

Year group: 5 Term: Autumn 1

Focus Subject: History

BIG Question: How did the Mayan civilisation compare to the Anglo Saxons?



Educate
Protect
Love
Serve

Key Vocabulary: Prophet, society, religion, conflict, Rashidun, Umayyad, Abbasid, Caliphate, Caliph, revolution, Judaism, Christianity, Islam, capital city, settlement, society, culture, allies, trade, economic history, caravan, scholar, academic, translation, academy, library, university

Practise at Home:

Complete homework grid.
Spellings
TTRS

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Experience day

Relationships and Health Education:

We were created individually by God who cares for us and wants us to put our faith in Him.

Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

To know that God calls us to love others.
To know ways in which we can participate in God's call to us.

As Musicians, we will: listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

DT: As designers, we will:

N/A

English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



RE: as theologians, we will:

Some children will be able to **make links** between their talents and qualities and how they use them and how it affects others.



Some children will be able to **compare** their own and other people's ideas about questions of talents and qualities.

Some children will be able to **make links** between the words of Paul and the Christian's belief in peace.

Some children will be able to **give reasons** why Christians believe in peace.

Some children will **begin to show understanding** of how beliefs and values affect our love and care of each other.

Some children will be able to **describe** and **show an understanding** of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.

Science: As scientists, we will: explore and discover how humans develop and change as they age - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (fair tests, comparative tests, observation over time, research, pattern seeking)

- select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.

PE: As athletes, we will:

I can develop catching and passing skills: two handed, moving . Understanding the concept of tag rugby. Gain skills of movements - side steps and fake passes

Maths: As mathematicians, we will:

Many of the models and images used previously will be further extended to include 5-digit numbers so that children can flexibly work with all numbers to 100,000. This unit provides the foundation for working with numbers up to 1,000,000 and develops fluency with place value to support calculating during the year. Children know the value of each digit in numbers up to 100,000 and can represent them in different ways. They can identify the two multiples of 10, 100, 1,000 or 10,000 that a number lies between and apply this understanding to rounding. They can flexibly partition numbers, appreciating that the combined parts must still be equivalent to the whole. Also, they can apply their knowledge of place value and the number line to compare and order 4-

MFL: As linguists, we will learn: **Phonics:** the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] | Silent Final E [SFE]

[ɑ] [an/am/en/em]
[i] [in/im] [qu]
[u] [ou] [on] [au/EAU/o/ô]
open and closed [eu]
We also revisit liaison.

Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?
Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)

Art: As artists, we will:

be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
to know about great artists, architects and designers in history.

History: As historians, we will:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,

Geography: As geographers, we will: N/A

Computing: As programmers, we will: Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Grammar	GPS Focus Word classes ISPACE Expanded noun phrases Relative clauses	GPS Focus Fronted adverbials Commas Subordinating conjunctions Coordinating conjunctions	GPS Focus Subordinating clauses Relative clauses	GPS Focus Parenthesis Rule of 3	GPS Focus Similes metaphors	GPS Focus Ambitious vocabulary and word choices	GPS Focus Cohesion and cohesive devices
Maths	Focus: Place value within 1,000,000 Roman numerals Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 Read and write 5- and 6-digit numbers Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 End of unit check (IXL) Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Arithmetic paper	Focus: Place value within 1,000,000 Round numbers to the nearest 100,000 Round numbers to the nearest 10,000 Round numbers to the nearest 10, 100 and 1,000 End of unit check (IXL) Arithmetic paper	Focus: addition and subtraction Mental strategies (addition) Mental strategies (subtraction) Add whole numbers with more than 4 digits 1 Add whole numbers with more than 4 digits 2 Arithmetic paper	Focus: addition and subtraction Subtract whole numbers with more than 4 digits 1 Subtract whole numbers with more than 4 digits 2 Round to check answers Inverse operations (addition and subtraction) Arithmetic paper	Focus: addition and subtraction Multi-step addition and subtraction problems 1 Multi-step addition and subtraction problems 2 Solve missing number problems Solve comparison problems End of unit check (IXL)
Science	<u>Changes in humans before and after birth</u> LO: to describe changes in humans as they develop as babies.	<u>Changes in childhood</u> LO: to describe the changes in humans as they develop through childhood	<u>Changes during puberty</u> LO: to describe the changes in humans as they develop through adolescence.	<u>Changes in adulthood</u> LO: to describe the changes in humans as they develop through adulthood.	<u>Changes in old age</u> LO: to describe the changes in humans as they develop into old age.	<u>More about human development</u> LO: to plan relevant questions to ask humans about changes as they grow.	

<p>RE</p>	<p>➤ Season of Creation</p>	<p>LO: to know that Abraham was born in Ur and that he was a nomad who travelled around</p> <ul style="list-style-type: none"> Understand the background to the story of Abraham 	<p>LO: to know the covenant God made with Abraham</p> <ul style="list-style-type: none"> Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. 	<p>LO: to explore how God kept his promise to Abraham</p> <ul style="list-style-type: none"> Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. 	<p>LO: to know the story of Abraham and Isaac and think about the meaning of the story</p> <ul style="list-style-type: none"> Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. 	<p>LO: to know how faith influences people to care for the planet</p> <p>LO: know how faith influenced the life of Jenny Garzón Saavedra</p> <ul style="list-style-type: none"> Show some understanding of how the decisions of Abraham (and Jenny) were informed by their faith, hope, and love in God. 	<p>LO: to know and understand the Prayer of Cardinal Newman. To reflect on the virtues of Faith, Hope and Love</p> <ul style="list-style-type: none"> Make links between prayers that show trust in God and the virtues of faith, hope, and love.
<p>Music</p>	<p>Activity 1: Musicianship</p> <p>As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.</p>	<p>Options Activity 2: Listening</p> <p>In this Unit, the children will listen and respond to the following: Step 1: Ghost Parade by Joanna Mangona and Pete Readman Step 2: Lively by Quinn Mason Step 3: Words Can Hurt by Joanna Mangona and Pete Readman Step 4: His Eye Is On The Sparrow by Charles H. Gabriel and Civilla D. Martin Step 5: Joyful, Joyful by Mervyn Edwin Warren and Henry van Dyke</p>	<p>Activity 3: Singing</p> <p>Learn to Sing the Song You will have warmed up your voices in Understanding Music. On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and have fun! There is an option to follow the score if you wish to see the notated version. Unit 1 Songs to Be Learnt: • Song 1 – Ghost Parade by Joanna Mangona and Pete Readman • Song 2 – Words Can Hurt by Joanna Mangona and Pete Readman • Song 3 – Joyful, Joyful by Mervyn Edwin Warren and Henry van Dyke</p>	<p>Activity 4: Playing</p> <p>There are also four differentiated parts available for each band instrument; Part 1 is the harder part. Instrumental parts are available for the following songs in this unit: • Step 1 – Ghost Parade by Joanna Mangona and Pete Readman • Step 3 – Words Can Hurt by Joanna Mangona and Pete Readman</p>	<p>Activity 5: Composing and Improvising</p> <p>Think about the differences between improvising and composing. As you know, when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.</p>	<p>Activity 6: Performing</p> <p>Perform and share the learning that has taken place in each lesson and at the end of the unit. Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to organise a special concert at a different time. Talk together with the children about each element of the lesson/s and what they would like to perform. Share thoughts and feelings.</p>	

Art	Introduction to Typography To understand how typography can be used creatively to communicate thoughts and ideas.	Design Type To create my own typeface inspired by my own interests.	Strong Drawings To make my drawings strong and powerful.	Messages in Maps To apply my new typography skills and my powerful drawings skills to make a visual map.	Messages in Maps To apply my new typography skills and my powerful drawings skills to make a visual map.	Share, Reflect, Discuss To display the work made through the half term and reflect on the outcomes.	
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PE	AC Swimming GA Hockey	Swimming Hockey	Swimming Hockey	Swimming Hockey	Swimming Hockey	Swimming Hockey	Swimming Hockey
Computing	Systems To explain that computers can be connected together to form systems <ul style="list-style-type: none"> I can explain that systems are built using a number of parts I can describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices 	Computer systems and us To recognise the role of computer systems in our lives <ul style="list-style-type: none"> I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain the benefits of a given computer system 	Searching the web To identify how to use a search engine <ul style="list-style-type: none"> I can make use of a web search to find specific information I can refine my web search I can compare results from different search engines 	Selecting search results To describe how search engines, select results <ul style="list-style-type: none"> I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index 	How search results are ranked To explain how search results are ranked <ul style="list-style-type: none"> I can order a list by rank I can explain that a search engine follows rules to rank results I can give examples of criteria used by search engines to rank results 	How are searches influenced? To recognise why the order of results is important, and to whom <ul style="list-style-type: none"> I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money 	
History	LO: to recognise when and where the ancient Maya lived.	LO: to evaluate the challenges of settling in the rainforest.	LO: to compare and contrast Anglo-Saxon and Maya houses.	LO: to explain the importance of Maya gods and goddesses.	LO: to design a map of a Maya city.	LO: to evaluate the reasons for the decline of the Maya cities.	

PSHE/ RSE						<p>Calming the storm</p> <p>We were created individually by God who cares for us and wants us to put our faith in Him.</p> <ul style="list-style-type: none">• Physically becoming an adult is a natural phase of life.• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!	<p>Is God calling you?</p> <ul style="list-style-type: none">• To know that God calls us to love others.• To know ways in which we can participate in God's call to us.
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