraction | Multiplication and division | Multiplication and division |
| **Learning Outcome** | **Lesson 1**  **White Rose – step 1**  Roman numerals to 1000  **Lesson 2**  **White Rose – Step 2**  Numbers to 10,000  **Lesson 3**  **White Rose – Step 3**  Numbers to 100,000  **Lesson 4**  **White Rose – Step 4**  Numbers to a million.  **Lesson 5**  **White Rose – Step 5**  Read and write numbers to 1,000,000 | **Lesson 1**  **White Rose – Step 6**  Powers of 10  **Lesson 2**  **White Rose – Step 7**  10/100/1000/10,000/100,000 more or less.  **Lesson 3**  **White Rose – Step 8**  Partitioning numbers to a million.  **Lesson 4**  **White Rose – Step 9**  Number line to a million.  **Lesson 5**  **White Rose – Step 10**  Compare and order to a 100,000. | **Lesson 1**  **White Rose – Step 11**  Compare and order to a 1,000,000  **Lesson 2**  **White Rose – Step 12**  Rounding to the nearest 10,100 and 1000  **Lesson 3**  **White Rose – Step 13**  Rounding to the nearest 100,000  **Lesson 4**  **White Rose – Step 14**  Rounding to the nearest 1,000,000  **Lesson 4**  **Year 5 RTP -5NPV 4**  Divide 1 into 2,4,5 and 10 equal parts | **Lesson 1**  **Year 5 RTP -5NPV 4**  Divide 1 into 2,4,5 and 10 equal parts  **Lesson 2**  **White Rose - end of unit assessment**  **Lesson 3**  **White Rose – Step 1**  Mental strategies  **Lesson 4**  **White Rose – Step 2**  Add whole numbers with more than 4 digits  **Lesson 5**  **White Rose – Step 3**  Subtract whole numbers with more than 4 digits | **Lesson 1**  **White Rose – Step 4**  Rounding to check answers  **Lesson 2**  **White Rose – Step 5**  Inverse operations  **Lesson 3**  **White Rose – Step 6**  Multistep addition and subtraction problems  **Lesson 4**  **White Rose – Step 7**  Compare calculations  **Lesson 5**  **White Rose – Step 8**  Find missing numbers | **Lesson 1**  **White Rose - end of unit assessment**  **Lesson 2**  **White Rose – Step 1**  **(RTP – 5MD2 for language focus and questioning)**  Multiples  **Lesson 3**  **White Rose – Step 2**  **(RTP – 5MD2 for language focus and questioning)**  Common multiples  **Lesson 4**  **White Rose – Step 3**  Factors  **(RTP – 5MD2 for language focus and questioning)**  **Lesson 5**  **White Rose – Step 4**  **(RTP – 5MD2 for language focus and questioning)**  Common factors | **Lesson 1**  **White Rose – Step 5**  Prime numbers  **Lesson 2**  **White Rose – Step 6**  Square numbers  **Lesson 3**  **White Rose – Step 7**  Cube numbers  **Lesson 4**  **White Rose – Step 8**  **(RTP – 5MD1for language focus and questioning)**  Multiply by 10,100,1000  **Lesson 5**  **White Rose – Step 9**  **(RTP – 5MD1 for language focus and questioning)**  Dividing by 10,100,1000 |
| **SEN** | Base line assessments | Read write and ordering to 20/50/100 | Read write order to 10/20/50 with concrete | Addition and subtraction with concrete objects to 10/20/50 | Addition and subtraction with concrete objects to 10/20/50 | Arrays and visuals to support  Groups of 2,5 and 10 | Arrays and visuals to support  Groups of 2,5 and 10 |
| **Key words** |  | Ten thousand  Thousand, hundred, ten one  Place value holder | Ten thousand  Thousand, hundred, ten one  Place value holder | Addend  Sum | Minuend  Subtrahend  Difference | Multiples, Factor, common multiples,  Common factors | square numbers  Cube numbers  Prime numbers  Multiple  Factor  Common multiple  Common factor  Prime factor |

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| **Year 5 – Maths Autumn 2** | | | | | | | |
| **Topic of learning** | Multiplication and Division | Fractions | Fractions | Fractions | Multiplication and Division | Multiplication and Division | Fractions |
| **Learning Outcome** | **Lesson 1**  **White Rose – Step 9**  Multiples of 10, 100, 1000  **Lesson 2**  **RTP – 5F – 1**  Find non unit fractions of a quantity  **Lesson 3**  **RTP – 5F – 2**  Find equivalent fractions  **Lesson 4**  **RTP – 5F – 2**  Find equivalent fractions  **Lesson 5**  **White Rose – Step 5**  Convert mixed numbers to improper fractions | **Lesson 1**  **White Rose – Step 4**  Convert improper fractions to mixed numbers  **Lesson2**  **White Rose – Step 6**  Compare fractions less than 1  **Lesson 3**  **White Rose – Step 7**  Order fractions less than 1  **Lesson 4**  **White Rose – Step 8**  Compare and order fractions greater than 1  **Lesson 5**  **White Rose – Step 9**  Add and subtract fractions with the same denomiator | **Lesson 1**  **White Rose – Step 10**  Add fractions within 1  **Lesson2**  **White Rose – Step 11**  Add fractions greater than 1  **Lesson 3**  **White Rose – Step 12**  Add mixed numbers  **Lesson 4**  **White Rose – Step 13**  Add two mixed numbers  **Lesson 5**  **White Rose – Step 14**  Subtract fractions | **Lesson 1**  **White Rose – Step 15**  Subtract from a mixed number  **Lesson2**  **White Rose – Step 16**  Subtract from a mixed number – breaking the whole  **Lesson 3**  **White Rose – Step 17**  Subtract two mixed numbers  **Lesson 4**  **White Rose – End of unit assessment**  **Lesson 5**  **White Rose – Step 1**  Multiply a 4-digit number by a 1-digit number | **Lesson 1**  **White Rose – Step 2**  Multiply a 2 -digit number by a 2-digit number (area model)  **Lesson2**  **White Rose – Step 3**  Multiply a 2 -digit number by a 2-digit number  **Lesson 3**  **White Rose – Step 4**  Multiply a 3 -digit number by a 2-digit number (area model)  **Lesson 4**  **White Rose – Step 5**  Multiply a 4 -digit number by a 2-digit number (area model)  **Lesson 5**  **White Rose – Step 6**  Solve problems with multiplication | **Lesson 1**  **White Rose – Step 7**  Shot division  **Lesson2**  **White Rose – Step 8**  Divide a 4-digit number by a 1-digit number  **Lesson 3**  **White Rose – Step 9**  Division with remainders  **Lesson 4**  **White Rose – Step 10**  Efficient division  **Lesson 5**  **White Rose – Step 11**  Solve problems with multiplication and division | **Lesson 1**  **White Rose – End of unit assessment**  **Lesson2**  **White Rose – Step 1**  Multiply a unit fraction by an integer  **Lesson 3**  **White Rose – Step 2**  Multiply a non-unit fraction by an integer  **Lesson 4**  **White Rose – Step 3**  Efficient division multiply a mixed numbers by an integer |
| **SEN** | arrays | Place value  Numbers to 100 | Place value  Numbers to 100 | Place value  Numbers to 1000 | Arrays and groups | Short division – grouping activity | Multiplication using counters/objects. |
| **Key words** | Multiply  Multiple  Multiples of 10  Multiples of 100  Multiples of 1000  Factor  Multiple  Equivalent  Numerator  Dominator | Unit fraction  Non unit fraction  Equivalence  Numerator  Denominator  Mixed numbers  Improper fractions | Improper fraction  Mixed Number  addition  denominator | Denominator  Numerator  Equivalent  Mixed numbers  Improper fractions | Multiplication, Factor, Product Area model, Digit, Number | Factor  Product  Dividend  Divisor  Quotient  Remainder | Factor  Product  Denominator  Numerator  Equivalent  Mixed numbers  Improper fractions |

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| **Year 5 – Maths Spring 1** | | | | | |
| **Topic of learning** | Multiplication and Division | Multiplication and Division | Multiplication and Division | Fractions | Fractions |
| **Learning Outcome** | To multiply up to 4 digit number by a 1 digit number  Multiply a 2 digit number by a 2 digit number (area model)  Multiply 3 digit by 2 digit number  Multiply 4 digit by 2 digit | Short division  Divide a 4 digit number by a 1 digit number  Divide with remainders | Efficient division  Solve problems with multiplication and division  Unit Assessment | To multiply a fraction by an integer  To multiply a non-unit fraction by an integer  Multiply a mixed number by an integer | To calculate fraction of a quantity  To find fractions of amounts  To find the whole from given fractions  Using fractions as operators  Unit Assessment |
| **SEN** | Arrays  Groups | Short division – grouping activity | Short division using counters | Multiplication using counters/objects. | Fractions physical activity and worksheet |
| **Key words** | Multiplication, Area model, Digit, Number | Short division, Remainder, Digit, Number | Efficient,Word problems. | Multiply integer | Multiply integer operator |

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| **Year 5 – Maths Spring 2** | | | | | | |
| **Topic of learning** | Decimals and percentages | Decimals and percentages | Decimals and percentages | Decimals and percentages | Perimeter and Area | Statistics |
| **Learning Outcome** | -Equivalent fractions and decimals  -Thousandths as fractions and decimals | -Ordering and comparing decimals  -Rounding decimals to 1dp | -introduce percentages  -Percentages as fractions and decimals | -Equivelant f,d,p  Unit Assessment | Perimeter and area of:  Rectilinear shapes  Polygons and  Compound shapes  Estimating area. | Draw line graphs  Read and interpret line graphs, tables, Timetables |
| **SEN** | Tenths and hundredths Tenths on a number line  Tenths on a place value grid | Divide by 10  Hundredths as a decimal | Hundredths as decimals | Link to percentages  Divide by hundred | Area- counting squares  Making shapes  Comparing area  Perimeter | Interpret charts  Comparison, sum and difference  Reading line graphs |
| **Key words** | Tenths hundredths  Decimal point place value | Tenths hundredths  Decimal point place value | Percent  Out of a hundred  Equal parts | Percent  Out of a hundred  Equal parts | Length width metre squared  Centimetre squared | Axis  Plot |

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| **Year 5 – Maths Summer 1** | | | | | | | | | | | | | |
| **Topic of learning** | | **Shape** | | **Shape** | | **Shape\*** | | **Position and Direction\*** | | **Position and Direction** | | **Negative Numbers** | |
| **Learning Outcome** | | RTP Statements from Y4  -Understand and use degrees to measure angles  -Classify angles  -Estimate angles  -Measure angles to 180 | | -Draw lines and angles accurately  -Calculate angles around a point  -Calculate angles on a straight line  - Calculate missing length and angles in shape | | - describe properties of regular and irregular polygons  -Describe properties of 3D shape  RTP Statements Year 5 | | -Read and plot coordinates  - describe changes in coordinates if shape is translated  - Find missing coordinates | | -translate a single point on a grid  -describe translations  -I can translate with coordinates  -To identify lines of symmetry (more than 1)  -to complete shapes with horizontal and vertical lines of symmetry | | -I can understand negative numbers  - I count on and back in negative numbers through 0  - I can count on and back in multiples through 0  - To compare and order negative numbers  - To find the difference between positive and negative numbers | |
| **SEN** | | Making angle measures  Turns and angles  Right angles  Compare angles in shape  Horizontal and vertical lines  WRM Y3 | | Recognise and sort 2D shapes  WRM Y3 | | Recognise 3D shapes  WRM Y3 | | Plotting objects within squares  Using shapes to identify shapes that are congruent | | Folding shapes to identify lines of symmetry | | Count on and back to 20  In multiples of 2/5  What comes before/after/between | |
| **Key words** | | Adjacent  Angle  Obtuse  Reflex  Right angle  Turn  Degrees  Clockwise anti clockwise | | Protractor  Internal  External  Base angle  Full turn  Around a point  Perimeter  Compound shape | | Congruent  Face  Edge  Vertex/Vertices  Parallel  Perpendicular  Polygon  Regular  irregular | | Coordinate  Axis/axes  Point  Place  Vertex | | Translation  Symmetry  Line of symmetry  Vertical  Horizontal  Reflect | | Negative  Zero  Negative three  positive  Sequence  Ascending  descending | |
| **Year 5 – Maths Summer 2** | | | | | | | | | | | | |
| **Topic of learning** | | Decimals | | Decimals | | Decimals | | Converting Units | | Converting units | | Volume |
| **Learning Outcome** | | Year 4 RTP statrements  -Use known facts to add/dubtract decimals within 1  -Complements to 1  -Add and subtract decimals scross 1 | | -Add decimals with the same number of decimal places  -Subtract decimals with the same number of decimal places  -Add and subtract decimals with different number of dp | | -Efficient strategies for adding and subtracting decimals  -Decimal sequences  -Multiply/divide by 10,100,1000 and  -find missing values | | - kilograms and grams  -millimetres and metres  -Convert units of length | | - Convert between metric and imperial  - convert units of time  - calculate with timetables | | -Cubic centimetres  -Comparing volume  -Estimating volume  -Estimating capacity |
| **SEN** | | Interpret charts  Comparison, sum and difference  Interpret line graphs  Draw line graphs | | Position using coordinates  Plot coordinates  Draw 2-D shapes on a grid.  Translate on a grid  Describe translation on a grid. | | Make a whole with tenths  Make a whole with hundredths  Partition decimals  Flexibly partition decimals  Compare decimals  Order, round decimals | | Write money using decimals  Convert between pounds and pence  Compare amounts of money  Estimate with money  Calculate with money  Solve problems with money | | Equivalent fractions  Simplify fractions  Convert improper fractions to mixed fractions.  Convert mixed fractions to improper fractions. | | Add and subtract using column method  Long and short multiplication  Long and short division |
| **Key words** | | Tenths  Hundredths  Ones  Complement  Place value | | Thousandths  Equivalence  Partition  Crossing 1  Exchange | | Mental strategy  Informal  Jotting  Efficient  Term  sequence | | Gram kilogram mass unit  Millimetres metres | | Metric imperial feet inches duration hour minute second | | Capacity millimetres  Metres cubic centimetre |