

Year Group: 5	Term: Autumn 1	Classes: Anne Frank and Rosa Parks	Teachers: Hayley Arnold and Paige Holdaway
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
<b>Basic</b>		<b>Advancing</b>		<b>Deep</b>	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: 04.09.19 Week 1 (3 days)	Date: 09.09.19 Week 2	Date: 16.09.19 Week 3	Date: 23.09.19 Week 4	Date: 30.09.19 Week 5	Date: 07.10.19 Week 6	14.10.18 Week 7	21.10.19 Week 8
English Writing	Non-Fiction Unit: Diary and letter				Fiction Unit: Direct speech			
	<b>Class theme research</b> <b>Fact about class theme:</b> -Select appropriate grammar and vocabulary -assessing the effectiveness of their own and others' writing -Revise heading and subheadings -Punctuating bullet points	<b>Class theme Text type and Plan:</b> -Explore the text type we are using (diary entry and formal persuasive letter) -Select tier 2 and 3 grammar and vocabulary - noting and developing initial ideas, drawing on reading and research	<b>Draft (create teacher version with class)</b> -Expanded noun phrases to convey complicated information -recognising vocabulary and structures that are appropriate for their text type - Describe settings, characters and atmosphere	<b>High quality write</b> -Expanded noun phrases to convey complicated information -recognising vocabulary and structures that are appropriate for their text type - Describe settings, characters and atmosphere -in writing narratives, considering how influential people have developed views and beliefs.	<b>Exploring direct speech (Letters of the lighthouse)</b> -Using and punctuating direct speech -Using commas to clarify meaning -Proof read for spelling and punctuation errors.	<b>Plan a direct speech writing piece</b> -Using and punctuating direct speech -Using commas to clarify meaning -Proof read for spelling and punctuation errors. -identifying the audience for and purpose of the writing -Select all tier grammar and vocabulary	<b>Writing direct speech independently</b> Using and punctuating direct speech -Using commas to clarify meaning -Proof read for spelling and punctuation errors. -identifying the audience for and purpose of the writing -Select all tier grammar and vocabulary	<b>Writing in third person about a child evacuee</b> -Using expanded noun phrases -in narratives, describing settings, characters and atmosphere
Reading	Class theme research- Comprehension (retrieval)	Word reading and decoding <ul style="list-style-type: none"> <li>Punctuation</li> <li>Sentence construction</li> <li>Prefixes</li> <li>Suffixes</li> <li>Root</li> </ul>	Comprehension (retrieval) <ul style="list-style-type: none"> <li>Retrieves key details from a text</li> <li>Identify text type according to features</li> <li>Exploring different texts</li> </ul>	Comprehension (retrieval) <ul style="list-style-type: none"> <li>Retrieves key details from a text</li> <li>Identify text type according to features</li> <li>Exploring different texts</li> </ul>	Comprehension (Inference) <ul style="list-style-type: none"> <li>Predictions based on evidence</li> <li>Explains isolated events from a text</li> <li>Summarise main points</li> <li>Prove or disprove</li> </ul>	Comprehension (Inference) <ul style="list-style-type: none"> <li>Predictions based on evidence</li> <li>Explains isolated events from a text</li> <li>Summarise main points</li> <li>Prove or disprove</li> </ul>	Comprehension (Inference) <ul style="list-style-type: none"> <li>Predictions based on evidence</li> <li>Explains isolated events from a text</li> <li>Summarise main points</li> <li>Prove or disprove</li> </ul>	Comprehension (Language) <ul style="list-style-type: none"> <li>Vocabulary choices affect meaning</li> <li>Comment on language choices from different authors (Poetry)</li> </ul>

		words	from the same author	from the same author	statements about a character <ul style="list-style-type: none"> <li>Use evidence to support ideas</li> <li>Empathising with characters motives</li> </ul>	statements about a character <ul style="list-style-type: none"> <li>Use evidence to support ideas</li> <li>Empathising with characters motives</li> <li>Participate in discussions about books that are read to them</li> </ul>	statements about a character <ul style="list-style-type: none"> <li>Use evidence to support ideas</li> <li>Empathising with characters motives</li> </ul>	<ul style="list-style-type: none"> <li>Explain the use of sentence structures</li> </ul>
Spelling		Prefixes (Year 4) Dis, mis, in, re, sub, inter, super, anti, auto	Suffixes (Year 4) ation, ly, ous, tion, ssion, cian	Possessive apostrophe with regular plurals (e.g. girls' boys' children's)	Suffixes (Year 5) cious, tious.	Prefixes (Year 5) de, over	Ambitious vocabulary	Thesaurus and dictionary skills
Maths- Maths No Problem	Numbers to 1,000,000 1. Reading and writing numbers to 100,000  2. Reading and writing numbers to 1,000,000	Numbers to 1,000,000 1-4. Comparing numbers to 1,000,000 1-2: Making number patterns	Numbers to 1,000,000 3-5: Rounding numbers  Chapter consolidation	Whole numbers: addition and subtraction 1. Counting on to add 2. Counting backwards to subtract 3. Adding with 1,000,000 4. Adding and subtracting within 1,000,000 5. Adding within 1,000,000	Whole numbers: addition and subtraction  1. Subtracting within 1,000,000 2. Adding and subtracting within 1,000,000 3. Adding within 1,000,000 4. Subtracting within 1,000,000 5. Subtracting within 1,000,000 (Part 1)	Whole numbers: addition and subtraction  1. Subtracting within 1,000,000 (Part 2) 2. Chapter consolidation  Whole numbers: multiplication and division  3. Finding multiples 4.	Whole numbers: multiplication and division  1-2: Finding prime numbers Finding factors 3. Finding common factors	Whole numbers: Finding square and cube numbers 4. Multiplying by 10, 100 and 1000
Maths- Cross Curricula r			Code breaking			Little ships mission		
History		Lesson: Endeavour LO: : To <b>recreate</b> the mission of the Endeavour Activity: <b>Follow</b> up from visitor. Children <b>create</b> freeze frames and <b>write</b> captions to accompany. Activity:	WW2 Workshop	Lesson: Writing recount  LO: To write an recount based on the WW2 workshop experience	Lesson: Blitz  LO: To create a fact file about the Blitz in London.	Lesson: Individuals war experiences LO: To explore how the War rationing affected people in the local area Activity: Provide sources in envelopes. Include photographs, recordings and statements. <b>Complete</b> evidence notes.	Lesson: Recording LO: To <b>plan</b> an account of a world war II citizen that was evacuated.  Activity: Recap sources and trip experience. Children <b>imagine</b> they are a citizen in WWII and make notes on what their experience would have been.	Lesson: Recording LO: To <b>write</b> an account of a world war II citizen that was evacuated.  Activity: Children <b>follow plan</b> to <b>write</b> an account of their experience during the war.
Geograp hy		Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:
Science		Lesson: LO: Activity:	Lesson: Group materials LO: To analyse and examine every day materials Activity:	Lesson: Dissolving materials LO: To explore the process of dissolving Activity:	Lesson: Separating mixtures LO: To <b>describe</b> how mixtures are separated Activity:	Lesson: Reversible changes LO: To understand and <b>explain</b> reversible changes Activity:	Lesson: Irreversible changes LO: To understand and <b>explain</b> irreversible changes Activity:	Lesson: Present <b>findings</b> LO: To present <b>findings</b> on materials Activity:

			<p><b>Compare</b> and group together everyday materials on the basis of their properties, including their solubility and response to magnets</p>	<p>Know that some materials will dissolve in liquid to form a solution, and <b>describe</b> how to recover a substance from a solution</p>	<p><b>Use</b> knowledge of solids, liquids and gases to <b>describe</b> how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Demonstrate that dissolving, mixing and changes of <b>state</b> are reversible changes</p>	<p><b>Explain</b> that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Present <b>findings</b> in the form of an education pack for the Science Museum</p>
DT		<p>Lesson: LO:  Activity:</p>	<p>Lesson: Research LO: To research lighthouse designs.  Activity: <b>Use</b> iPads to research lighthouse designs. As a class <b>discuss</b> the structure and shape of lighthouses. Gather information on the purpose and function of a lighthouse to understand its unique <b>design</b>.</p>	<p>Lesson: <b>Planning</b> and sketching  LO: To <b>create</b> annotated sketches of a lighthouse <b>design</b>.  Activity <b>Plan</b> the <b>design</b> and structure of a lighthouse. <b>Create</b> annotated sketches of your lighthouse <b>design</b>. Share <b>designs</b> with a partner <b>explaining</b> the choice of materials, the overall <b>design</b> and the chosen structure.</p>	<p>Lesson: <b>Create</b> a lighthouse LO: To begin to <b>construct</b> a lighthouse  Activity: <b>Select</b> the appropriate tools and materials to begin to <b>create</b> a lighthouse structure. Successful <b>create</b> a structure which can stand freely.</p>	<p>Lesson: Continue to <b>create</b> lighthouses LO: To continue to <b>design</b> and <b>construct</b> a lighthouse  Activity: Continue to build the structure of a lighthouse. Focus on the appearance of the lighthouse <b>design</b> and ensure that the chosen structure has remained successful.</p>	<p>Lesson: Add an electrical simple circuit to lighthouses LO: To understand and <b>use</b> an electrical system that can be added to  Activity: <b>Create</b> a successful simple circuit <b>Use</b> Flowol to control the electrical system.</p>	<p>Lesson: Evaluation of lighthouses LO: To evaluate and improve lighthouse <b>designs</b>.  Activity: Evaluate lighthouse <b>designs</b>. Share lighthouse <b>designs</b> as a class focuses on what has gone well. In groups provide suggestions for improvements to lighthouses referring to structure, purpose and appearance. Make improvements to lighthouses based on the feedback received.</p>
Art		<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>
Computing		<p>Lesson: LO: Activity:</p>	<p>Lesson: E-safety- Trust Me  LO: To understand that not everything read or seen online is true or trustworthy  Activity: <b>Define</b> trust and consider what can be trusted online. Investigate ways to <b>find</b> out if something can be checked for truth and trustworthiness.</p>	<p>Lesson: Coding  LO: Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.  Activity: Use espresso coding to set instructions for a sprite to follow.</p>	<p>Lesson: Coding  LO: Design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.  Activity: Use espresso coding to set instructions for a sprite. Control the sprite so that it makes turns and rotates.</p>	<p>Lesson: Coding  LO: Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiently.  Activity: Create algorithms as a class. Write an algorithm to use for a sprite on espresso coding</p>	<p>Lesson: Appy Hour LO: Activity:</p>	
PE		<p>Lesson: Passing and receiving LO: To be able to successfully pass and receive a ball. Activity: Work in a circle to pass and receive a ball. <b>Use</b></p>	<p>Lesson: Interception skills LO: To successfully intercept a ball  Activity: <b>Create</b> a game where children stand in lines of three. The</p>	<p>Lesson: Dribbling skills LO: To practice dribbling skills  Activity: Children <b>follow</b> a traffic light system. Children dribble a ball using their feet and</p>	<p>Lesson: Shooting LO: To practice accurately shooting a ball.  Activity: <b>Create</b> different goals for children to practice shooting into. Set out hoops, football net,</p>	<p>Lesson: Spatial awareness LO: To understand the importance of spatial awareness  Activity: Children <b>find</b> a space in a large circle and jog around. Get children to</p>	<p>Lesson: Reaction skills LO: To practice reaction skills  Activity: Children jog around the playground. <b>Choose</b> a child to shout out instructions such as stop</p>	<p>Lesson: <b>Create</b> own throwing and catching game LO: <b>Create</b> a throwing and catching game with rules  Activity: Children to work in groups to <b>create</b> their</p>

		chest pass and pass the ball around in a circle with a child in the middle. Create space within a group and choose the appropriate pass for short and long distance.	children on each end try to pass the ball and the middle child must intercept. Swap over children. Introduce movement to progress, encourage the interceptor to mark players and the others need to use the space around them to throw the ball.	when a red cone is held up they need to control their ball to a stop. Orange cone children need to change direction with a ball. Green cone means children need to speed up. Progress onto dribbling by bouncing.	basketball hoop and cones. Children rotate shooting in each net. Come back as a class and discuss the best way to shoot in each goal.	change direction. Decrease the size of the circle. Discuss as a class whether it was easier to change direction with more or less space. Then create two teams where children need to get the ball to the opposite side. Explain you can only pass the ball and you can only move when you do not have the ball. Encourage children to use all of the space on the court.	and go. Children need to try and have quick reaction times and follow the instruction. Use tennis balls in pairs. One partner must drop the ball from the air whilst the other tries to catch it from below. Differentiate this activity by holding the ball at different distances and creating more space between the child and the ball.	own throwing and catching game. Children are to use the different ball skills learnt to decide what passes they can use in their game, how many interceptors they have, how they score a point and how much space their game needs.
PSHE		Lesson: Rights and responsibilities: class rules  LO: To revise class rules  Activity: Remind children of class rules discussed during the class transition day. Choose one to work on for this half term and explain why. How are we going to achieve this? What will our reward be?	Lesson: Rights and responsibilities: Class rules and how these link to rules and laws  LO: To link class rules to rules and laws  Activity: Look at our class rules. Can children link any of these class rules to the laws we have in society? What do they have in common? What are the differences? Where have the laws come from and how are these changed?	Lesson: Health and wellbeing debate  LO: To discuss the class worry box  Activity: Discuss the class worry box which we will have in class. What is this used for? How can we use this responsibly? Discuss any current worries within the class and invite children to share their own ideas for solutions.	Lesson: Anti-social behaviour  LO: To learn about the impact of anti-social behaviour  Activity: Look at the range of anti-social behaviour which exists in society, Children to focus on one per group and to think about the greater impact upon others of this behaviour. How can this be stopped?	Lesson: Respecting and resolving differences  LO: To respect and resolve differences  Activity: Use the class worry box or create own scenarios which the children have to resolve.	Lesson: Different rights  LO: To learn about the rights of the child  Activity: Watch the video about the rights of a child. How does this link to our rights in our society/ homes school? Discuss as a class.	Lesson: LO: Activity:
RE		Lesson: LO: Activity:	Lesson: How many people believe in God?  LO: Gather information and ideas about the religious make-up of the world. Discuss Some reasons why some people believe in God, some people do not.  Activity: Pupils look at some more tables of statistics for religion in your local town, the region, the UK and the world. Pupils to work in their groups to form 3 reasons why a person	Lesson: Is God Real? What do Christians think?  LO: Talk about some of the differences between people's ideas of what God is like and whether God exists  Activity: Ask pupils to create a wanted poster for God- they wouldn't be able to draw God so what would their description say? What is this God like?	Lesson: How do we know what is true? Why do people believe or not believe in God?  LO: consider how facts, beliefs and opinions come about and how they are interpreted.  Activity: Pupils to sort statements into whether they are Fact, Belief or Opinion. Pupils to provide a fact, belief, and opinion statement of their own and explain how someone else might interpret their	Lesson: How do we know what is true? Why do people believe or not believe in God?  LO: reflect upon the argument that God cannot be all-powerful and all-loving if the world is like this – full of suffering.  Activity: In groups, pupils use one of their 'bad world' stories to create their own news report for "God Watch News". Groups must write their news reports from one of the following points of view (ways of	Lesson : What do Christians believe about how the world began? Do they all share the same idea?  Activity: Children find objects which are accidental, designed or natural. Discuss the creation genesis, evolution and big bang. Discuss the arguments for and against the design argument	Lesson: LO: Activity:

			might believe in God, 3 reasons a person might not believe in God and 3 reasons why a person might not have made a decision about their beliefs about God.		statements legitimately but differently.	interpreting the events):		
Music		Lesson: LO: Activity:	Lesson: Listen and appraise LO: To listen, appraise and perform a piece of music.  Activity: Listen to Make You Feel My Love by Bob Dylan- Adele version. Play warm up game and sing the song as a class.	Lesson: Instrumental parts LO: To add instrumental parts to a song  Activity: Listen to Make You Feel My Love- Bob Dylan version and Make You Feel My Love -Adele version. Play warm up game and sing the song as a class. Add an instrumental part to the song	Lesson: Improvisation LO: To improvise music for a song  Activity: Listen to So amazing by Luther Vandross and Make You Feel My Love by Bob Dylan- Adele version. Play warm up game and sing the song as a class. Improvise using voices and instruments within the song	Lesson: Composition LO: To <b>compose</b> part of a song  Activity: Listen to Hello by Lionel Richie and Make You Feel My Love by Bob Dylan- Adele version. Play warm up game. Play instrumental parts and add a small part of composition.	Lesson: Performance LO: To <b>select</b> a performance  Activity: Listen to The way you look tonight by Jerome Kern and Make You Feel My Love by Bob Dylan- Adele version. Play warm up game. Add improvisation and composition within the song. Children <b>select</b> a song to perform today.	Lesson: Performance LO: To <b>select</b> a performance  Activity: Listen to Love me tender by Elvis Presley and Make You Feel My Love by Bob Dylan- Adele version. Play warm up game. Add improvisation and composition within the song. Children <b>select</b> a song to perform today.
Languages		Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: Asking politely for food items LO: To develop key vocabulary associated with food items  Activity: 1.Revise food and drink 2.Interactive story presentation: 3. Listen to food items being pronounced. The whole class <b>repeat</b> the sentence. 4.Listen to characters and drag and drop the correct food onto the plate 5. <b>Use</b> flash cards and <b>match</b> up corresponding word card with picture card. 6. Role play asking for items of food. Practice using the term Je voudrais	Lesson: Describing how to make a sandwich LO: To develop Activity: To revise key vocabulary associated with food items  Activity: 1. <b>Use</b> flashcards to review food items 2. Watch and listen to interactive story 3. Listen to recipe instructions. Point out 'ez' ending make sure pupils pronounce correctly 4.Drag suggested phrases into the right order. 5.Pupils work in pairs to <b>plan</b> and prepare a sandwich 6.Present favourite sandwich recipe to the class.	Lesson: Opinions about food LO: To express opinions about food  Activity: 1. <b>Use</b> flashcards to revisit foods 2. Watch and listen to interactive story 3. Listen to the questions and <b>repeat</b> . Show the correct gesture to show what food is liked or disliked 4. Listen to the questions starting with 'Tu aimes' and <b>choose</b> the appropriate like or dislike icon 5. Pupils read sentences with J'aime and Je n'aime pas and <b>select</b> the appropriate flashcard. 6. <b>Create</b> a survey on children's opinions of food.	Lesson: Healthy and unhealthy foods LO: To <b>discuss</b> healthy and unhealthy foods  Activity: 1.Revise using 'J'aime and Je n'aime pas' 2. Watch and listen to interactive story. 3.Presentation- c'est bon pour la sante or ce n'est pas bon pour la sante 4.Practice saying whether food is unhealthy or healthy 5. Sort food items into dislikes and likes. 6. Team quiz to revise food vocabulary and expression	Lesson: LO: Activity:
British Values		Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: Rule of Law Lesson 1: LO: I can think about why we have the 'rule of law'  Activity: Take children into

								<p>the hall/playground to have an egg and spoon relay race. Be clear about the rules of the game. Then sit children down and <b>explain</b> we will be playing the game again without any rules. Discuss afterwards- 'What happened?' 'What did it feel like when no one cared about the rules?' 'Was there any point in the game without rules?' Back in the classroom <b>write</b> out a thought bubble <b>explaining</b> why rules are important.</p>
Outdoor Learning		<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity: Survival following WWII plane crash.</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	