

Year: 5

Term: Autumn 2

Learning
Challenge
question

How did Britain change from the end of the
Roman occupation and 1066?

MTP

	Maths	English			Science -			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Year 4: recognise and use factor pairs and commutativity in mental calculations	Year 3 & 4: Vocabulary, inference, prediction and summarising	Select appropriate language and vocabulary. Describe settings and atmospheres. Build cohesion across paragraphs. Evaluate and edit work.	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge	Science: Y2 : Properties and uses of materials(grouping based on properties) Year 5: Materials and their properties.			

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		<p>Skim reading and scanning</p> <p>Asking questions to improve understanding</p> <p>Using root words, prefixes and suffixes to read new, unfamiliar words</p> <p>Year 4: Explanation and sequencing</p> <p>Book discussions</p> <p>Year 5: Front cover reveals; using their</p>	<p>Use different organisational devices. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Participate in discussions, presentations, performances, role play/ improvisations and debates Use commas to clarify meaning or avoid ambiguity. Use a range of adverbs. Assess effectiveness of writing (themselves and others).</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop</p>
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		inference and prediction skills		understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English				
Pre & post assessments	Pre Unit assessment :Multiplication and Division.		Cold task, Hot task, editing, publishing					

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Unit assessment		Independent Comprehension every week	Week 1 cold task					
1	LQ: What are inverse operations? Post- Learning check; Addition and subtraction. Pre-unit assessment in multiplication and division.	Fiction - Beowulf. Model Text LQ: How can I predict the meaning of books by inferring from front covers? LQ: How do I explore and	Cold Task - What is a 'beat the monster' story? Hook lesson - The Mead Hall What are the features of a 'beat the monster' story?				Pre-learn How do I sort a variety of materials? Children begin to think about the properties each material has and why they would group these. Links to prior learning are made.	

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	LQ: What is multiplication?	understand new vocabulary? LQ: How do I answer sequence, inference and retrieval questions? Unseen comprehension	How are apostrophes used to show possession?					
2	LQ: What are multiples? LQ: What are factors and how can I use multiplication and	Non-Fiction - viking/ anglo-saxon information text LQ: How do I explore and	What makes the battle scene exciting? - focus on language and sentence structure What tools make a good			Children investigate the properties of 10 different materials. They predict and then investigate whether the materials are electrical conductors,	LQ - How can I group materials according to their properties?	

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	<p>division facts to find them?</p> <p>LQ: What are common factors and how can I explore them?</p> <p>LQ: What are prime numbers and composite numbers?</p>	<p>understand new vocabulary?</p> <p>LQ: How do I verbally answer explanation, retrieval and summarising questions?</p> <p>LQ: How do I answer explanation, retrieval and summarising questions?</p> <p>Unseen comprehension</p>	<p>'beat the monster' battle? (toolkit and magpieing session)</p> <p>What will my plan look like?</p> <p>Shared write session</p>			<p>transparent, strong thermal conductors or magnetic</p>		
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3	<p>LQ: What are square numbers?</p> <p>LQ: What are cube numbers?</p> <p>LQ: How can I multiply by 10, 100 and 1000?</p> <p>LQ: How can I divide by 10, 100 and 1000?</p>	<p>Fiction - Tales of Two Cooking Pots</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer vocabulary, inference and prediction questions?</p> <p>LQ: How do I answer vocabulary, inference and prediction questions?</p>	<p>Hot write</p> <p>Writing</p> <p>Editing</p> <p>Publishing</p>			<p>Children learn that when a solute dissolves in a solvent to create a solution, its particles spread out so that they can no longer be seen or retrieved by filtering. They investigate whether sand, sugar, salt, flour or iron filings will dissolve in water.</p>		<p>LQ- Which materials are soluble?</p>
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		Unseen comprehension						
4	<p><i>*Mid term Assessment</i></p> <p>LQ: What are multiples of 10, 100 and 1000?</p> <p>Post unit assessment in multiplication and division</p> <p>Pre unit assessment: measurement</p>	<p><i>*Mid term Assessment</i></p> <p>Explanation Text from Writing Lesson</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer inference, summarising and sequencing questions?</p>	<p><i>*Mid term Assessment</i></p> <p>Cold write - Explanation Text</p> <p>Hook - pirates treasure</p> <p>What is an explanation text?</p>					<p>LQ - How can I recover a substance from a solution?</p> <p>Children learn that solutions cannot be separated by filtering because the particles have spread out and are not in clumps that can be blocked by a sieve.</p>

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	LQ: What is perimeter? How can I measure the perimeter of a shape?	LQ: How do I answer inference, summarising and sequencing questions? Unseen comprehension						
5	LQ: How can I calculate perimeter? LQ: How can I find the area of rectangles?	Poetry-Refugees by Brian Bilston LQ: How do I explore and understand new vocabulary? LQ: How do I verbally answer summarise/	What features make up an explanation text? What are cause and effect sentences? What will the boxing up look like for our					LQ - How can I separate materials? Children learn about 6 different methods for separating solutions - picking out by hand, decanting, sieving, filtering, using a magnet, and

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	<p>LQ: How can I find the area of compound shapes?</p> <p>LQ: How can I find the area of irregular shapes?</p>	<p>sequence, explanation and retrieval questions?</p> <p>LQ: How do I answer summarise/ sequence, explanation and retrieval questions?</p> <p>Unseen comprehension</p>	<p>explanation text?</p>					<p>evaporation.</p>
6	<p>Post-unit assessment: Measurement .</p> <p>Pre- unit assessment in Statistics</p>	<p>Fiction- Skellig</p> <p>LQ: How do I explore and</p>	<p>Sharing ideas session - lots of magpieing and spider mapping</p> <p>What will the plan for my</p>				<p>LQ: Why are some changes easily reversible and others are not?</p> <p>Children learn that</p>	

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	<p>LQ: How can I interpret charts?</p> <p>LQ: What is meant by 'comparison', 'sum' and 'difference'?</p>	<p>understand new vocabulary?</p> <p>LQ: How do I verbally answer inference, explanation and prediction questions?</p> <p>LQ: How do I explore the story in more detail by focusing on inference, explanation and prediction questions?</p> <p>Unseen comprehension</p>	<p>text look like?</p> <p>Hot write</p> <p>Edit</p>				<p>some physical changes are readily reversible (such as freezing and melting), while some are not (such as burning, because new substances have been produced). They examine different physical changes of materials. They identify whether they can be easily reversed and explain how or why</p>	
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7	<p>LQ: What are line graphs?</p> <p>LQ: How can I read and interpret line graphs?</p> <p>LQ: How can I solve problems using line graphs?</p> <p>Post unit assessment in statistics</p>	<p>Poetry- Pie Corbett's Scarecrow Christmas</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I perform a poem with the correct tone, intonation and volume?</p> <p>LQ: How do I explore the poem in more detail by</p>	<p>Finish explanation text - editing and publishing</p> <p>Winter poetry</p>				<p>End of unit assessment.</p> <p>What have I learned about properties and changes of materials?</p>	

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		<p>focusing on inference, retrieval and summarising questions?</p> <p>Unseen comprehension</p>						
<p>End of unit assessment</p>		<p>The children will read texts confidently and answer VIPERS questions independently.</p> <p>They will justify their ideas by giving details from the text and</p>						

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		personal experiences.						
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	Geography	History	DT	Art	Computing	PSHE
Prior Learning		Year 4: Building on Roman knowledge	Year 3: made cookies for their Harry Potter inspired packages. Developed their combining and measuring skills.		Year 3: We are communicators(communication and safety on the net).	Year 4: Resilience Year 4: Actions and responsibilities Year 5: Keeping Safe

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Pre & post assessments		Pre-learn: looking at artefacts and annotating known facts in books relating to them	Explain how grains such as wheat are grown and processed.		Pre-learning: 'We are cryptographers' What codes do you know of and why do we use codes?	Pre-learning: post it notes challenge
		Post-assessment: Analysing a map and informing others about key artefacts and vocabulary (knowledge mat)	Explain how grains such as wheat are grown and processed.		Post- learning: Add your new knowledge of cryptography and codes to your pre-learning activity.	Post-learning: Complete a Kagan activity based on choices and decisions

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Unit assessment t		<p>Children will understand why the Anglo Saxons and Vikings invaded Britain.</p> <p>They will understand the different 'push' and 'pull' reasons.</p> <p>They will be able to look at history and historical debates from both sides and use evidence to back up their own ideas.</p>	<p>Make bread using similar ingredients, skills and tools that the Anglo-Saxons and Vikings used.</p> <p>Children will explain the stages of turning grains into flour.</p>		<p><u>Assessment</u> Create a poster to explain how to keep safe online</p>	<p>Comparisons between post it note challenge and group activity</p>
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1		Hook- Excavation How did Britain change between the end of the Roman occupation and 1066?	Pre-learn and hook What does Viking and Anglo-Saxon bread taste like?		LQ: How can I transmit information in semaphore?	LQ: How do I respond to dares?
2	Discussion about Roman rule over different European countries Discussion about where Anglo Saxons and Vikings came from	LQ: Why did the Romans leave Britain? LQ: Why did the Anglo Saxons invade?	How are grains grown and processed?		LQ: What is Morse code?	LQ: What are habits?

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3		LQ: Which words we use today originate from the Anglo Saxons/Vikings?	How do I knead dough?		LQ: How can I use the Caesar cipher to encode and decode information?	LQ: Who, or what, influences me?
4		LQ: What does the mystery of the empty Saxon grave tell us about Saxon Britain? LQ: Who were the Anglo Saxons and how did they divide up Britain? History mid-point assessment	What is my design for my Viking / Anglo-Saxon inspired bread? What is my recipe for my Viking/ Anglo-Saxon inspired bread?		LQ: What is the world wide web?	LQ: Who, or what, influences me?

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5		LQ: Who were the Vikings and how did they battle with the Anglo Saxons?	How do I make a savoury Viking / Anglo-Saxon inspired bread?		LQ: How can we create a secure password?	LQ: What decisions are best for me? (Link to identity topic last half term)
6		LQ: How great was king Alfred really? LQ: How did the Vikings and Anglo Saxons improve Britain?	How can I evaluate my bread?		LQ: How can I stay secure online?	LQ: What are the effects of online actions on others?
7		LQ: What would my own knowledge mat for how Britain changed between the end of the	Post-learning assessment		LQ: How can I stay safe when using social media and online gaming?	LQ: What acts of kindness could I show this holiday?

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		Roman occupation and 1066?				
End of Unit assessment		<p>Children to understand the key vocabulary relating to this topic: empire, invasion, settlements, place, names, raids, resistance, law, justice, artefact, primary source, secondary source, evidence, excavation, raider</p> <p>Children will be able to discuss Britain's settlement by Anglo Saxons and Scots.</p>			<p>Children will be aware in ways the internet uses communication to analyse and predict behaviour.</p> <p>They will be able to list ways they can protect themselves from online data hacks by using safe passwords.</p> <p>They will know how to keep safe when using search engines and the way all information is stored online and used to profile individuals</p>	<p>Children will be able to explain what choices and decisions are best for them, and acknowledge how they are influenced to choose a different path (positively or negatively).</p> <p>Children will be able to explain what decisions are in their best interest, and whether they should participate in acts such as dares, when they might</p>

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		<p>Pupils should be able to explain the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Children should be able to make connections, draw contrasts, analyse Trends and frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>				<p>negatively impact others.</p> <p>Children will share ideas on acts of kindness towards others, and how they could positively influence others over the holiday period.</p>
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	Music	RE Why do some people believe that God exists?	PE		Languages
			Games	Dance	
Prior Learning		Year 4: What can we learn from religions about deciding what is right or wrong?	Handball unit covered in year 4	Year 3 and 4 - dance unit of work. Children should understand what a “motif” is and be able to create one	Building on from Y4 knowledge
Pre & post assessments	Class discussion Class performances	Pre- Learning Task:	Observe the difference between week 1s game of handball and week 6s game.	Discussion about street dance as we know it before unit of work. What key vocabulary is linked to this? Post assessment - dance performances and discussion about key vocabulary linked to	Lesson one assessing previously learnt vocabulary

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				street dance	
Unit assessment	Class performance			Seesaw video	Week 4 Seesaw video
1	History of the Blues: To know the key features of Blues Music	LQ: What do Christians believe about how the world began?	Introduction into the game of Handball. The children will familiarise themselves with a ball. Learning on how to throw and catch individually and with a partner. LQ: When throwing/ catching what should we always do?	Hook - Street Dance Masterclass - BBC Teach LQ: How do we create a simple class motif to a count of 8?	I can understand some facts about a city in Spain.
2	Playing a chord: Be able to play the first line of the 12 bar blues	LQ: How do religious and non- religious people believe that the world began?	The children are to develop a further understanding on how to send and receive a ball, whilst moving towards a goal in groups of 3. Progression, introduce	LQ: How do I travel in my dance linking moves together?	I can ask for a ticket.

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			defenders for the group to get past (3v1). LQ: What should the ball carrier have at all times during a game?	(use count of 8)	
3	The 12-bar blues: Be able to play the 12-bar blues	LQ: What did Jesus think his mission was? Luke 4 18-19	The children are to enhance their dribbling skills individually and as a group/team. 1v1 – how to get past a defender, 2v1 – using the overload as an option to pass. LQ: After we have stopped dribbling, what can you do next?	LQ: do I develop my dance moves with a partner?	I can give some simple directions around town.
4	Blues Scale: Be able to play the Blues Scale	LQ: What do Christians believe Jesus meant by loving others? Greatest commandments, Matthew 22:37–40	The children are going to enhance their understanding of defending. In small groups, 5v2 & progression into 4v3 shooting into a goal. LQ: When defending what can we do to gain possession of the ball?	LQ: When can I use the techniques of mirroring, unison and canon with a partner?	I can say and write a simple description of the city.

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5	Improvisation and the Blues: Be able to improvise with notes from the Blues Scale	LQ: What does the parable of the 'Good Samaritan' teach Christians about loving others? Good Samaritan, Luke 10:30–35 LQ: What does the parable of 'The Lost Son' teach Christians about loving others? The lost son, Luke 15:11–32	Enhancing team attacking. 5v5, attacking team to use movement in order to create space and opportunities to shoot. Defending team to stay around the goal looking to block and intercept. LQ: What should we do as a team in order to create chances to shoot at the goal?	LQ: How can my dance be developed to include more individuals?	I can buy an item and ask for the price.
6	Revisit and review lesson	LQ: What is St Paul telling us about Christian love in his letter to the Corinthians. Compare Paul's letter, 1 Corinthians 13:4–7 LQ: Is agape the highest form of love? John 3:16- begin to link to Christmas	The children will move into 7v7 games and further develop rules from a defensive perspective. LQ: Name 5 defensive rules?	LQ: What sections of my dance can be improved so that it is ready for a performance?	I can describe a festive jumper.

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7	Class performances	LQ: Why do Christians celebrate Christmas?	The children will move into 7v7 games and further develop rules from an attacking perspective. LQ: Name 5 attacking rules?	LQ: What makes a good street dance performance? Record dances onto seesaw Peer assess- What do they like? How could dances be improved?	Christmas cards
End of Unit Assessment	Students should: Name three key features of Blues music Sing in tune, using vocal expression to convey meaning Explain what a chord is and play the chord of C sixteen times Play the twelve bar blues correctly	Can children use terminology and religious ideas to discuss opinions about belief in God?	Observe the difference between week 1s game of handball and week 6s game.	Children to understand dance terminology: beat, levels, streetdance, unison, rhythm, jump, counts, turning, balance, levels, pathways, cannon, mirror, motif, synchronisation, jerky, smooth	Children to create a school timetable/diary expressive their feelings about different lesson

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Play the notes of the Blues
scale in the correct order,
ascending and descending

Play a selection of Blues
scale notes out of order in
their own improvisation

Children to complete a street
dance involving all unison,
canon and other children