



# World War II

## Year 5

### Autumn 1 and 2



#### World War II

<p>Science (Autumn 1) Living things and their habitats</p>	<p>History (Autumn 1) Significant event, causes and consequences</p>	<p>Art and Design (Autumn 1) Artist study(Henry Moore), Combining techniques and styles</p>	<p>PE (Autumn 1) Tag Rugby</p>
<p>Music (Autumn 1) Livin on a prayer</p>	<p>RE (Autumn 1) Sikhism: Belief into action</p>	<p>Computing (Autumn 1) Programming: Scratch My Roman Numerals (Maths Link)</p>	<p>PSHE (Autumn 1) Being me in my world</p>
<p>Science (Autumn 2) Properties and changes of materials</p>	<p>Geography (Autumn 2) Maps and scales diagrams.</p>	<p>Design Technology (Autumn 2) Food technology</p>	<p>PE (Autumn 2) Gymnastics</p>
<p>RE (Autumn 2) Christianity: Christmas</p>	<p>Computing (Autumn 2) Multimedia: Presenting My Persuasion</p>	<p>PSHE (Autumn 2) Celebrating difference</p>	<p>French (Autumn 2) Buildings, directions, times of the day</p>

Science – Autumn 1

<b>Living things and their habitats</b>		<b>Term: 1</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b> <b>Year 2</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		<b>Year 4</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals (sexual/asexual)	Use science model to describe & explain. Draw & annotate diagrams Plan fair test	To be able to compare animal Life cycles To understand and explain reproduction in plants	Life cycle Reproduction Internal External Gamete petals sepals carpel stigma ovary anther stamen pollen pollination fertilisation dispersal
	<b>Assessment of Skills</b>  Explaining science Designing experiments (See Phil Watkins Assessment boards)	<b>Assessment of Knowledge</b>  What is the life cycle of a ____ like? How do plants reproduce?	

## History – Autumn 1

Significant event, Causes and consequences		Topic: WWII	Term: Autumn 1	Year: 5
<p><b>Foundations of previous learning:</b>            This unit will build on from the work children completed on Roman warfare looking at how warfare advanced from Romans to the 20<sup>th</sup> century.            Children have previously looked at time-lines and chronology within the area they are studying which will lend itself to positioning WWII in relation to other historical periods.            Children have previously looked at ‘why’ knowledge questions which will support them in considering cause and consequence            Children have looked at 2 versions of the same event, which will support understanding of propaganda.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WWII)</li> </ul>	<p><b>Chronological understanding</b>            Uses timelines to place and sequence local, national and international events.            Sequences historical periods.            Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.            Identifies changes within and across historical periods.</p> <p><b>Knowledge and understanding</b>            Gives some causes and consequences of the main events, situations and changes in the periods studied.            Identifies changes and links within and across the time periods studied.</p> <p><b>Historical interpretation</b>            Looks at different versions of the same event and identifies differences in the accounts.            Gives clear reasons why there may be different accounts of history.            Knows that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p><b>Historical enquiry</b>            Asks a range of questions about the past.            Chooses reliable sources of evidence to answer questions.</p> <p><b>Organisation and communication</b>            Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.            Uses dates and terms accurately.</p>	<p>World War II began in 1939 until 1945.            The war was between Germany and Allied forces of Europe.            That food is rationed because of severed trade links to Europe and shipping losses due to U-boat attacks.            Men were called up to fight.            Women entered the world of work in industry and agriculture.            Propaganda was used to spread ideas and influence the UK population.            The Blitz was a series of aerial attacks by German forces to weaken the UK.            Children living in cities were evacuated to live in the countryside in order to keep them safer from aerial attacks.</p>	<p>War            Bomb            Army            Medal            Neville Chamberlain            Tank            Battle            Rifle            Prisoner            Gas mask            Anderson shelter            Adolf Hitler</p>	<p>Spitfires            Rationing            Blitz            Evacuee            Gas mask            Nazi            Shelter            Anderson shelter            Shrapnel            Troops</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use timelines to place and sequence events from the period I am studying and where it fits within other historical periods.</p> <p>I can give some causes and consequences of an event.</p>	<p>When did WWII begin?            Which key countries were involved in the war?            Why was food rationed?            What was the role of men and women?            What is propaganda and why was it used?            What was the blitz?            What is evacuation and why did it happen?</p>		

Art and Design – Autumn 1

<b>Artist study (Henry Moore), Combining techniques and styles</b>		<b>Topic: WWII</b>	<b>Term: Autumn 1</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b> Children will have used a variety of medias and tools to create artwork and will be developing in their ability to suggest improvements to their own work.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  About great artists, architects and designers in history.	Select and develop ideas confidently, using suitable materials confidently. Improve quality of sketchbook with mixed media work and annotations. Select own images and starting points for work. Begin to explore possibilities, using and combining different styles and techniques. Use the work of artists to replicate ideas or inspire own work.	I know who Henry Moore is and how he links to WW2. I can use different shades of pencils to create different tones and lines. I know how to blend, smudge and use lines to emphasise specific areas.	Shade Tone Line Henry Moore Blending Smudging Cross hatching	
	Assessment of Skills	Assessment of Knowledge		
	Use the work of artists to replicate ideas or inspire own work Begin to explore possibilities by using and combining different styles and techniques	Who is Henry Moore? How is he linked to WWII? How can you create different tones and lines?		

Physical Education – Autumn 1

<b>Invasion games: Tag Rugby</b>		<b>Term: Autumn 1</b>	<b>Year: 5</b>	
<b>Foundations of previous learning: <i>Tag Rugby not taught before</i></b>				
<p>Year 1 Football:            Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.            Pat, throw, kick, stop and sometimes catch a ball.            Run a short distance with some control.            Throw a projectile in a given direction.            Show control and co-ordination when moving or standing still.            Move fluently, changing direction and speed easily and avoiding collision            Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking.            Understand the aspects of tracking, and get in line with the ball to receive it            Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming            Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.            Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents            Describe what it feels like when they breathe faster during exercise            Explain why running and playing games is good for them            Watch others movements carefully            Describe what they have done or seen others doing.            Copy what they see and say why it is good            To identify and show understanding.            To perform as part of a team.  <i>Assessment: Pat, throw, kick, stop and sometimes catch a ball.</i></p>		<p>Year 3/4 Cycle 1 Football:            Use a range of techniques when passing, e.g high, low, bounced, fast, slow            Change direction and speed when dribbling the ball            Show growing consistency and control in games            Play with greater speed and flow            Keep and use rules they are given            Suggest how rules could be changed to improve the game            Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others            Use a range of tactics to keep possession of the ball and get into position to shoot and score            How simple plans that they know that they can make work            Use the knowledge they are learning in P.E to make up suitable warm up activities for the games they are playing  <i>Assessment: Pass, receive and dribble a ball to keep possession in invasion games, heading towards a goal.</i></p>		
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>		<b>Vocabulary</b>	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Show accuracy and good technique when throwing overarm, underarm and pushing from my chest.            Use a variety of techniques to pass a ball, using the most appropriate tactics within the game and attempt to gain possession of the ball.            Acknowledge the contribution of others to games and activities and openly work with team members to be successful.            Perform skills with accuracy, confidence and control            Respond consistently in the games they play, choosing and using skills which meet the needs of the situation            Know the difference between attacking skills and defending skills.            Choose positions in their teams and know how to help when attacking            Find and use space to help their team            Use a variety of tactics to keep the ball, e.g. changing speed and direction            Know and find ways to get the ball towards their opponents goal            Know how to mark and defend their goals</p>		<p>Tag            Rugby            Ball            Pitch            Passing</p>	<p>Try            Score            Tackling            Defending            Attacking</p>
	<b>Assessment</b>			
	<p>Know how to mark and defend goals, using space to help the team in invasion games.</p>			

## Music – Autumn 1

Topic: Livin On A Prayer		Year: 5	Autumn
Foundations of previous learning: Children have been learning about the music of ABBA. They are able to recognise this particular style of music, find the pulse, recognise instruments, listen and discuss other dimensions of music. Children have been playing classroom instruments to play along with song Mama Mia. Children have been composing their own responses and melodies and have been able to record them.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse by themselves</p> <p>To begin to become a conductor/leader themselves.</p> <p><b>Improvising and composing:</b> To compose a piece based on a style of music (Rock Anthems) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To read crochets, minims, semibreves and quavers on a treble clef staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music. (Rock Anthem)</p>	<p>To understand and recognise the basic style indicators for Rock anthems.</p> <p>To know how to respect and improve work together.</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Rock Anthems Vocal Line Accompaniment Style Chorus Verse Compose Improvise
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with increasing confidence.</p> <p style="background-color: yellow;">I can find and internalise the pulse and rhythm by myself.</p> <p>I can conduct and lead an ensemble.</p> <p style="background-color: yellow;">I can compose a melody using given backing accompaniment.</p> <p>I can read music notation with growing confidence.</p> <p>I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p>I understand and recognise the basic style indicators for Rock Anthems.</p> <p>I know how to respect and improve work together.</p>	

Religious Education – Autumn 1

Sikhism: Beliefs into Action		Year: 5	Term: Autumn 1
<b>Foundations of previous learning:</b> To understand the importance of faith. To know how faith can influence daily choices. To be aware of key places of worship used to practise religion. To understand the sacrifices people make for their faith.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>How far would a Sikh go for his/her religion?</b> <ul style="list-style-type: none"> <li>To compare the different ways in which Sikhs put their religion into practice.</li> </ul>	<b>Thinking about religion and belief</b> Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. <b>Enquiring, investigating and interpreting</b> Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. <b>Practices and lifestyle (what people do)</b> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities <b>Expression and language (how people express themselves)</b> Explain how some forms of religious expression are used differently by individuals and communities <b>Identity and experience (making sense of who we are)</b> Make informed responses to questions of identity and experience in the light of their learning <b>Meaning and purpose (making sense of life)</b> Make informed responses to questions of meaning and purpose in the light of their learning	To understand what it means to make a commitment. To know what the Khalsa is. To understand that Sikhs were expected to give a lot for their religion. To know what the Langar is. To understand that the Langar symbolises the belief that all people are equal. To know the five Sikh beliefs. To understand why Sikhs visit the Golden Temple of Amritsar. To know that a Sikh place of worship is the Gurdwara. To know that a Sikh wedding is held in the Gurdwara and has an important event of reading a passage from Guru Granth Sahib. To understand the meaning and purpose of an arranged marriage. To know what the 5K's are. To understand that all elements of the Sikh religion are showing differing levels of commitment.	Guru Amrit Khalsa Karah Prashad 5 K's Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple Of Amritsar Guru Nanak Worship Belief Sacrifice Equal Sharing Honesty Holy book Choices Marriage Arranged marriage
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can identify the different levels of commitment I show to different things and explain these priorities. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	I can make links between how Sikhs practise their religion and the beliefs that underpin this.	

Computing – Autumn 1

<b>Scratch My Roman Numerals (Maths Link)</b>		<b>Topic: Programming</b>	<b>Year: 5</b>	<b>Term: Autumn 1</b>
<b>Foundations of previous learning:</b> Children from Year 4 are be able to... <ul style="list-style-type: none"> <li>• use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>• use an efficient procedure to simplify a program.</li> <li>• use a sensor to detect a change which can select an action within my program.</li> <li>• know that I need to keep testing my program while I am putting it together.</li> <li>• use a variety of tools to create a program.</li> <li>• recognise an error in a program and debug it.</li> <li>• recognise that an algorithm will help me to sequence more complex programs.</li> <li>• recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</li> </ul>				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  To use sequence, selection, and repetition in programs; work with variables and various forms of input and output  To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Computer Science:</b> Explore setting values in code to program the speed of an object. Able to practice setting values and using co-ordinates in their code to control the movements/location of an object. Understand that the value of a variable can be programmed to generate randomly and change in response to an event. To program own game, choosing objects and events, using random number to control the movements of objects.	To use a variable to increase programming possibilities. To can use 'if' and 'then' commands to select an action. To decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. To use logical reasoning to detect and debug mistakes in a program. To change an input to a program to achieve a different output.	Algorithm Block Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement	Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position
	<b>Assessment of Skills/Assessment of Knowledge</b>			
		Can you create an engaging sequence? Can you choose more than one sound and link this to a sprite? Can you talk about variables and create a variable? Can you tell you how to design and program an algorithm using a pattern you have used before? Can you design and program an algorithm? Can you detect and debug mistakes while you design and program an algorithm? Can you use creativity and imagination to improve your design and program?		



PSHE – Autumn 1

<b>Being me in my world</b>	<b>Jigsaw</b>	<b>Year: Year 5</b>	<b>Term: Autumn 1</b>
<b>Foundations of previous learning:</b> Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences. Y3 – To understand that actions affect myself and others. Y4 - To care about other people’s feelings and empathise with them.			
<b>Unit Learning</b>			
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>	
My year ahead Being me in Britain Year 5 responsibilities Rewards and consequences Our learning charter Owing our learning charter	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I know what I value most about my school and can identify my hopes for this school year I understand my rights and responsibilities as a British citizen I can empathise with people in this country whose lives are different to my own I understand my rights and responsibilities as a British citizen and a member of my school I can empathise with people in this country whose lives are different to my own I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others I understand how an individual’s behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it	Challenge Personal goals Value School Hopes British citizen Rights Responsibilities Empathise Consequences Democracy	
	<b>Assessment</b>		
	To contribute as a group and to understand how we can work better as a whole.		

Science – Autumn 2

Properties and changes of material		Term: 2	Year: 5
<b>Foundations of previous learning:</b> <b>Year 1 – Everyday Materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties		<b>Year 2 – Everyday Materials</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Year 4 – States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Compare and group together everyday materials on the basis of properties (e.g. their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnets  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  Demonstrate that dissolving, mixing and changes of state are reversible changes  Explain 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	Plan fair test Use science models to describe & explain Select suitable equipment  <b>Assessment of Skills</b> Explaining science Designing experiments (See Phil Watkins Assessment boards)	To know the properties of materials and how they suit the role of the object. To know what a solution is. To be able to separate mixtures in different ways, To understand that some changes are reversible and some irreversible.  <b>Assessment of Knowledge</b> How does a material's property suit its role? What is a solution? How can mixtures be separated? Reversible & irreversible change	Material Properties Solid Liquid Gas Solution Mixture Particle Energy Dissolve Solute Solvent Saturation Filtering Sieving Evaporating Reversible irreversible

Geography – Autumn 2

WWII – Maps and Scaled Diagrams		Topic: WWII	Term: Autumn 2	Year: 5
<p><b>Foundations of previous learning:</b>                      In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Use search engines, index, contents and other research techniques to locate and interpret information. Use four and six figure grid references to locate features on an Ordnance Survey or world map. Produce scaled maps. Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.	To name and locate the main cities, countries, rivers linked to WW2. To name the main lines of latitude and meridian of longitude when describing where places are.	Map Germany Italy Japan Britain France Australia Latitude Longitude Equator Grid reference	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Use four and six figure grid references to locate features on an Ordnance Survey or world map.  Produce scaled maps.	Can you name and locate the main cities, countries, rivers linked to WW2? Can you name the main lines of latitude and meridian of longitude when describing where places are?		

Design Technology – Autumn 2

<b>Food Technology</b>		<b>Topic: World War II</b>	<b>Year: 5</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> Children will have demonstrated hygienic food preparation and storage.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to:  Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<u><b>Plan and communicate ideas</b></u> Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design.  <u><b>Make (technical knowledge)</b></u> Weigh and measure accurately Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.  <u><b>Evaluate</b></u> Evaluate a product against the original design specification	I know how to use a knife safely to chop ingredients. I can weigh out ingredients accurately according to the recipe. I can explain how to prepare food safely and hygienically.	Hygiene Safety Ingredients Roasting Frying	Baking Cooking Scales Grams
	Assessment of Skills	Assessment of Knowledge		
	Generate ideas through brainstorming and identify a purpose for their product. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to ovens.	How do you use a knife safely? How do you read the scale on the scales? Can you weigh out ___g of ___? How do you ensure you are preparing food hygienically?		

**Physical Education – Autumn 2**

<b>Gymnastics</b>		<b>Term: Autumn 2</b>	<b>Year: 5</b>
<b>Foundations of previous learning:</b>			
<p>Year 1 Gymnastics</p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. Manage the space safely, showing good awareness of each other, mats and apparatus. Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy Know when their body is active and talk about the difference between tension and relaxation. Carry and place appropriate apparatus safely, with guidance. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language Copy a partner's sequence of movement. To show their understanding To perform as an individual and as part of a group. <i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>	<p>Year 2 Autumn 2 Gymnastics</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Perform a range of actions with control and coordination Repeat accurately sequences of gymnastic actions Move smoothly from a position of stillness to a traveling movement Move smoothly and in a controlled way from one position of stillness to another Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool Recognise and avoid risks when handling and placing apparatus . Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control Choose one aspect of their sequence to improve, and say how to improve it . To identify and show their understanding. To perform as an individual and as part of a group. <i>Assessment: Move smoothly from one action to another in a gymnastics sequence.</i></p>	<p>Year 2 Summer 2</p> <p>Create their own shapes on a range of body parts and hold balances still. Identify which part of a performance may need to be improved. Work with a partner to create their own matching balance. Perform paired balances on different pieces of equipment. Demonstrate three different types of roll correctly, including a curled side roll. Show control when performing log, teddy bear and curled side rolls. Perform at least two types of jump correctly, showing a clear body shape in the air. Jump off apparatus independently and land safely Can compose, remember and perform their own sequence containing at least one roll, balance and jump. Describe what is good about a sequence and identify an area for improvement.  Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump. Show good control when performing balances, jumps and rolls, and link movements together to make a sequence. <i>Assessment: Can compose, remember and perform their own sequence containing at least one roll, balance and jump.</i></p>	
<p>Year 3/4 Cycle 1</p> <p>Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel Practice an action or short sequence of movements, and improve the quality of the actions and transitions Show control, accuracy and fluency of movement when performing actions on their own and with a partner Devise and perform a gymnastic sequence, showing a clear beginning, middle and end Adapt a sequence to include different levels, speeds or directions Work well on their own and contribute to pair sequences Understand the importance of warming up Identify when their body is warm and stretched ready for gymnastic activity Understand that strength and suppleness are important parts of fitness Explain the differences between two performances Identify when two performances have the same elements and order, and comment on their quality Understand what is involved in the process of improving a performance <i>Assessment: Compose and perform a series of gymnastics actions combining floor, mats and apparatus.</i></p>	<p>Year 3/4 Cycle 2</p> <p>To develop the range of actions, body shapes and balances they include in a performance To create gymnastic sequences that meet a theme or set of conditions To use compositional devices when creating their sequences, such as changes in speed, level and direction To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved To know how the body reacts during different types of activity, and how this affects the way they perform. <i>Assessment: Compose and perform difficult gymnastics combinations fluently and with control, refining sequences as part of a group.</i></p>		
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Show good technique and fluency of movement when performing long and triple jumps and speed bounce. Make complex sequences and combine actions, shapes and balances. My movements are clear, controlled and consistent. I can perform a vault. Perform combinations of actions and abilities that show clear differences between levels, speeds and directions Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction Adapt sequences to include a partner or a small group Take more responsibility for their own warm up Know how muscles work, how to stretch, and how to carry out strengthening exercises safely Know why strength and suppleness are important in gymnastics Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used Identify which aspects were performed consistently, accurately, fluently and clearly Suggest improvements to speed, direction and level in the composition</p>	<p>Pace Tempo Roll Balance Movements</p> <p>Routine Tension Extension Fluency</p>	
	<b>Assessment</b>		
	<p>Compose and perform longer gymnastics sequences with more difficult actions showing extension, clear body shape and changes in speed, level and direction.</p>		

Religious Education – Autumn 2

<b>Christianity: Christmas</b>		<b>Year: 5</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> To understand Christians believe Jesus to be God in human form. To know how non-traditional celebrations during Christmas compare to the true ‘meaning’ of Christmas. To be aware of other key symbols using during other religious celebrations. To understand what some symbols teach about Jesus.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Is the Christmas story true?</b> <ul style="list-style-type: none"> <li>To evaluate different accounts of the Christmas story and understand that stories can be told in different ways.</li> </ul>	<b>Thinking about religion and belief</b> Explain connections between questions, beliefs, values and practices in different belief systems Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. <b>Enquiring, investigating and interpreting</b> Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence <b>Practices and lifestyle (what people do)</b> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities <b>Expression and language (how people express themselves)</b> Explain how some forms of religious expression are used differently by individuals and communities <b>Identity and experience (making sense of who we are)</b> Make informed responses to questions of identity and experience in the light of their learning <b>Meaning and purpose (making sense of life)</b> Make informed responses to questions of meaning and purpose in the light of their learning <b>Values and commitments (making sense of right and wrong)</b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning	To recall symbolism within the Christmas story. To know that there are different accounts of the Christmas Story within the bible. To understand the different meanings of the word ‘true’. To know that the Christmas story holds many different truths and serves a purpose to teach others.	Advent Incarnation Beliefs Birth Jesus Matthew Teaching God Wise men Shepherds Nativity scene Bible Incarnation
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways.  I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	I can start to explain the Christian belief that Jesus was the incarnation of God.	

Computing – Autumn 2

Presenting My Persuasion		Topic: Multimedia	Year: 5	Term: Autumn 2
<b>Foundations of previous learning:</b> Children from Year 4 are be able to... <ul style="list-style-type: none"> <li>• use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>• explore new media to extend what I can achieve.</li> <li>• change the appearance of text to increase its effectiveness.</li> <li>• create, modify and present documents for a particular purpose.</li> <li>• use a keyboard confidently and make use of a spellchecker to write and review my work.</li> <li>• use an appropriate tool to share my work and collaborate online.</li> <li>• give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<b>Information Technology:</b> Prepare and present information in a range of forms using ICT. To use formulas to change a spreadsheet model. Understand computer systems and hardware by identifying and defining their functions. Create data collection forms and enter data from these accurately.	To select an appropriate online or offline tool to create and share ideas. To use text, photo, sound and video editing tools to refine my work. To use the skills I have already developed to create content using unfamiliar technology. To use appropriate keyboard commands to amend text on my device. To evaluate my work and improve its effectiveness.	Animate Animation App Audience Bullet points Clipart Comic strip Document Edit Folder Font Greenscreen Insert Heading / subheading Hyperlink Layout	Narration Persuasive Right click Select Screen shot Shift Slides Software Sound effect Sound recording Storyboard Style Tab Template Theme
	<b>Assessment of Skills/Assessment of Knowledge</b>			
		Can you add and amend text in a document? Can you add and amend text in a document to present information to a specific audience? Can you use the skills I have developed to create a presentation for a particular audience? Can you understand that my ideas can be enhanced by editing and reflect on the effectiveness of my work?		

PSHE – Autumn 2

<b>Celebrating difference</b>		<b>Jigsaw</b>	<b>Year: 5</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her Y3 – I can tell you about a time when my words affected someone’s feelings and what the consequences were, I can give and receive compliments and know how this feels Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>		
Different cultures Racism Rumours and name calling Types of bullying Does money matter Celebrating difference across the world	I understand that cultural differences sometimes cause conflict I am aware of my own culture I understand what racism is I am aware of my attitude towards people from different races I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I’m part of one I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth I can enjoy the experience of a culture other than my own I respect my own and other people’s cultures	Culture Differences Racism Race Attitude Rumours Bullying Strategies Direct Indirect Happiness Material wealth		
	<b>Assessment</b>			
	I can explain the differences between direct and indirect types of bullying  I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied			



Buildings, directions, times of day	Lessons 1-7	Year: 5	Term: Autumn 2
<p><b>Foundations of previous learning:</b>            Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year.            Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase</p>			
<p><b>Unit Learning</b></p>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Make simple sentence and manipulate them by changing an element.,</p> <p>Understand and use negatives</p> <p>Recite a short text with accurate pronunciation</p> <p>Appreciate similarities and differences between French and English high streets</p> <p>Identify the position of adjectives in sentences</p> <p>Memorise and present two or three sentences describing the high street.</p> <p>Take part in a simple conversation</p> <p>Know how to add expression and authenticity to a short dialogue</p> <p>Understand and express opinions</p>	<p>To know:</p> <p>Buildings on the high street</p> <p>Directions</p> <p>How to ask where places are</p> <p>Pause words</p> <p>Times of the day</p>	<p>Un marche                    Petit</p> <p>Un magasin                Il y a?</p> <p>Un supermarche        C'est</p> <p>Une poste                 Au coin</p> <p>Une banque               Et alors</p> <p>Un café                    Voyons</p> <p>Une mairie                Eh bien</p> <p>Un magasin de vetements    Matin</p> <p>Une boulangerie        Apres-midi</p> <p>A gauche                 Soir</p> <p>A droite                    A 10 heures</p> <p>Et                            A 4 heures et demie</p> <p>Aussi                        Tres</p> <p>Grand                        assez</p>
<p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Take part in a simple conversation (eg. asking for/giving directions), understanding the given information.</p> <p>Understand and express opinions</p>	<p style="text-align: center;"><b>Assessment of Knowledge</b></p> <p>What is this building called?</p> <p>What time of day is it?</p> <p>How do I get to ____?</p>	