

Year: 5

Term: Autumn 1

Learning
Challenge
question
How are rivers formed?

MTP

	Maths Number & Place Value. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Add and subtract whole numbers with more than 4 digits.	English			Science - Animals including humans			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research

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Prior Learning	<p>Year 4:</p> <p>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</p> <p>order and compare numbers beyond 1,000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1,000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include</p>	<p>Year 3 & 4:</p> <p>Vocabulary, inference, prediction and summarising</p> <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>Select appropriate language and vocabulary. Describe settings and atmospheres. Build cohesion across paragraphs. Evaluate and edit work. 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</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</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</p>	<p>Science: Y4 - animals involving humans (life cycles and food chains)</p>
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the concept of 0 and place value

Year 4:
Explanation and sequencing

Book discussions

and others).

actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

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Pre & post assessments	Pre Unit assessment :Place Value and Number. Week 4: Post Unit Assessment Place Value. Week 4: Pre Unit: Addition and Subtraction. Week 7: Post Unit : Addition and Subtraction.		Cold task, Hot task, editing, publishing					Pre-learn - draw a timeline of a human/animal life cycle
								Revisit timeline and edit/enhance

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Unit assessment		Week 5 - comprehension based on the text Week 7 - unseen comprehension	Week 1 cold task					Mid-point assessment - Week 3
1	LQ:How do we learn maths in Year 5? LQ: What are 1000s, 100s, 10s and 1s?	LQ: How do we use the class library/book area? 2. How can I predict the meaning of books by inferring from front covers?	Hook: fear story Cold task: fear story					Pre-learn - human timeline

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		LQ: How can I predict a theme of a novel using the blurb and front cover?						
2	<p>LQ: How can I represent numbers up to 10,000?</p> <p>LQ: How do I round to the nearest 10?</p> <p>LQ: How do I round to the nearest 100/1000?</p> <p>LQ: How can I represent numbers up to 100,000?</p>	<p>LQ: How do I use a dictionary?</p> <p>Picture inference - River of Dreams</p> <p>LQ: What information can I infer from a picture?</p> <p>LQ: How do I explore and</p>	<p>Text- Zelda Claw and the Rain Cat</p> <p>LQ: – What is a fear story? (actions for the WAGOLL)</p> <p>LQ: – What would a story map look like for Zelda Claw and the Rain Cat?</p> <p>LQ: – What is personification?</p> <p>LQ: – What is meant by a 'show not tell' sentence?</p>					<p>LQ: What are the gestation periods of different mammals?</p>

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	LQ: What strategies can I use to compare numbers up to 100,000?	understand new vocabulary?						
3	LQ: How do you round numbers within 100,000? LQ: What Are numbers to one million? LQ: What are powers of 10?	Picture inference - The Orator LQ: What information can I infer from a picture? LQ: How do I explore and understand new vocabulary?	LQ: How and when do I use adverbial words and phrases? LQ: How do I use commas to avoid ambiguity? LQ: What are hyphenated words and how do I use them? LQ: How can I create suspense in my writing?					LQ: How do human babies develop?

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		<p>LQ: What questions can I ask to improve my understanding of the picture?</p> <p>LQ: What can I infer from the picture about the character's personality?</p>						
4	<p>LQ: What are negative numbers?</p> <p>LQ: What are Roman numerals?</p> <p>Post-unit assessment : place value</p>	<p>Poetry - By The River</p> <p>LQ: How do I explore and</p>	<p>LQ: What are the features of a fear story and how do I create a toolbox?</p> <p>LQ: How can I box up and plan my own fear story?</p>					<p>LQ: How do children develop?</p>

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	Pre-unit assessment : Addition and subtraction	understand new vocabulary? LQ: How does language contribute to meaning? LQ: How do I explore the poem in more detail focusing on inference and prediction questions? LQ: How do I explore the story in more detail focusing on explanation, retrieval and summary	LQ: How do I write my own fear story? LQ: How do I write my own fear story?					
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		/sequencing questions?						
5	<p>LQ: How do I add 2 4-digit numbers?</p> <p>How do I add 2 4-digit numbers with an exchange?</p> <p>LQ: How do I add 2 4-digit numbers with more than one exchange?</p>	<p>Fiction - Old Granny Fox</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I summarise and sequence the main ideas from the story?</p> <p>LQ: How do I explore the story in more detail focusing on inference,</p>	<p>LQ: How do we edit and improve our work? Editing stations</p> <p>LQ: How do I publish my written work?</p> <p>Rivers</p> <p>Cold task- What is Beaver Road like?</p> <p>Hook- Trip to the river</p>					<p>LQ: What changes do we go through with puberty?</p>

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		explanation and retrieval questions? Independent comprehension VIPERS						
6	LQ: How do I subtract 2 4-digit numbers? LQ: How do I subtract 2 4-digit numbers with one exchange? LQ: How do I subtract 2 4-digit numbers with more than one exchange? LQ: How do I subtract whole numbers with	Nonfiction - River Fact Sheet LQ: How do I explore and understand new vocabulary? LQ: How do I explore a nonfiction text in more detail focusing on	LQ: What is a non-chronological report? (Actions for the WAGOLL) LQ: What would a story map look like for the Rivers non-chronological report? LQ: What specific vocabulary is included in a non-chronological report?					LQ: Who is Robert Winston?

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	more than 4 digits?	inference and prediction questions? LQ: How do I explore nonfiction text in more detail focusing on explanation, retrieval and summary /sequencing questions?	LQ: How do I scan and skim a text to locate important information?					
7	LQ: How do I subtract 2 4-digit numbers? LQ: How do I subtract 2 4-digit numbers with one exchange?	Nonfiction - Bristol Boycott LQ: How do I explore and	LQ: What does a boxing up plan look like for the rivers non-chronological report? LQ: How do I write my own river's					LQ: What happens during late adulthood?

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	<p>LQ: How do I subtract 2 4-digit numbers with more than one exchange? LQ: How do I subtract whole numbers with more than 4 digits?</p>	<p>understand new vocabulary?</p> <p>LQ: How do I distinguish between statements of fact and opinion?</p> <p>LQ: How do I explore the story in more detail focusing on inference, explanation and summary /sequencing questions?</p> <p>Unseen, independent</p>	<p>non-chronological report?</p> <p>LQ: How do I write my own river non-chronological report?</p> <p>LQ: How do I publish my written report?</p> <p>LQ: How do I edit and improve my own writing?</p>					
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		comprehension VIPERS						
End of unit assessment		<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 personal experiences.</p>	<p>Hot tasks- fear story and non-chronological report</p>					<p>Revisit timeline and add to this using new knowledge</p> <p>Children should be able to describe the changes as humans develop to old age. Pupils should be able to draw a timeline to indicate stages in the growth and development of humans. Pupils should be able to explain</p>

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									the changes experienced in puberty. Pupils can work scientifically to research the gestation periods of other animals and compare them with humans.
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	Geography	History	DT	Art	Computing	PSHE
Prior Learning				Year 4: Explored idea that we can understand more about the artists own experience through the art they make.	Year 4: Software developers - understanding the use of different programmes	Year 4: Resilience Year 4: Actions and responsibilities
Pre & post assessments	Pre-learn - double page spread - draw and label a river			Pre-learning	Pre-learning: What is a tessellation? Kagan activity	What do we already know about Mental and Emotional Health?
	Post-learning assessment - draw a			Post-learning	Post- learning: Independently create	

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	picture of a river and add detail in			Create a layered self-portrait that reflects their identity	tessellation using any of the programs from the half term	
Unit assessment	Drawing and labelling rivers			A layered self-portrait including aspects of their identity	All children will explore a range of tessellation patterns. They will investigate several different artists and use a range of computer programs to independently create their own.	
1	Hook - creating a river Pre-learn - double page spread - draw and label a river			Class Charter Display	-	What is mental health?
2	LQ: What is the water cycle?			LQ: In what ways do artists express their identity?	LQ: What are tessellations?	How can I look after my mental health?

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3	LQ: What is a watershed?			LQ: How can I explore portraiture in a light-hearted and flexible way?	LQ: What would more complex tessellations look like?	How do I negotiate and compromise?
4	LQ: What are the different stages from source to sea?			LQ: What aspects of my identity can I express through a self-portrait?	LQ: Can I use Scratch to create Islamic-style art?	How do I deal with conflict in a positive way?
5	LQ: What are the different stages from source to sea? (2) What are human effects on the floodplain?			LQ: What aspects of my identity can I express through a self-portrait?	LQ: Can I create a pattern in a similar style to Bridget Riley?	How do I stay safe on a mobile or tablet?
6	LQ: How can I build a flood proof house?		LQ: How can I build a flood proof house?		LQ: Can I create Bridet Riley tessellations using PowerPoint?	What are safe and unsafe behaviours online?

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7	End of unit assessment			LQ: What aspects of my identity can I express through a self-portrait? LQ: How can I reflect on my self-portrait?	LQ: How will I create computer generated landscapes?	How can I be happy being me?
End of Unit assessment	Understand the key vocabulary associated with rivers: Rivers, water cycle, topography, floodplain, watershed, source, sea, physical, meander Children will understand how rivers are formed and where they come from.			Children will understand how to explore their identity by creating layered images. In their self-portrait, the children will consider how lines, shapes, colour and texture contribute to the meaning of their artwork.	Assessment - independently create tessellation using any of the programs from the half term	What strategies do the children know to support their mental and emotional health?

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They will have a good understanding of the water cycle. They will explore floods - particularly focussing on the floods which have occurred in Didsbury over the past few years. They will build their own flood proof house. They will understand and locate all of the features of a river.

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	Music	RE Why do some people believe that God exists?	PE		Languages
			Games	Gymnastics	
Prior Learning	Know how to use our voices to sing tunes Know that we can create our own musical melodies to express emotions	Year 4: What can we learn from religions about deciding what is right or wrong?	Children are going to play the game of Tag Rugby in week 1 and see the difference in week 6.	Partner work - pushing and pulling, working collaboratively with others, control and posture focus in LKS2	Building on from Y4 knowledge
Pre & post assessments	Pre-Learning: Perform a learnt song Post assessment: Perform same song to a more polished level, with tuning, dynamics, and expression;	Pre- Learning Task: Draw a circle to represent the world. Shade in the circle to represent the percentage of people who you think believe in God.	Observe the difference between week 1s game of Tag Rugby and week 6s game.	Pre-learning: Create a sequence with a partner	Lesson one assessing previously learnt vocabulary

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	2nd part of post assessment - performing own composition, using a graphic score			Post-assessment: Create a sequence with a partner	
		Class debate using what we have learnt across the half term.			
Unit assessment		Week 4 mid topic assessment		Seesaw video	Week 4 Seesaw video
1	"Here come the Egyptians": Sing with accuracy, fluency, control and expression	LQ: How many people believe in God?	Children are going to familiarise themselves with the game Tag Rugby. Children will be taught to run around with their tags on and learn how to evade defenders. From a defensive perspective they will	LQ: How do I use apparatus safely?	- Class charters

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			understand how to stop children attacking. LQ: What have you got to do to evade defenders?		
2	Hieroglyphic score: Explore and use different forms of notation	LQ: Is God real? What do Christians think?	Children are going to develop their passing. In pairs the children are going to start off passing the ball to each other stationery then progressively moving onto running. The children will then be challenged to see if they can run and pass to a partner to score a try at the opposite end of the pitch. LQ: When passing a ball to a partner what must we	LQ: How can I roll safely over a partner? *Including pre-learning assessment	I can introduce myself with simple sentences (1).

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			ensure we do?		
3	Play like an Egyptian: Understand note length	LQ: How do we know what is true?	The children are going to develop their attacking skills. In small groups children will run to a defender in the middle and use a skill/ movement to get beyond. Children will then build from this by introducing live defenders. LQ: How can an attacker get beyond a defender?	LQ: How do I form strong bridges and arches?	I can introduce myself with simple sentences (2).

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4	Pitch Pyramids: Read simple pitch notation	Mid Point assessment task	The children are going to be introduced to defending as a team. The children are going to split into 4 teams. One of which will be attacking and the other defending. The main emphasis will be on defending and stopping the opposition from getting through to their try line. LQ: What are the benefits of defending in a line?	LQ: How do I travel over and under a partner?	I can explain in more detail how I'm feeling.
5	Egyptian farewell: Use stave notation to write a piece of music	LQ: Why do people believe or not believe in God?	The children are going to be introduced to playing small sided games of 3 v 1 and 3 v 2 games. The main emphasis will be attacking and trying to use individual movement	LQ: How do I travel over and under a partner using apparatus?	I can give some important details about myself and others.

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			and passing to get beyond the defenders. LQ: How can we get beyond a defensive line?		
6	Recap and consolidate new knowledge and skills from weeks 1 to 5	LQ: What do Christians believe about how the world began?	Children are going to play Tag Rugby games splitting the children equally across 4 teams. A round robin tournament style will be played. The children will ensure they are sticking to main rules of tag rugby. LQ: What are the core rules of Tag Rugby?	LQ: How do I travel over and under a partner using apparatus?	I can say if I like or dislike a school subject.

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7	Assessment: Perform the Egyptian song and own composition	Class debate using what we have learnt across the half term.	Children are going to play small sided games of Tag Rugby. LQ: What are 3 defensive rules and 3 attacking rules?	LQ: How do I perform a sequence with a partner involving travelling over and under? *End of unit assessment	I can give my opinion about school subjects.
End of Unit Assessment	<p>Students should:</p> <p>Know that music can be represented visually</p> <p>Understand tempo and key can affect mood of music</p> <p>Understand that notes are written on a staff, that they go on or between the lines and they represent pitch</p> <p>Know that simple pictures can represent the structure of music</p>	Can children use terminology and religious ideas to discuss opinions about belief in God?	Observe the difference between week 1s game of Tag Rugby and week 6s game.	Children to work collaboratively with a partner to create a sequence involving travelling over and under	Children to create a school timetable/diary expressive their feelings about different lesson

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