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| **Subject Outcomes** | **Week 1**  30.10.22-03.11.22 | **Week 2**  06.11.22-10.11.22 | **Week 3**  13.11.22-17.11.22 | **Week 4**  20.11.22.-24.11.22 | **Week 5**  27.11.22-01.12.22 | **Week 6**  04.12.22-08.12.22 | **Week 7 (+3 days)**  11.11.22-20.11.22 |
| **Events:** |  |  |  |  |  |  | **Pantomime Theatre trip** 19.12.2023 |
| **History: Vikings** | | | | | | | |
| **Learning outcome** | To explain why the Vikings came to Britain | To evaluate Viking stereotypes using sources. | To investigate the importance of Viking trading routes. | To compare different versions of Viking sagas and create a saga. | To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies. | To evaluate achievements of the Vikings. | **End of Unit Assessments** |
| **Activity** | Why did the Vikings come to Britain? (To raid and take valuable items from monasteries; to settle and farm peacefully as parts of their homeland were not fertile.)  Children to use chronology cards to create timelines for Saxons Vikings and overlaps of the two. | Children have a brain dump with prior learning recaps about the Vikings.  Children analyse images of Vikings as warriors and relate to Horrible histories or films children might be aware of.  Interpret and infer the characteristics and behaviour of the Vikings from the images.  Discuss whether this is a balanced view of Vikings and where we can look for more evidence. | Children us interactives maps to identify Viking trade routes.  Locate string and finishing points of the different trade routes.  Children use a limited range of materials to create a board game representing each trade route which must include: a map, risks and rewards and instructions | Children will identify what a Viking saga is and whether or not they are historical accounts or fiction.  Evaluate the reliability of the sources.  They will then compare two stories about Leif Erikson, identifying similarities and differences.  Children will plan an introduction to a saga using resources which must be an oral recount in the Viking tradition. | Brain dump the previous lesson with the sagas and the main learning from the lesson.  Children use images to infer how the villagers and inhabitants might have felt when the long ships came into view.  Identify the reasons for and the impact of the invasion.  Children to use the resources and accounts of the invasion and settlement of the Vikings to write a letter to a relative explaining how they have been affected. | ’Speak like an expert’ activity to recap the previous lesson.  Look at vocabulary for the lesson and clarify. Categorise the achievements of the Vikings.  Children create a gallery of Viking achievements. Children in groups design a display for each achievement.  Children answer questions as they go.  This can be viewed as an assessment opportunity, so it could go into the next lesson. |  |
| **SEN** | Could sequence fewer cards using the *Activity*  Have Compare images of Saxons and Vikings. | Make inferences from a smaller number of sources. Look at different images of Vikings to compare | Word banks/ sentences to started to access the same task. | Children could create the soundscape of a saga created by the other children. | Word banks/ sentences to started to access the same task.  Annotate the source 6 picture with words to describe how they would feel | Could use a recording device and explain the significance of the achievement and its impact orally. |  |
| **Key words** | Vikings  Anglo-Saxons  Explorer  Invader  Raider  Settler  trader | Balanced viewpoint  Impression  Inference  Jorvik  Observation  Primary source  Secondary source  Stereotype | Discover  Exchange  Expansion  Goods  Navigate  Settlement  Trade  Trade route  Wealth | Exploration  Leif Erikson  Oral tradition  Saga  Vinland | Community  Cultural exchange  Dublin  Impact  Jorvik  Raids  Settlement | Achievement  Connections  Creator  Impact  Innovator  Significance  Technology  Trader |  |
| **R.E What it means to be a Muslim** | | | | | | | |
| **Learning outcome** | To understand the key beliefs of Muslims. | To understand the significance of the 99 names of Allah and how Muslims understand God. | To understand the importance of prayer in Islam and how this differs with another religion? | To understand the importance of pilgrimage and how this is important to Muslims today? | To explain the importance of fasting and why this is important to Muslims today? | To understand the importance of religious expression. | To understand how religion influences Muslims’ everyday. |
| **Activity** | Why do people believe in God?  Is it important to have a faith?  How do beliefs impact the way people live  their life? Think about agnosticism,  atheism and humanism.  Importance of prayer  What main beliefs support your life? | What does faith mean to different groups of religious people and their beliefs? Who is Allah? What different names does Allah have? Make connections between different means of God across different religions. | How many different religions can you think of? What do you believe in? Can you think of a similar commitment in your own life? | What is pilgrimage? Is there any examples? | What is fasting? Recap 5 pillars already discussed so far and importance to Muslims. | What does expression mean? How do you express yourself in your daily life? What do you think religious expression mean? How many different beliefs can you think of? What is the belief held by Christians? What is the belief held by Hindus? How do you show your belief? | What does influence mean? Recap 5 pillars. |
|  | Fasting and prayer  Why do Muslims use ‘pbuh’?  - Explain that this is a sign of respect  Muslims say peace be upon him written  as PBUH. How else do we show respect  to people, places or things?  Share the most important belief as a  story – Shahadah – discuss why it is the  most important. Shahadah states  – ‘I witness that there is no  other god but Allah, and Muhammad is  the prophet of Allah’. What does this  show about the origins of belief in  Islam.  www.bbc.co.uk/education/clips/zsqvcdm  Watch video showing Muslims  performing salah with the sound down.  Ask pupils to look at prayer movements  draw sketches of as many prayer positions  and to annotate what it might mean or  feelings.  Then watch video again with sound up and  notice what is said. With this, compare  with pupils’ own ideas  Ask pupils to think about why do people  pray? How does it make them feel?  Children to share experiences they have  had with practice or what they do when  others might choose to pray/ | The shahadah  Share the story of Bilal the  first Muezzin.  Children to make notes. Then  use the notes retell the story  emphasizing on the key values  and how this relates to religious beliefs. | Produce a  statement of nto  more than 30  words to answer  the question ‘Why  is prayer so  important for  Muslims?’  Pupils to work in  groups to think about what they know about prayer.  One group to look  at quotes and find  5 things about  prayer for  Muslims.  The other group  look at  information about  Christians and  prayer. Pupils to  find 5 things  about prayer for  Christians.  Groups discuss one  another and write  a paragraph in  their book about  similarities and  differences. | www.bbc.co.u  k/education/cli  ps/z9vcd2p  With resource  above, get pupils to  think about  different parts of  the pilgrimage  including clothes  worn and why they  wear the same  clothes? What are the advantages of  everyone dressing  the same? What  might white robes  signify?  Get children to  think about  similarities they  may know about and  other religions that  go on pilgrimage.  What are the  similarities and  differences?  Children to produce  a leaflet for  someone completing  the pilgrimage for  the first time.  Think about the  different beliefs   * i.e. clothes, identity   and ideas about the  pillars. | How do pupils think  fasting originated  in Islam and why?  Main period of  fasting happens  during month of  Ramadan. Helps  appreciate how poor  people suffer and  concentrates the  mind on what it  means to be a Muslim, building  discipline into the  life of a Muslim.  Think about how  fasting helps  Muslims understand  other people?  Discuss in pairs and  write a small  paragraph in book.  Listen to a Muslim  story about wealth  and poverty, and  identify attitudes  that help the poor  and attitudes that  don’t.  Story below:  Moe Sbihi won a  bronze medal at the  2012 London  Olympics in Britain’s  Rowing 8. He  trained really  hard for a whole  year in advance, and  he had to  think about  Ramadan. Usually,  fasting for the  whole  month is part of  Muslim life, but he  wanted to train,  and he needed to  eat. So what do you  think he did? “I spoke to my  family, and my  family spoke to  some imams in  Morocco, and the  way it is written  down in scripture is  that for every day  I don't fast  now, I have to  either fast for two  months in the  future or feed 60  poor people. Add  that up for 30  days of missed  fasting and you've  either got five  years without  eating or drinking  between dawn  and dusk – which  isn't really an  option – or I fund a  meal for 1,800  people. I am very  lucky that with  the income supplied  by modern-day  sport, I can  find the funds to do  this. I’m paying  £3000 of my  own money for a big  feast in Morocco.  It is where  my family come  from."  Moe Sbihi feels  that his faith in  Islam requires him  to help people who  would otherwise be  forced to  go hungry. After  the World Rowing Championships in  September 2011  where he won  a silver medal as  part of the British  men's eight, he  travelled to  Morocco, where he  was introduced to  Hicham El Guerrouj,  the legendary  middledistance  runner. El Guerrouj  told him that most  Muslim runners  time-shift their  fasting a few days  but the Moroccan  Muslim goalkeeper  Badou  Ezzaiki never  fasted at all. During  his time playing  for Real Mallorca in  La Liga, Ezzaiki  would make an  annual pilgrimage  back to his home  country and  buy a meal for  thousands of  people.  "Scripture says you  must fast unless  you have 'due  cause'," Sbihi says.  "The way I see it, I  have a  cause, which is the  Olympic Games. But  I am  happy to do this. I  know I will feel  better in myself if I do it, because I  really missed  fasting this year.”  What do children  think this story  shows about  Muslims and their  commitment to help  the poor? | What does religious  expression mean?  Explore the work  of a Muslim charity. | Explore the different parts of hajj. Compare with other religions. |
| **SEND** | www.bbc.co.uk/education/clips/zsqvcdm  - watch video showing Muslims  performing salah with the sound down.  Ask pupils to look at prayer movements  draw sketches of as many prayer  positions and to annotate what it might  mean or feelings. | Sequence the story. | Sequencing prayer. | Discuss with  children places in  the world they  would like to visit,  thinking about why  and how they will  get there?  Pupils to create  character profile of  someone going to  the pilgrimage. | Design a poster for  a charity. | Labelling parts of a  Mosque. | Describe a special journey. |
| **Keywords** | Origins  Belief  Tawhid  Shahadah  Salah  Sawm  Zakah  Hajj  PBUH  Muhammad | Shahadah  Belief |  | Hajj  Pilgrimage  Belief  Discipline | Ramadan  Discipline  Origin  Fasting | Mosque  Discipline  Origin  Worship  Faith | Journey  Origin  Faith  Hajj |
| **RHE** | | | | | | | |  |
| **Learning outcome** | Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender). | Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender). | Ss4. The different types of bullying and who to tell. | Ss4. The different types of bullying and who to tell. | Ss5. How and why age restrictions on social media, apps and games protect them. | Ss5. How and why age restrictions on social media, apps and games protect them. | **Economic**  **Wellbeing**  To understand income and expenditure and how to track 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 |
| **Activity** | Circle time - Children to describe the person they imagine when hearing the words nurse, footballer, beautician and electrician. | PowerPoint & Scenario cards.  Poster – RHE floorbook. | Circle time - Identifying different types of bullying.  Is it rude, is it mean or Is it bullying? | Scenarios and strategies to effectively deal with bullying.  Poster – RHE floorbook. | Circle time – discuss dangers for online platforms – link to RRS article and computing unit of online safety (5.2) | Circle time – How and why do age restrictions keep them safe when online.  Poster – RHE floorbook. | 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? |
| **SEN** | Draw an image of a nurse and doctor and 1:1 to lead discussion. | 1:1 support involvement in class discussion. | 1:1 support involvement in class discussion. | 1:1 support involvement in class discussion. | 1:1 support involvement in class discussion | 1:1 support involvement in class discussion | 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. |
| **Key words** | Stereotype, judging, generalization, discrimination. | Stereotype, judging, generalization, discrimination. | Target, bystander, ring leader, defender, assistant, actively involved and reinforcer. | Target, bystander, ring leader, defender, assistant, actively involved and reinforcer. | Social Media, restriction, PEGI rating & protection. | Social Media, restriction, PEGI rating & protection. | Vocabulary:  Income  Expenditure  Earn  Save  Spend. |
| **Maths** | | | | | | | |
| **Topic of learning** | Multiplication and Division | Multiplication/  Division  Fractions | Fractions | Fractions | Fractions | Multiplication and Division | Multiplication and Division |
| **Learning Outcome** | **Lesson 1**  **White Rose – Step 2**  **(RTP – 5MD2 for language focus and questioning)**  Common multiples  **Lesson 2**  **White Rose – Step 3**  Factors  **(RTP – 5MD2 for language focus and questioning)**  **Lesson 3**  **White Rose – Step 4**  **(RTP – 5MD2 for language focus and questioning)**  Common factors  **Lesson 4**  **White Rose – Step 5**  Prime numbers  **Lesson 5**  **White Rose – Step 6**  Square numbers  **Week 2: Lesson 1**  **White Rose – Step 7**  Cube numbers | **Lesson 2**  **White Rose – Step 8**  **(RTP – 5MD1for language focus and questioning)**  Multiply by 10,100,1000  **Lesson 3**  **White Rose – Step 9**  **(RTP – 5MD1 for language focus and questioning)**  Dividing by 10,100,1000  **Lesson 4**  **White Rose – Step 9**  Multiples of 10, 100, 1000  **Lesson 5**  **RTP – 5F – 1**  Find non unit fractions of a quantity  **Week 3: Lesson 1**  **RTP – 5F – 2**  Find equivalent fractions | **Lesson 2**  **RTP – 5F – 2**  Find equivalent fractions  **Lesson 3**  **White Rose – Step 5**  Convert mixed numbers to improper fractions    **Lesson 4**  **White Rose – Step 4**  Convert improper fractions to mixed numbers  **Lesson 5**  **White Rose – Step 6**  Compare fractions less than 1  **Week 4: Lesson 1**  **White Rose – Step 7**  Order fractions less than 1 | **Lesson 2**  **White Rose – Step 8**  Compare and order fractions greater than 1  **Lesson 3**  **White Rose – Step 9**  Add and subtract fractions with the same denominator  **Lesson 4**  **White Rose – Step 10**  Add fractions within 1  **Lesson 5**  **White Rose – Step 11**  Add fractions greater than 1  **Week 5: Lesson 1**  **White Rose – Step 12**  Add mixed numbers | **Lesson 2**  **White Rose – Step 13**  Add two mixed numbers  **Lesson 3**  **White Rose – Step 14**  Subtract fractions  **Lesson 4**  **White Rose – Step 15**  Subtract from a mixed number  **Lesson 5**  **White Rose – Step 16**  Subtract from a mixed number – breaking the whole  **Week 6: Lesson 1**  **White Rose – Step 17**  Subtract two mixed numbers | **Lesson 2**  **White Rose – End of unit assessment**  **Lesson 3**  **White Rose – Step 1**  Multiply a 4-digit number by a 1-digit number  **Lesson 4**  **White Rose – Step 2**  Multiply a 2 -digit number by a 2-digit number (area model)  **Lesson 5**  **White Rose – Step 3**  Multiply a 2 -digit number by a 2-digit number  **Week 7: Lesson 1**  **White Rose – Step 4**  Multiply a 3 -digit number by a 2-digit number (area model | **Lesson 2**  **White Rose – Step 5**  Multiply a 4 -digit number by a 2-digit number (area model)  **Lesson 3**  **White Rose – Step 6**  Solve problems with multiplication    **Lesson 4**  **White Rose – Step 7**  Shot division  **Lesson 5**  **White Rose – Step 8**  Divide a 4-digit number by a 1-digit number  **Spring 1: Lesson 1**  **White Rose – Step 9**  Division with remainders |
| **SEN** | Arrays and visuals to support  Groups of 2,5 and 10 | Place value  Numbers to 100  Arrays and visuals to support  Groups of 2,5 and 10 | Place value  Numbers to 100 | Place value  Numbers to 100 | Place value  Numbers to 1000 | Arrays and groups | Short division – grouping activity |
| **Key words** | square numbers  Cube numbers  Prime numbers  Multiple  Factor  Common multiple  Common factor  Prime factor | Multiply  Multiple  Multiples of 10  Multiples of 100  Multiples of 1000  Unit fraction  Non unit fraction  Equivalent  Numerator  Dominator | Unit fraction  Non unit fraction  Equivalent  Numerator  Dominator  Mixed numbers  Improper fractions | Mixed numbers  Improper fraction  Addition  denominator | Denominator  Numerator  Equivalent  Mixed numbers  Improper fractions | Multiplication, Factor, Product Area model, Digit, Number | Factor  Product  Dividend  Divisor  Quotient  Remainder |
| **English: Anglo Saxon Boy** | | | | | | | |
| **Book** | **Anglo Saxon Boy:** Prologue – Chapter 4 | **Anglo Saxon Boy:**  Chapter 5 - 6 | **Anglo Saxon Boy**  Chapter 8 – 10. | **Anglo Saxon Boy**  Chapter 11 – 17. | **Anglo Saxon Boy**  Chapter 18 | **Anglo Saxon Boy**  Writing | **Anglo Saxon Boy**  Editing & Publishing. |
| **Learning Outcome** | To be able to infer characters' feelings, thoughts and motives. | To be able to discuss and evaluate how authors use language, considering the impact on the reader. | To be able to predict what might happen from details stated and implied. | To be able to summarize and discuss their understanding of what they have read. | To be able to explore writing and identify presentational features.  To be able to plan writing by identifying the audience and purpose. | To be able to write a diary entry. | To be able to propose changes to vocabulary, grammar and punctuation to edit writing. |
| **Activity** | Annotate front cover and blurb write a prediction.  Prologue: looking at key words associated to Anglo-Saxon period.  Family tree of the characters (hierarchy – society).  Write a short monologue of Magnus’ feelings about his dad - Explore relationship between Magnus and dad – how does he view him? | Read Ch. 5 – Text Mapping and Story mapping.  Ch.6 - The students write a monologue about Magnus’ thought on his uncle (prompt questions).  Explore relationship between Magnus and uncle – how does he view him? Make comparisons between view on dad and uncle.  Read Ch.7 – Text mapping.  Mind map – What makes Earl a good leader? Use evidence from the text. | Read up to Chapter 8 – Page 94. Cold write (diary entry) about what he is planning to tell his father.  Read the rest of Chapter 8 and 9 – Text Mapping.  How has Magnus changed since we first met him? – Evidence from text to a short paragraph.  Read Ch. 10 – Prediction on how the story will end | Discussion of key questions & answering 3 in books.  Read Ch. 11-13 – Text Mapping & Story Mapping.  Read Ch. 14-15 – Text Mapping & Story Mapping.  Read Ch. 16 – 17. – Text Mapping & Story Mapping.  Role play | **Read Chapter 18 – Sound of battle & extended story map in books.**  **Features of a Diary entry – what makes a good diary entry?**  **PALS of a diary entry & looking at paragraphs.**  Plan their diary entries (mind map). | Establish success criteria - Model write the beginning. Begin writing.  Model paragraph on the events & continue writing.  Model editing & peer editing.  Redraft diary entry – additional piece of paper. | Publish diary entries.  Read the remainder of the book.  Book review. |
| **SEN** | Creating a character profile of Magnus throughout the week (Prologue – Chapter 3)  End of week – write sentences about Magnus. | Continuation of Magnus character profile – recapping on chapters read this week.  What makes a good leader? – Zone of relevance. | Magnus thought bubbles – provide 4 & children write 1 of their own. | Sequence the story so far. | Revisit and finalize Magnus character profile. | Writing sentences based on their character profile – in first person. | Editing & Publishing. |
| **Key words** | War trail, housecarl, earl, shield, spear & prologue.  Monologue, prediction & justification. | Warrior, hierarchy & dwelling.  Theme, monologue & identity. | Ambush, priest, conflict & heir. | Stallion, eaves, betrayed, palisade, chainmail, archbishop, burly, envoy, successor, peasants & abruptly. | Commanders, ride, reinforcements, war cries, spurred, jabbing, roost & unsheathed.  Purpose, audience, language and structure. | Emotive vocabulary, hyperbole and redraft. | Emotive vocabulary, hyperbole and redraft. |
| **Science: Earth and Space** | | | | | | | |
| **Learning outcome** | L.I: I can set up a test to explain why we have day and night. | L.I: To explain why night and day occur at different times in different parts of the earth | L.I: I can explore the phases of the moon | L.I: I can explore the phases of the moon by making a lunar month simulation | Consolidate learning. | Consolidate learning. | End of Unit Assessment |
| **Scientific enquiry skills** | * 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 | * 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 |  |  |  |
| **Recap prior learning** | What is the heliocentric? Who was Nicolaus Copernicus? What does orbit mean? How do the planets orbit the sun? | How do day and night occur? | Explain time zones across the world using your knowledge of the sun and earth. | Why does the moon have different phases?  What are the different phases of the moon? |  |  |  |
| **Key question** | **why do we have day and night?** | **Why do we have night and day at different times across thr world?** | **What are the phases of the moon?** | **How do moon phases relate to the lunar month?** |  |  |  |
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| **Activity** | 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. | <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztmq7yc>  <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>  <https://learning.sciencemuseumgroup.org.uk/resources/where-does-the-sun-go-at-night/>  <https://www.stem.org.uk/resources/elibrary/resource/35147/time-zones>  <https://www.youtube.com/watch?v=m6gnEcMQsZg>  Time zones activity - twinkl  Could also use this activity from the Royal observatory – Children need to use knowledge of angles.  <https://www.stem.org.uk/elibrary/resource/31652>  Ch role play knowledge of day and night and time zones across the world. | <https://vimeo.com/64563198>  This extension activity challenges students to explain the phases of the Moon by linking the movement of the Moon around the Earth with our perspective from Earth of light and shadow on the Moon.  How can we see the Moon?  Answer: The light from the Sun reflects off the Moon and into our eyes or our telescopes. Reflections are how we see things on a day-to-day basis. Sunlight also reflects off the planets and that is how we see them. Stars, like the Sun are light sources, while other objects are not.  What type of shape is the Moon?  Answer: The Moon is spherical. We can’t see the whole sphere from Earth, but we can see the way that sunlight falls on the Moon – this can be demonstrated with a ball on a stick. Show Children the ball lit up from the side with the torch. Children should see that the line between the darkness and the light is curved just as it is on the Moon  Pictures of the whole lunar cycle for the date you are doing this unit can be found at:  <http://www.moonconnection.com/moon_phases_calendar.phtml>  You can look at particular areas on the Moon at NASA’s website:  <http://moon.nasa.gov/home.cfm>  How does the shape of the Moon appear to change over time?  Allow the children to discuss the following statements:   1. Bits of the Moon fall off and then grow back again 2. The Moon can only be seen at night 3. There is Moon that is a shape of a circle, and there is another   In order to avoid the misconception of the movement of the Sun creating day and night ensure the children have opportunities to try making one or more of the following models:   1. Playdough/ lego person on a globe. Shine torch at the globe whilst rotating it. The ‘person’ will pass through day and night. 2. Make Earth by using a white polystyrene ball with a piece of wooden dowelling placed through it. Again, stick on person, shine torch and rotate the ball.   Phases of the moon – Oreo activity:  Children draw the earth in the middle of a paper plate. They then use Oreos to create the different phases of the moon and label these.  Take photos for Children to glue in books. | Explain that you have images of something Galileo described in great detail after looking through his highly advanced (at the time) telescope (Galileo was the first to make close observations of the moon using a telescope). Children look at the moon images and decide in pairs what it is they are looking at.  Show Children:  <https://vimeo.com/134281404>  Ask Children to describe what they can see and if they can identify any of the spheres (Earth, moon and sun). Look at the BBC stargazing moon guide and the moon images and explain that a moon is a celestial body that orbits a planet (check that they know that we have one moon). Can they remember from their earlier research which other planet in our solar system has moons? (Jupiter has 4 large moons and numerous small ones.) - Role play the moons orbit around earth and the earth’s orbit around the sun. Ask children to record what they know in a diagram.  Watch NASA moon evolution video. <https://www.youtube.com/watch?v=UIKmSQqp8wY>  Explain the children will explore a moon month to help understand its movements. Why do they think the moon is in orbit around the Earth? Explain that the force of gravity already mentioned from the Earth is greater than that of the moon because the Earth has a greater mass, therefore the Earth keeps the moon where it is - the moon can’t escape,  How and why you think the moon appears to change shape?  Explain that children will investigate the movement & appearance of the moon and the impact it has on the Earth. Show children <https://www.bbc.co.uk/programmes/p00n6zhl>  and explain that children will create their own simulation for their programme as well as identify the moon phases and how they relate to the lunar month.  **Lunar phases investigation:** get children to recreate a lunar month simulation (as in video clip) and get children to explain why, scientifically, the appearance is changing. Get children to match moon phases to the lunar cycle diagram while they look at the lunar month sheets for the names of each phase - can they match what is being seen as they move their moon around the Earth and create a diagram to show this? Examine the current month’s moon phases <https://www.moonconnection.com/moon_phases_calendar.phtml>  Challenge/support children to model lunar and solar eclipses.  Get children to video the model in action as they explain the various phases in the lunar month as well as eclipses. | Research and create powerpoint of planet and its properties. | Present powerpoint and learning. |  |
| **SEN** | 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. | Night and day sorting - what’s in the sky | Oreo activity with support | Draw / colour phases of the moon  Name and label |  |  |  |
| **Resources** | * rounders post and stand * measuring equipment and compass * sample table | * Time zones activity | * Paper plate * Oreos * Ipad/ tablet | * Moon images * Lunar month sheet * Moon phases and lunar cycle diagram * Lunar and solar eclipses diagram * Ipad / tablet |  |  |  |
| **Key words** | Light, dark, day, night, shadow, Earth, Sun, star, rotate/rotation, spin, axis, sundials, variables, accuracy, precision | Night, day, time zone, sun, moon, earth, axis, rotation , light, dark | Moon, phases, gibbious, crescent, full moon, waxing, waning, quarter, light, dark, sun , earth | Moon, phases, gibbious, crescent, full moon, waxing, waning, quarter, light, dark, sun , earth, lunar, cycle |  |  |  |
| **D.T - Year 5 Autumn 1**  **Textiles: Stuffed toy**  **Prior knowledge:**   * To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric * To know that when two edges of fabric have been joined together it is called a seam * To know that it is important to leave space on the fabric for the seam * To understand that some products are turned inside out after sea=wing so the stitching is hidden   **Key thread of learning:**  In this unit the children will design a stuffed toy, considering the main component shapes of their toy. They will create an appropriate template for their stuffed toy and join two pieces of fabric using a blanket stitch and neatly cut out their fabric. They will use applique or decorative stitching to decorate the front of their stuffed toy. | | | | | | | |
| **Learning outcome** | To design a stuffed toy | To sew a blanket stitch | To sew a blanket stitch | To create and add decorations to fabric | To use a blanket stitch to assemble the components of a stuffed toy | To use a blanket stitch to assemble the components of a stuffed toy | **End of Unit Assessment** |
| **Activity** | Children decide upon a simple shape on which to base their stuffed toys and record the materials that they will use to create it | Children are introduced to and practice a blanket stitch | Children are introduced to and practice a blanket stitch | Pupils add any extra items, appendages and decorative stitches before assembling their stuffed toys | Using a blanket stitch, children stuff and sew their toys to complete them | Using a blanket stitch, children stuff and sew their toys to complete them |  |
| **SEN** | Children may need to limit their design to one key shape with simple decoration | May need to see blanket stitch being modelled a number of times and support with threading the needle | May need to see blanket stitch being modelled a number of times and support with threading the needle | May need support threading needles or remembering the different stitches available | May need support tying knots, threading needles and repairing holes or gaps in their stitching | May need support tying knots, threading needles and repairing holes or gaps in their stitching |  |
| **Key word** | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique | Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, applique |  |
| **Computing: Coding** | | | | | | | |
| **Learning Outcome** | Coding efficiently:  To be able to begin to simplify code. | Stimulating a physical system:  To understand what a stimulation is. | Decomposition and Abstraction:  To know what decomposition and abstraction are in Computer Science. | Friction:  To understand how to use friction in code. | Functions:  To begin to understand what a function is and how functions work in code. | Introducing Strings:  To understand how to create a string. | Text variables & concatenations.  To understand what concatenations is and to explore text variables when coding. |
| **Activity**  **Use Purple Mash 2-Do’s** | Create a simple playable game. | Plan and create a stimulation on 2code. | Plan a process using a writing frame  (meal, board game) | Create a programme, which represents a physical system. | Create and use functions in their code to make the programme more efficient. | Children to create and use strings when programming. | Children to use strings to create a range of outputs. |
| **SEN** | Game with support | Simulation with support |  | With support | Function activity | Function activity | Assessment |
| **Keywords** | Code, programme, simplify | Stimulation, algorithm | Decomposition, abstraction | Friction | Functions | Strings, variables | concatenations |
| **RR – Non-Fiction: Awesome Space: Planets and their moons.** | | | | | | | |
| **Learning**  **Outcome** | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. | To retrieve information, explain and discuss your understanding of what you have read whilst drawing inferences. |
| **Activity** | Pages 4-6 – The Solar System  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading | Pages 10 -11 – Planet Earth.  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading | Pages 12-13 – The Moon  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading | Pages 19-21 – Jupiter and its moons  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading | Pages 6-7 - Mercury  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading  Further planning will be mapped out with from the children’s responses of the previous chapters. | Pages 8-9 - Venus  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading  Further planning will be mapped out with from the children’s responses of the previous chapters. | Pages 24-25 – Uranus  Text Mapping  Textberg  Zone of Relevance  Questions  Independent Reading  Further planning will be mapped out with from the children’s responses of the previous chapters. |
| **French: Space Exploration** This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems, Science and with our KS2 computing unit on space.  [French space and comparative language with metaphors Kapow Primary](https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/) | | | | | | | |

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| **Learning Outcome** | To pick out key ideas and phrases in longer piece of spoken French. | To use nouns and adjectives correctly to create metaphor poetry. | To make comparisons in French. | To read and build factually and grammatically accurate sentences. | To ask and answer questions and describe and compare planets. | Assessment | **Trip** |
| **Activity** | Lesson 1  Hand out to each group a copy of the *Activity: Le système solaire vocabulary*.  In their groups, the children: Read out the new words, looking for familiar sounds to help make their pronunciation more accurate.  Use their language detective skills to match the words to any English words on their sugar paper circles.  Write the new French words on their sugar paper circles to create a bilingual word mat of solar system vocabulary.  Can add other information and pictures or research extra vocabulary to make their word mat eye-catching for a classroom wall display. | Lesson 2  Create own metaphor poetry. | Lesson 3  Hand out copies of the Activity: Planet information, one between two. In their pairs, the children choose two planets to describe and compare in terms of their size and temperature.  The children should swap partners several times and choose different planets to describe and compare. | Lesson 4 – A galaxy guide in French  Hand out to each child the Activity: Progressive challenge.  This challenge has three different levels and tests the children’s understanding of adjectival agreement and placement and comprehension. | Lesson 5 – French alien words  Children into pairs and hand each pair a copy of the Activity: Secret planets flashcards. One child in the pair will have set A of the flashcards, and the other child will have set B. Each set of cards has three ‘secret’ planets.  The children take turns with their partner to ask questions about one of their partner’s secret planets. The partner then draws what they think the planet should look like.  Once both children in the pair have each drawn what they think the secret planets look like, the partners reveal their pictures to see how close their drawings were to the originals. | Assessment on Kapow |  |
| **SEN** | Look at a selection of topic books in English to assess prior knowledge and scribe key vocabulary of the scientific words. | Can create simple metaphors using just the text from the model for support. Start with ‘**Le soleil est’ + un/une + noun,**(the sun is + a = noun). They could add a colour adjective afterwards, if confident. | Use simple pictures or items and describe with adjectives ‘**grand/petit**‘ – big/small – and ‘**chaud/froid**‘ – hot/cold. Begin comparing two items orally using ‘**plus**‘ + adjective. They could add labels and photograph their chosen items. | Complete the first slide only, using the Knowledge Organiser for support as needed. Play the game from the Attention Grabber in a small group to reinforce comparisons of size. | Design their own planets on paper plates and choose and stick adjectives or simple sentences to describe them, using models from previous lessons, and the Knowledge Organiser for support | Assessment on Kapow |  |
| **Key Words** | le système solaire - the solar system, l’espace (m) – space, une planète - a planet, un astéroïde - an asteroid, une comète - a comet, une étoile - a star orbiter - to orbit, le Soleil - the Sun, La Lune - the Moon, Mercure – Mercury, Vénus – Venus, La Terre – the Earth, Mars – Mars, Jupiter – Jupiter, Saturne – Saturn, Uranus – Uranus, Neptune – Neptune, Pluton – Pluto | le soleil - the Sun,la lune - the Moon, est – is, un ballon - a ball, une tomate - a tomato, une banane - a banana, une orange - an orange, un lion - a lion, un bébé - a baby, petit(e) – small, grand(e) – big, énorme – enormous, minuscule – tiny,fragile – fragile, tranquille – peaceful | rand(s) (masculine), grande(s) (feminine) – big petit(s) (masculine), petite(s) (feminine) – small chaud(s) (masculine), chaude(s) (feminine) – hot froid(s) (masculine), froide(s) (feminine) – cold plus … que - more … than Mercure – Mercury Neptune – Neptune Les planètes - the planets une planète - a planet | plus – more**,** plus...que - more than**,** moins – less**,** moins...que - less than**,** parce que – because**,** loin de - far from**,** proche de - near to**,** près de - near to**,** grand(s) (masculine) grande(s) (feminine) – big**,** plus grand(s)(e)(es) – bigger**,** énorme(s) – enormous**,** petit(s) (masculine), petite(s) (feminine) – small**,** plus petit(s)(e)(es) – smaller**,** encore plus petit(s)(e)(es) - even smaller**,** minuscule – minute**,** chaud(s) (masculine), chaude(s) (feminine) – hot**,** plus chaud(s)(e)(es) – hotter**,** très chaud(s)(e)(es) - very hot**,** moins chaud(s)(e)(es)- less hot**,** froid(s) (masculine), froide(s) (feminine) – cold**,** plus froid(s)(e)(es) – colder**,** très froid(s)(e)(es) - very cold**,** glacé(s) (masculine), glacée(s) (feminine) - frozen | Comment elle s’appelle?  - What is it/she called? Quelle est la température ? - What’s the temperature? C’est [X] degrés. - It’s [X] degrees. plus – more, plus ... que - more than, moins – less, moins...que - less than, parce que – because, loin de – far from, près de – near to, proche de - near to, grand(s) (masculine) grande(s) (feminine) – big, plus grand(s)(e)(es) – bigger, énorme(s) – enormous, petit(s) (masculine), petite(s) (feminine) – small, chaud(s) (masculine), chaude(s) (feminine) – hot, plus chaud(s)(e)(es) – hotter,très chaud(s)(e)(es) - very hot,moins chaud(s)(e)(es) - less hot,froid(s) (masculine), froide(s) (feminine) – cold,le soleil - the sun, une étoile - a star, rouge(s) – red, vert(s)(e)(es) – green, bleu(s)(e)(es) – blue, jaune(s) – yellow, orange – orange, blanc(s) (masculine), blanche(s) (feminine) - white | Assessment on Kapow |  |
| **Music Year 5: Autumn 2 Blues**  https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/ | | | | | | | |

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| **Prior Knowledge:**  **-sing in time and tune with others.**  **-identify the structure of a piece of music and match to non-standard notation.**  **-play a melody with reasonable accuracy.**  **-compose a melody using stave notation.**  **Key Threads of Learning: In this unit, the children are introduced to the history of blues music. They learn to identify the key features and mood of Blues music and its importance and purpose. They become familiar with the 12 bar Blues and Blues scale, and combine these to create an improvised piece with a familiar repetitive backing.** | | | | | | | |
| **Learning Outcome** | To describe the features of Blues music. | To play the first line of the 12-bar Blues. | To play the 12-bar Blues accurately. | To play the Blues scale accurately. | To improvise with notes from the Blues scale. | To perform improvisations accurately | Assessment |
| **Activity** | Play six pieces of Blues music and children respond in floor books.  Share responses and explore history and purpose of Blues music.  Listen to Moanin’ Lisa Blues and explore lyrics.  Sing the song together –highlight ‘bent’ notes.  Perform song with children singing solos. | Recap Moanin’ Lisa Blues and revise what Blues is, where it comes from and how it started.  Recap what chord is.  Explore what the 12-bar Blues is.  Ch have a go at playing chords of C, F and G.  In pairs practise playing two notes from chord in time | Recap previous learning. Ch identify chords and clap to pulse.  Play first line learned previously.  Learn second line:  F and A then C and G.  Practise both lines.  Learn 3rd line.  Play 12-bar Blues with backing track.  On grid complete chord sequence | Recap the definition of a ‘bent note’. Children identify bent notes in Moanin’ Lisa Blues. Children sing the song.  Show the notes in the Blues scale. Explain sharp and flat.  C find the notes on keyboard/chromatic glockenspiels  Listen to the scale and then practice. | Revise how to play the Blues scale. Practice the Blues scale.  Play the notes from memory.  Play SwissDutchMan Music – piano blues improvisation. Explore concept of improvisation.  Ch think about how else they can play notes of the scale. | Ch practise their improvisations.    Children to play improvisation along to the backing track in turns for ten seconds.  Film improvisations and give children opportunity to reflect on their performance. | Assessment Quiz |
| **SEND** | Highlight ‘bent’ notes on given lyrics.  Pre teach lyrics | To play one note (C) from the chord | To play one note (C) from the chord  To clap pulse of backing track. | Split scale into sections CEflat/F Fsharp G/Bflat C  Use stickers to highlight notes. Play scale in time with backing track. | Provide short sections of pre- prepared improvisation.  Use stickers to highlight notes. | Provide short sections of pre- prepared improvisation.  Use stickers to highlight notes. |  |
| **Key words** | Blues | Chord  Blues  12-bar Blues  Bar | Chord  Blues  12-bar Blues  Bar | Chord  Blues  12-bar Blues  Bar  Scale  Blues scale/Bent notes  Ascending/descending | Chord  Blues  12-bar Blues  Bar  Scale  Blues scale/Bent notes  Ascending/descending  Improvisation | Chord  Blues  12-bar Blues  Bar  Scale  Blues scale/Bent notes  Ascending/descending  Improvisation |  |
| **Outcomes** | To name three key features of Blues music  To sing a Blues song.  To use vocal expression to convey meaning. | To know what a chord is.  To play the chord of C for the first line of the 12-bar Blues. | To play the chord sequence of the 12-bar Blues.  To play the chords of C,F and G.  To play in time to a backing track. | To play the Blues scale ascending.  To play the Blues scale descending.  To play the Blues scale in time. | To play the Blues scale notes out of order.  To play different Blues scale notes with the backing track.  To improvise using notes the Blues scale. |  |  |