

## Year 5 Autumn 1 MTP – Who's In Charge

*At Mary Swanwick, we enjoy: Learning together; helping one another to achieve our best.*

| Together we:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |            |         |      |                          |       |      |
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| Work to ensure that our children are able to reach their potential and be successful in the next stage of their education and their future as responsible, confident and caring citizens of the world. We aim to raise aspiration, encourage a sense of pride in achievement and provide context and a purpose for learning, providing opportunities for children to develop the skills, knowledge and understanding they need to make the world a better place. We do this through our three key drivers: |        |            |         |      |                          |       |      |
| Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        | Resilience |         |      | Worldly Views & Ambition |       |      |
| We teach our values through our Learners' Code                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |            |         |      |                          |       |      |
| LISTEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EFFORT | ACHIEVE    | RESPECT | NEAT | ENJOY                    | READY | SAFE |

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| Overview                                                                                                                                                                             | This topic explores crime and punishment throughout British history. Children will study and compare methods of punishment used by the Romans, Anglo Saxons, Tudors, Georgians, and Victorians to modern methods of punishment. Children will produce a double page spread compiling their knowledge surrounding crime and punishment at the end of the half term. Within this, children must answer their question from the 'question wall' at the beginning of the unit (hook for learning). Children will study the novel 'Holes' within Vipers sessions where they will discuss how punishment in America differs from that of British history. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Rationale / How is the topic appropriate for our context?<br>How is it aspirational?<br>What cultural capital will our children get from this?<br>How this links to the key drivers? | This topic <ul style="list-style-type: none"> <li>• Communication – Discussions and debates will take place throughout the topic where children will have the opportunity to communicate their opinions surrounding punishment methods and what they believe is 'fair'. Children will learn to respect each other's opinions and provide persuasive answers to argue their own beliefs whilst building on the contributions of others. Children will work as a team during the 'Detective Day' (authentic outcome) to solve the mystery.</li> <li>• Resilience – Children will learn about the punishments people had to endure throughout British history- children will question their own resilience as to whether they could live life in a Victorian prison or in the torturous Tudor era etc. Children will set challenging yet realistic goals for themselves during PSHE sessions.</li> <li>• Global Awareness &amp; Ambition – This topic will open children's eyes to the world of crime and punishment and provide ambition to have good aspirations for their futures. This topic may inspire some children to become police officers or work within the field of preventing/solving crime. Within PSHE, children will discuss their own rights and responsibilities as a citizen of their country and will learn to empathise with people in this country whose lives are different to my own.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Hidden Voices                                                                                                                                                                        | Children will learn that throughout the studied time periods, women were not allowed to be police officers and could not arrest people. <b>Edith Smith</b> was the first woman police officer to be given the power of arrest in 1915.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Connections – what will children have already learned?                                                                                                                               | <b>Subject</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                      | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Knowledge – <ul style="list-style-type: none"> <li>• To know that words that are not <b>phonetically decodable</b> can usually be grouped based on their <b>spelling patterns</b></li> <li>• To know the difference between <b>fiction</b> and <b>non-fiction</b></li> <li>• know and describe the function of a range of <b>common organisers</b> in non- fiction texts</li> <li>• To know how to recognise the <b>intended audience</b> and <b>purpose</b> of some <b>non-fiction genres</b></li> </ul> |

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|  |                        | <ul style="list-style-type: none"> <li>• To know how to recognise that <b>pictures/photographs</b> can give as much <b>information</b> as the <b>text</b></li> <li>• To know what <b>contents, headings, index, glossary, sub headings, diagrams, captions, labels</b> and <b>bibliography</b> are</li> <li>• To know how <b>presentational devices</b> impact on reading and support meaning e.g. <b>italics, bold, diagrams, bullet points</b></li> <li>• To know how <b>presentational devices</b> impact on reading and support meaning e.g. <b>italics, bold, diagrams, bullet points</b></li> <li>• To know that there are different types of <b>non-fiction text</b> and how they are similar and different.</li> <li>• To know how to <b>retrieve</b> information from a non-fiction text</li> <li>• To know how to <b>record</b> information from a non-fiction text</li> </ul> <p>Skills –</p> <ul style="list-style-type: none"> <li>• To be able to retrieve and record information from non-fiction texts.</li> <li>• To be able to use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>• To be able to ask and answer inference/ prediction relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives</li> <li>• To be able to retrieve information using common organisers</li> <li>• To be able to read fiction and non-fiction texts that are structured in different ways</li> </ul> <p>What may they have been exposed to?<br/>Children will be familiar with the VIPERS model when studying texts.</p> |
|  | <p><b>Writing</b></p>  | <p>Knowledge –</p> <ul style="list-style-type: none"> <li>• To know what <b>characters, settings</b> and <b>plot</b> are</li> <li>• To know how to, in narratives, create settings, characters and plot with increasing detail</li> <li>• To know how to use further prefixes and suffixes</li> <li>• To know how to spell words that are often misspelt</li> <li>• To know how to use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause</li> <li>• To know how to place the <b>possessive apostrophe</b> accurately including <b>irregular plurals</b> (e.g. sheep, children)</li> <li>• To know that a <b>comma</b> follows <b>fronted adverbials</b></li> <li>• To know what a <b>possessive apostrophe</b> is</li> </ul> <p>Skills –</p> <ul style="list-style-type: none"> <li>• To be able to use a range of sentence structures and new vocabulary (compound, simple, complex)</li> <li>• To be able to spell most words from the Year 3 and 4 list</li> <li>• To be able write with intent and control, carefully selecting vocabulary drawn independently from reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p><b>Maths</b></p>  | <p>Skills –</p> <p>Number &amp; Place Value</p> <ul style="list-style-type: none"> <li>• To be able to count in multiples of 6, 7, 9, 25 and 1,000</li> <li>• To be able to find 1,000 more or less than a given number</li> <li>• To be able to count backwards through 0 to include negative numbers</li> <li>• To be able to recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>• To be able to order and compare numbers beyond 1,000</li> <li>• To be able to identify, represent and estimate numbers using different representations</li> <li>• To be able to round any number to the nearest 10, 100 or 1,000</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  |                                                                                                         | <ul style="list-style-type: none"> <li>To be able to solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>To be able to read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</li> </ul> <p>Addition &amp; Subtraction</p> <ul style="list-style-type: none"> <li>To be able to add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>To be able to estimate and use inverse operations to check answers to a calculation</li> <li>To be able to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p><b>History</b></p>  | <p>Knowledge –</p> <ul style="list-style-type: none"> <li>To know about the Roman Empire and its impact on Britain</li> <li>To know about Britain's settlement by Scots/Celts, Anglo-Saxons and Vikings:</li> <li>To know about the Anglo-Saxon and Viking struggle for the Kingdom of England up to 1066</li> <li>To know that historical artefacts can reveal useful information about the object's use or owner, or the time in which it was made.</li> <li>To know that highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest wealth and simple objects made of readily available materials suggest poverty.</li> <li>To know a primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past.</li> <li>To know that there can be different versions of the same event due to different view points</li> </ul> <p>Skills –</p> <ul style="list-style-type: none"> <li>To be able to describe the Roman Empire and its impact on Britain.</li> <li>To be able to describe Britain's settlement by Scots/Celts, Anglo-Saxons and Vikings.</li> <li>To be able to describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>To be able to describe how invasion and changes of rule impacted the people who lived in Britain / England.</li> <li>To be able to summarise and describe the main changes in a specific period in history.</li> <li>To be able to use evidence from a range of sources to build up a picture of a past event or time.</li> <li>To be able to use a range of sources to find out about the past, identifying which of these are primary and secondary sources of evidence</li> <li>To be able to access historical information from a variety of sources including diagrams, lists, charts etc., communicating their knowledge and understanding in a variety of ways</li> </ul> <p>What may they have been exposed to through experience beyond the classroom?<br/> Reading or watching Horrible Histories may have provided some children insight into Crime &amp; Punishment throughout British History – they may be familiar with songs based on punishments/people we look at within this theme e.g. Dick Turpin</p> |

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|  | <b>PE &amp; Games</b><br> | <p>Knowledge –</p> <ul style="list-style-type: none"> <li>To show coping strategies and react positively when things become difficult.</li> <li>To persevere with a task</li> <li>To improve performance through regular practice</li> <li>To begin to self-challenge.</li> <li>To try several times if not successful first time and ask for help if needed.</li> </ul> <p>What may they have been exposed to through experience beyond the classroom?<br/>Through team sports out of school, some children will have as strong understanding of cooperation, teamwork and encouragement.</p>                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>RE</b><br>             | <p>Knowledge –</p> <ul style="list-style-type: none"> <li>To know that some people belong to different religions.</li> <li>To know how belonging to a group can make someone feel special and of value.</li> <li>To know how having a belief in God makes a difference in people's lives.</li> <li>To know how a range of religions celebrate religious ceremonies of commitment and say what these rituals mean.</li> </ul> <p>Skills –</p> <ul style="list-style-type: none"> <li>To be able to ask questions and suggest some of their own responses to ideas about God.</li> <li>To be able to identify some key milestones on the journey of life.</li> <li>To be able to recall and talk about rules for living in religious traditions.</li> </ul>                                                                                                                                                                                                                |
|  | <b>Jigsaw</b><br>         | <p>Knowledge –</p> <ul style="list-style-type: none"> <li>To know the different <b>roles</b> in the <b>school community</b></li> <li>To know their place within the school community</li> <li>To know what feeling <b>motivated</b> is</li> <li>To know what feeling <b>unmotivated</b> is</li> <li>To know what <b>democracy</b> is (applied to pupil voice in school)</li> <li>To know that their own actions affect themselves and others</li> <li>To know that having a <b>voice</b> and <b>democracy</b> benefits the school community</li> </ul> <p>Skills –</p> <ul style="list-style-type: none"> <li>To know how groups work together to reach a consensus</li> <li>To know how individual attitudes and actions make a difference to a class</li> <li>To know how to help friends make positive choices</li> <li>To know how to make others feel valued and welcome</li> <li>To know how a school community benefits from having a Learning Charter</li> </ul> |
|  | <b>Computing</b>                                                                                           | <p>Knowledge –</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                  |                  | <ul style="list-style-type: none"><li>To know that the internet is used for sharing information and can provide many services.</li><li>To know that information on the internet can be unreliable.</li><li>To know how information is shared across the internet.</li><li>To know how to use the internet for research purposes.</li></ul> <p>Skills –</p> <ul style="list-style-type: none"><li>To be able to make age appropriate decisions about the reliability of information gathered from the internet. To be able to use the internet to research information.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                                 |
|                                  |                  | <p>Knowledge –</p> <ul style="list-style-type: none"><li>To know a range of familiar spoken phrases (e.g. basic phrases about themselves, classroom instructions)</li><li>To know how familiar words, phrases and questions can fit within familiar songs and rhymes</li><li>To know some individual sounds in words</li><li>To know simple questions to ask about someone</li><li>To know words which enable the expression of likes, dislikes and preferences</li><li>To know some familiar words and phrases from memory</li><li>To know how to write key words and short phrases with support: e.g. fill in words on a simple form or template</li></ul> <p>Skills –</p> <ul style="list-style-type: none"><li>To be able to write key words and short phrases with support: e.g. fill in words on a simple form or template</li><li>To be able to replace familiar vocabulary in short phrases to create new short phrases</li><li>To be able to write sentences using a model, adding adaptations</li><li>To be able to begin to spell some commonly used words correctly</li></ul> <p>What may they have been exposed<br/>Children may already have knowledge of the focus vocabulary they practice Spanish at home (language apps e.g. Duolingo)</p> |                                     |                                                 |
| Hook for Learning                | Question wall – write question on a ‘brick of what they would like to find out within this topic. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                                 |
| Authentic outcome                | Double page spread covering crime and punishment across the ages & ‘detective day’ (Whodunit?)    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                                 |
| Year 5 Term 1 – Who’s in Charge? |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                                 |
| Main subject                     | Content                                                                                           | National Curriculum objectives/skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key knowledge / skills / vocabulary | Teaching sequence                               |
| History                          | Crime and Punishment                                                                              | <u>Chronological Understanding</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Know:<br>Declarative –              | Week 1 – Hook for Learning<br>Lesson Questions: |



throughout British History.

- To complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – discuss changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.

#### Historical enquiry

- Develop skills to ask perceptive questions, weigh evidence and think critically about historical events.

#### Historical Interpretation

- Understand how our knowledge of the past is constructed from a range of sources.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

#### Organisation and Communication

- Organise relevant historical evidence for the purpose of information.

#### Knowledge and Understanding

- 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

- To develop knowledge about the common theme of 'Crime and Punishment' in British history that extends pupils' chronological knowledge beyond 1066:

Middle Ages - stocks, hands cut off etc.  
Tudors - treason and beheading  
Victorians - prisons, work houses, child labour

- To know the impact of the reign of Edward the Confessor on Britain
- Make comparisons between a common theme during different times in the past.
- To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
- To know that there can be different versions of the same event due to different viewpoints and some evidence can be classed as reliable/unreliable.

#### Procedural –

- Use relevant terms and period labels
- Know and sequence key events of times studied independently
- Know how to present ideas and information about the past in variety of ways
- To know how to compare and contrast aspects of history including rulers and monarchs, everyday life and 'Crime and Punishment'
- To know how to pose questions to better their own understanding, selecting

- What would you like to learn about 'Crime and Punishment'?

Children create a 'question wall' by writing a question about the topic on a 'brick'. These will be displayed throughout the topic. Children will be able to answer their question by the end of the unit.

#### Week 2 – Romans

WALT: identify Roman methods of punishment

#### Lesson Questions:

- What did the Romans believe about crime and punishment?
- Did the Romans have a fair system to punish people?
- Which of the punishments still happen today?

Children discuss crimes and their punishments within the Roman era and debate whether these are fair. Children match up definitions with key vocabulary – ask children if they can think of any more crimes or punishments in the Roman era – add these to the definitions.

Challenge – children write a verdict for a crime in the Roman era as if they are the judge.

#### Week 3 – Anglo-Saxons

WALT: compare Anglo-Saxon methods of punishment to modern Britain's justice system.

#### Lesson Questions:

- How does the Anglo-Saxon justice system compare to the system we have in Britain today?
- Is the Anglo-Saxon justice system like the Roman justice system?

Recap Roman crime and punishment.

Discuss typical Anglo-Saxon punishments – do the children recognise any, similarities/differences to Romans. Children given case studies – children need to choose which method of punishment they will choose and explain why in books (Anglo-Saxon or Modern Britain). Following this, a debate will take place with children standing at either side of room (side of room with most children by the end of each debated case wins the jury's decision).

#### Week 4 – Tudors

WALT: use historical sources to identify Tudor punishment methods.

#### Lesson Questions:

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|  |  |  | <p>relevant information to find out the answers.</p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>To be able to create a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>To be able to identify and compare changes within and across different periods in terms of chronology.</li> <li>To be able to present historical information in a variety of ways, communicating their knowledge and understanding in a variety of ways.</li> <li>To be able to choose reliable sources of evidence to answer questions and build a picture of past events, realising that there is often not a single answer to historical questions.</li> </ul> <p>Vocabulary: treason, deterrent, execution, highwaymen, stocks, humiliation, torture, peeler, judge, jury, trial, victim, ordeal, mutilation, exile</p> | <ul style="list-style-type: none"> <li>What were typical Tudor crimes and punishments?</li> <li>How can I use primary sources of evidence to inform build a picture of past events?</li> </ul> <p>Recap Anglo-Saxon crime and punishment. Discuss Tudor chronology (children previously have learned about Romans and Anglo-Saxons so chronology needs to be discussed more in depth from Tudors onwards). Discuss typical Tudor punishments – discuss how there was still no police force within the Tudor times. Carousel activity of primary sources – what might the punishment be? Write on whiteboards. Match the crime to the Tudor punishment in books.</p> <hr/> <p><u>Week 5 – Highwaymen (Georgians)</u><br/> WALT: use historical sources to discuss different viewpoints of Dick Turpin.<br/> Lesson Questions:</p> <ul style="list-style-type: none"> <li>What is a highwayman?</li> <li>Who was Dick Turpin?</li> </ul> <p>Discuss Georgian chronology. Research activity on Dick Turpin – discuss whether children think he is a villain or a hero. Look at sources – hero or villain sheet – discuss how different viewpoints mean it is difficult to reach a single answer to a historical question.</p> <hr/> <p><u>Week 6 – Victorians</u><br/> WALT: understand the experiences of Victorian prisoners.<br/> Lesson Questions:</p> <ul style="list-style-type: none"> <li>Why were policeman called Peelers?</li> <li>What was the main type of punishment in the Victorian era?</li> </ul> <p>Discuss Victorian chronology. Explain how police force was introduced by Robert Peel – how might this be better than other eras? Discuss life in a Victorian prison – hard labour, separation, silence<br/> Hot seating – children pretend to be prisoner, asking questions about their life whilst in prison – how did it feel on your first day, how did it feel after a month, what punishments did you receive?<br/> Write a diary of Victorian prisoner.</p> |
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| <div>Key texts/class reader</div> <div></div> | Holes by Louis Sachar (class reader) | <ul style="list-style-type: none"><li>To maintain positive attitudes to reading and an understanding of what they read by:</li><li>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>To read books that are structured in different ways and reading for a range of purposes</li><li>To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>To identify and discuss themes and conventions in and across a wide range of writing</li><li>To make comparisons within and across books</li><li>To check that the book makes sense to them. discussing their understanding</li></ul> | Before reading Holes, children need to know about the geography of the setting & the type of animals these so that can picture the setting immediately. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  |  | <p>and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>• To ask questions to improve their understanding</li> <li>• To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• To predict what might happen from details stated and implied</li> <li>• To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• To identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• To distinguish between statements of fact and opinion</li> <li>• To retrieve, record and present information from non-fiction</li> <li>• To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• To provide reasoned justifications for their views.</li> </ul> |  |
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| <p>Writing purpose</p>  | <p><u>Main Texts</u><br/>Queen Of The Falls (Chris Van Allsburg)</p> | <p>National curriculum skills for this unit:</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate author's language choice</li> <li>• Distinguish between fact and opinion</li> <li>• Participate in discussion about books</li> <li>• Explain and discuss understanding of reading</li> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> | <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• To know what a <b>possessive apostrophe</b> is</li> <li>• To know that a <b>comma</b> follows <b>fronted adverbials</b></li> <li>• To know how to place the <b>possessive apostrophe</b> accurately including <b>irregular plurals</b> (e.g. sheep, children)</li> <li>• To know how to use <b>conjunctions, adverbs and prepositions</b> to express time and cause</li> <li>• To know how to use a wide range of devices to build cohesion within paragraphs</li> <li>• To know how to use a full range of punctuation consistently and accurately</li> </ul> <p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to select language and grammatical structures that shows awareness of the reader</li> </ul> <p><b>Vocabulary:</b><br/>Achieve, bruise, curiosity, desperate, disastrous, embarrass, especially, immediately, marvellous, muscle, opportunity, profession, queue, recommend, sacrifice, temperature</p> | <p>Outcome: Recount – Diary</p> <p>Writing outcome:<br/>To write a series of diaries about significant events in Annie Edson Taylor's life</p> <p>Greater depth writing outcome:<br/>To write a series of diaries about significant events in Annie Edson Taylor's life including her viewpoint on other characters e.g. Frank Russell or Fred Truesdale</p> |
| <p>Maths</p>          | <p>Place Value</p>                                                   | <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                              |

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|       | Addition and Subtraction                          | <ul style="list-style-type: none"> <li>round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                   |                                                                                                                               |
|       | Multiplication and Division A                     | <ul style="list-style-type: none"> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</li> <li>identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li> </ul> |                                                                                                                                                                   |                                                                                                                               |
| Music | Charanga – Livin on a prayer (Classic Rock music) | <u>Performing, listening, reviewing and evaluating</u> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Know:</u><br><u>Declarative-</u> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang them or wrote them, when they were</li> </ul> | <u>Lesson 1</u><br>Appraise 'Livin On A Prayer' by Bon Jovi and start to learn it                                             |
|       |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   | <u>Lesson 2</u><br>Appraise 'We Will Rock You' by Queen, continue to sing/learn 'Livin On A Prayer' and add instruments to it |



- accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- 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.

written and why they were written.

- To know the style of songs and name other songs in those styles.
- To know some of the style indicators (musical characteristics) of more than one style/genre.
- To know the historical context of songs and explain what was happening at this time.

Procedural-

- To know how to pick out details within a piece and recall these details from memory.

Be able to:

- To be able to identify and move to the pulse with ease.
- To be able to think about the message of songs.
- To be able to talk about a piece of music and say how it makes you feel.
- To be able to begin to explore reasons for composers' tempo choices.
- To be able to find similarities and differences between historical composers and musicians and between music from different traditions.

Vocabulary: bass, bass line texture, timbre, back beat, amplifier, backing loops, bridge, syncopation, cover, solo, interlude, tag ending, style e.g. ballad, Bossa Nova, Swing, Old-School Hip-Hop, Rap, Funk, Soul, Big bands

### Lesson 3

Appraise 'Smoke On The Water' by Deep Purple, continue to sing/learn 'Livin On A Prayer' play instruments to it and begin to add own improvisations

### Lesson 4

Appraise 'Rocking All Over The World' by Status Quo, continue to sing/learn 'Livin On A Prayer' play instruments to it and begin to add own improvisations and create own compositions

### Lesson 5

Appraise 'Johnny B. Goode' by Chuck Berry, continue to sing/learn 'Livin On A Prayer' play instruments to it and begin to add own improvisations and create own compositions

### Lesson 6

Appraise 'I Saw Her Standing There' by The Beatles, continue to sing/learn 'Livin On A Prayer' play instruments to it and begin to add own improvisations and create own compositions.

PE and games

PE - Unit 1.  
Personal Ball skills & reaction/response.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and

Know:

- To recognise own strengths and weaknesses.
- To set own appropriate targets.

### Lesson 1 – Ball Skills

Keep the ball moving and away from your body. Keep your head up, looking forward. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.



competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Swimming

- To swim competently, confidently and proficiently over a distance of at least 25 metres\
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- To perform safe self-rescue in different water-based situations

- To cope and react positively when things become difficult
  - To persevere with a task
  - To improve performance through regular practice
  - To begin to self-challenge.
- Know (Swimming):
- To know how to use arms and legs to move effectively across short distances in shallow water
  - To know how to float on front and back for a short period of time
  - To know how to float on front and back in different shapes
  - To know how to scull and tread water to stay safe
  - To know how to co-ordinate the correct body parts in at least one stroke - breast stroke, back stroke, butterfly or front crawl
  - To know water survival techniques
  - To know what stamina is
  - To know what breathing techniques are
  - To know how to use a good technique to swim a minimum of 25 metres
  - To know how to demonstrate a good technique in breast stroke, back stroke, butterfly and/or front crawl

#### Be able to (swimming):

- To be able to perform more than one swimming stroke with good technique
- To be able to perform safe self-rescue in different water-based situations working towards swimming competency

Vocabulary: shallow, float, tread, stamina, breast stroke, back stroke, butterfly, front crawl,

#### Lesson 2 – Reaction/Response

React and move early so it gives you time to get balanced. Start quickly and accelerate by pushing off hard with your feet. Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position.

#### Lesson 3 – Ball Skills (cont.)

Keep the ball moving and away from your body. Keep your head up, looking forward. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.

#### Lesson 4 – Reaction/Response (cont.)

React and move early so it gives you time to get balanced. Start quickly and accelerate by pushing off hard with your feet. Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position.

#### Lesson 5 – Ball Skills (cont.)

Keep the ball moving and away from your body. Keep your head up, looking forward. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.

#### Lesson 6 – Ball Skills & Reaction/Response

1. Head up, look forward and keep eye on the ball.
2. Maintain ready position with knees bent/feet apart.
3. Push off to accelerate, bend knees to slow/stop.

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| <p>RE</p>           | <p>How far would a Sikh go for their religion?</p> | <p><u>Jigsaw RE Scheme</u></p> <p><u>Theme/Content</u><br/>         Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.</p>                                                                                    | <p><u>Know:</u><br/> <u>Declarative:</u></p> <p><u>Procedural:</u></p> <p><u>Be able to:</u></p> <p><u>Vocabulary:</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>I can talk about how different beliefs or causes are more important to me than others</p> <p>I can explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice</p> <p>I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this</p> <p>I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion</p> <p>I can identify the different amount of effort I show to different things and explain these priorities<br/>         I can make links between how Sikhs practise their religion and the beliefs that underpin this<br/>         I can say what efforts I could increase for beliefs I think are important and what the outcomes might be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Jigsaw/PSHE</p>  | <p><u>Jigsaw - Being Me In My World</u></p>        | <p><u>Living in the Wider World</u><br/>         Face new challenges and set personal goals. Understand rights and responsibilities as a British citizen. Make choices about behaviour, understanding rewards and consequences. Understand how an individual can impact on a group. Understand how democracy benefits the school and know how to participate in this.</p> | <p><u>Know:</u><br/> <u>Declarative-</u></p> <ul style="list-style-type: none"> <li>To know that <b>democracy</b> and having a voice benefits the school community</li> <li>To know the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>To know what empathy is</li> </ul> <p><u>Procedural-</u></p> <ul style="list-style-type: none"> <li>To know how to face new challenges positively</li> <li>To know how to set personal goals</li> <li>To know how their actions have an effect on themselves and others</li> <li>To know how to contribute towards a democratic process</li> </ul> <p><u>Be able to:</u></p> | <p><b>Lesson 1 – My Year Ahead</b><br/> <b>What are my hopes/goals for this school year?</b><br/>         Complete 'learning wall' to display personal goals and targets for the year with 'ladder' to identify how they will reach them</p> <p><b>Lesson 2 – Being a Citizen of My Country</b><br/> <b>How are other people's lives different to mine?</b><br/>         Use video clip to discuss children's rights and how they are/are not met in the different scenarios. Explain the importance of rights.</p> <p><b>Lesson 3 – Responsibilities</b><br/> <b>What are my rights and responsibilities at school?</b><br/>         Generate a list of the key things that all children need to be able to learn and discuss our responsibilities as a class to make sure these needs are met.</p> <p><b>Lesson 4 – Rewards and Consequences</b><br/> <b>How do my actions affect me?</b><br/>         Discuss the Learners Code and understand why it is important to follow in school – what would the school be like if we didn't follow it? Do we need to edit/improve the code?</p> <p><b>Lesson 5 – Our Learning Charter</b><br/> <b>How do we work well in a team?</b><br/>         Generate a list of rules for effective teamwork for the classroom – tallest tower activity</p> <p><b>Lesson 5 – Owning our Learning Charter</b><br/> <b>How can I help others follow the Learners Code?</b><br/>         Agony aunt role play to identify the importance of democracy and positive behaviours within a community</p> |

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| MFL<br> | Spanish<br>The Weather | <p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>To develop accurate pronunciation and intonation so that others understand when they are</p> <p>To read aloud or using familiar words and phrases</p> <p>To present ideas and information orally to a range of audiences</p> <p>To read carefully and show understanding of words, phrases and simple writing</p> <p>To appreciate stories, songs, poems and rhymes in the language</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> | <b>Spring 1 - ¿Qué tiempo hace? (The Weather)</b><br><b>el clima (the weather)</b><br><b>En el norte de España... (In the north of Spain....)</b><br><b>En el centro de España... (In the centre of Spain...)</b><br><b>En el este de España... (In the east of Spain...)</b><br><b>En el sur de España... (In the south of Spain...)</b><br><b>En el oeste de España... (In the west of Spain)</b><br><b>está lloviendo (it is raining)</b><br><b>está nevando (it is snowing)</b><br><b>hay tormenta (there is a storm)</b><br><b>hace sol (it is sunny)</b><br><b>hace frío (it is cold)</b><br><b>hace calor (it is hot)</b><br><b>hace mucho viento (it is windy)</b><br><b>hace bien tiempo (the weather is fine)</b><br><b>hace mal tiempo (the weather is not good)</b> | <b>Lesson 1</b><br><b>To introduce new unit ¿Qué tiempo hace? ('what is the weather like today?') and start the new vocabulary connected to the weather in Spanish. See PowerPoint scheme.</b> |
|                                                                                         |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson 2</b><br><b>To consolidate weather language. See PowerPoint scheme.</b>                                                                                                              |
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|                                                                                         |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson 5</b><br><b>To use all the language learnt in this unit to be Spanish weather presenters. See PowerPoint scheme.</b>                                                                 |
|                                                                                         |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson 6</b><br><b>To revise all language covered so far and complete assessment for the unit. See PowerPoint scheme.</b>                                                                   |

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|                                                                                                   |                                                               | <p>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>To describe people, places, things and actions orally* and in writing</p> <p>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Computing</p>  | <p>Computing systems and networks - Systems and searching</p> | <p><u>Using text/multimedia</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><u>E-safety</u></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> | <p><b>Know:</b></p> <p><b>Declarative –</b></p> <ul style="list-style-type: none"> <li>To know that computers can be connected together to form systems.</li> <li>To know that computer systems play a role in our everyday lives.</li> <li>To know that fake news and hoaxes may affect someone's emotions and behaviour in a negative way.</li> <li>To know that there are benefits and limitations of using different types of search technologies.</li> </ul> <p><b>Procedural-</b></p> <ul style="list-style-type: none"> <li>To know how to use a search engine.</li> <li>To know how search engines select results.</li> <li>To know how search results are ranked.</li> <li>To know how to evaluate digital content and make choices about what is trustworthy.</li> <li>To know how stereotypes are amplified and reinforced online.</li> <li>To know how stereotypes are amplified and reinforced online.</li> </ul> | <p><b>Lesson 1 - Systems</b><br/>Learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.</p> <p><b>Lesson 2 – Computer systems and us</b><br/>Learners consider how larger computer systems work. They see how devices and processes are connected, and reflect on how computer systems can help them.</p> <p><b>Lesson 3 – Searching the web</b><br/>Learners are introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, learners are introduced to the two most common methods of searching: using a search engine and using the address bar.</p> <p><b>Lesson 4 – Selecting search results</b><br/>Learners gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They conduct their own searches and break down, in detail, the steps needed to find things on the web. Learners then emulate web crawlers to create an index of their own classroom. Finally, they consider why some searches return more results than others.</p> <p><b>Lesson 5 – How search results are ranked</b><br/>Learners take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, learners create paper-based webpages on a topic that they are familiar with. They then discover how their webpages would rank when searching for keywords relating to their content.</p> <p><b>Lesson 6 – How are searches influenced</b></p> |

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|                                                                                                           |                                                       |                                                                                                                                                                                                                                                                                                                                                                          | <p>Be able to:</p> <ul style="list-style-type: none"> <li>To be able to use search engines and computer systems to complete everyday tasks.</li> <li>To be able to explain how to stay safe online.</li> </ul> <p>Vocabulary: system, search engine, world wide web, fake news, connection, digital, input, output, address</p>                                                                                                                                                                                    | <p>Learners explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching. They also explore some of the limitations of searching and discuss what cannot be searched.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Art &amp; Design</p>  | <p>To create a tapestry as a class using quilting</p> | <ul style="list-style-type: none"> <li>Pupils should 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.</li> <li>Pupils should produce creative work, exploring their ideas and recording their experiences</li> </ul> | <p>Know:<br/>Declarative -</p> <ul style="list-style-type: none"> <li>To know that needles and threads have different grades.</li> </ul> <p>Procedural –</p> <ul style="list-style-type: none"> <li>To know how to applique.</li> </ul> <p>Be able to:</p> <ul style="list-style-type: none"> <li>To be able to independently research, design and create textiles work using different sewing techniques, including quilting.</li> </ul> <p>Vocabulary: applique, running stitch, back stitch, blanket stitch</p> | <p><u>Lesson 1</u><br/><u>Study</u><br/>What is quilting? Recap last year's textile focus and skills. Introduce the term quilting and discuss what it is. Look at examples of quilting and explain how they are used.</p> <p><u>Lesson 2</u><br/><u>Study &amp; Design</u><br/>Discuss with the class the intended outcome of the unit – to create a class quilt to represent their knowledge of crime and punishment. Discuss words that they associate with the crime and punishment and appropriate symbols that could represent those words. Children are to design 4 different patchwork ideas.</p> <p><u>Lesson 3</u><br/><u>Design</u><br/>Look at patchwork designs, discuss ease of the shapes/patterns they have created. How could the patch design be created, applique? Sewing stitches? How easy would it be? Children are to choose their favourite idea and draw to size.</p> <p><u>Lesson 4</u><br/><u>Create &amp; Refine</u><br/>Children are to refine their patch design, trace, cut out and pin to fabric and cut out final pieces</p> <p><u>Lesson 5</u><br/><u>Create &amp; Refine</u><br/>Children are to sew their fabric to their square and backstitch their patch to others.</p> <p><u>Lesson 6</u><br/><u>Create &amp; Refine</u><br/>In small groups, children are to add the 'wadding' and attach backpiece.</p> |