

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		Independent Comprehension every week	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? Fiction - Kiki Kallira Breaks a Kingdom LQ: 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 do I explore and understand new vocabulary? Book Talk						
2	Pre- Learning Check: Place Value LQ: How can I represent numbers up to 10,000? LQ: How do I round to the nearest 10? LQ: How do I round to the nearest 100/1000?	LQ: How do I use a dictionary? Picture inference - River of Dreams LQ: What information can I infer from a picture?	Text- Zelda Claw and the Rain Cat LQ: – What is a fear story? (actions for the WAGOLL) LQ: – What would a story map look like for Zelda Claw and the Rain Cat? LQ: What are the features of a fear story and how do I create a toolbox? LQ: – What is personification?					LQ: What are the gestation periods of different mammals?

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		LQ: How do I explore and understand new vocabulary?						
3	<p>LQ: How can I represent numbers up to 100,000?</p> <p>LQ: What strategies can I use to compare numbers up to 100,000?</p> <p>LQ: How do you round numbers within 100,000?</p>	<p>Fiction - The Black Amulet</p> <p>LQ: How can I predict the meaning of books by inferring from front covers?</p> <p>LQ: How do I explore and understand new vocabulary?</p>	<p>LQ: – What is meant by a 'show not tell' sentence?</p> <p>LQ: How and when do I use adverbial words and phrases?</p> <p>LQ: How do I use commas to avoid ambiguity?</p> <p>LQ: What are hyphenated words and how do I use them?</p>					<p>LQ: How do human babies develop?</p>

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	LQ: What Are numbers to one million?	LQ: How do I explore the story in more detail focusing on explanation, retrieval and summary /sequencing questions? Unseen comprehension						
4	LQ: What are powers of 10? LQ: What are negative numbers? LQ: What are Roman numerals? Post-unit assessment : place value	Poetry - By The River LQ: How do I explore and understand new vocabulary?	LQ: How can I create suspense in my writing? LQ: How can I box up and plan my own fear story? LQ: How do I write my own fear story?					LQ: How do children develop?

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		<p>LQ: How do I verbally answer inference and prediction questions about a poem?</p> <p>LQ: How do I explore the story in more detail by focusing on explanation, inference and prediction questions?</p> <p>Unseen comprehension</p>	<p>LQ: How do I write my own fear story?</p>					
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5	<p>Pre-unit assessment : Addition and subtraction</p> <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 verbally answer summarise/ sequence, explanation and retrieval questions?</p> <p>LQ: How do I explore the story in more detail by focusing on summarise/ sequence, explanation and</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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		retrieval questions? Unseen comprehension						
6	LQ: How do I subtract 2 4-digit numbers? LQ: How do I subtract two 4-digit numbers with one exchange? LQ: How do I subtract two 4-digit numbers with more than one exchange? LQ: How do I subtract whole numbers with more than 4 digits?	Nonfiction - River Fact Sheet LQ: How do I explore and understand new vocabulary? LQ: How do I verbally answer explanation, retrieval and summary	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: How do I scan and skim a text to					LQ: What happens during late adulthood?

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		<p>/sequencing questions?</p> <p>LQ: How do I explore nonfiction text in more detail focusing on explanation, retrieval and summary</p> <p>/sequencing questions?</p> <p>Unseen comprehension</p>	<p>locate important information?</p>						
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7	LQ: How do I subtract 2 4-digit numbers?	Nonfiction - Bristol Boycott	LQ: What does a boxing up plan look like for the rivers non-chronological report?					Post -Unit assessment.
	LQ: How do I subtract 2 4-digit numbers with one exchange?		LQ: How do I write my own river's non-chronological report?					
	LQ: How do I subtract 2 4-digit numbers with more than one exchange?		LQ: How do I write my own river non-chronological report?					
	LQ: How do I subtract whole numbers with more than 4 digits?		LQ: How do I publish my written report?					
		LQ: How do I distinguish between statements of fact and opinion?	LQ: How do I write my own river non-chronological report?					
		LQ: How do I explore the story in more detail focusing on inference, explanation and summary	LQ: How do I edit and improve my own writing?					

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		/sequencing questions? Unseen comprehension						
End of unit assessment		The children will read texts confidently and answer VIPERS questions independently. They will justify their ideas by giving details from the text and personal experiences.	Hot tasks- fear story and non-chronological report					Revisit timeline and add to this using new knowledge 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

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								humans. Pupils should be able to explain 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: SoC 5.1 We are game 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? <i>Draw what good and bad mental and emotional health might look like.</i>

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	Post-learning assessment - draw a picture of a river and add detail in			Post-learning Create a layered self-portrait that reflects their identity	Post- learning: Independently create tessellation using any of the programs from the half term	What do we already know about Mental and Emotional Health? <i>Revisit drawings and annotate, using what the children now know from the unit of work</i>
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.	What do children understand as emotional and mental health?
1	Hook - creating a river Pre-learn - double page spread - draw and label a river			Class Charter Display	-	What goals do I want to set for myself this year?

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2	LQ: What is the water cycle?			LQ: In what ways do artists express their identity?	LQ: What are tessellations?	What is mental health? Pre-assessment activity
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 resolve conflict?
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? (Negotiation and compromise)
5	LQ: What are the different stages from source to sea? (2)			LQ: What aspects of my identity can I express through a self-portrait?	LQ: Can I create a pattern using the repeat function similar style to Bridget Riley?	How do I stay safe on a mobile or tablet?

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	What are human effects on the floodplain?					
6	LQ: How can I build a flood proof house?		LQ: How can I build a flood proof house?		LQ: Can I start programming in Scratch and correct any bugs?	How can I be happy being me?
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: Can I test my programming and receive feedback?	How important are our children's rights? How do they support our mental and emotional health? End of unit assessment

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End of Unit assessment	<p>Understand the key vocabulary associated with rivers: Rivers, water cycle, topography, floodplain, watershed, source, sea, physical, meander</p> <p>Children will understand how rivers are formed and where they come from. They will have a good understanding of the water cycle. They will explore floods - particularly focussing on the floods which have occurred in</p>			<p>Children will understand how to explore their identity by creating layered images.</p> <p>In their self-portrait, the children will consider how lines, shapes, colour and texture contribute to the meaning of their artwork.</p>	<p>Assessment - independently create a game with tessellation using any of the programs from the half term</p> <p>Aim to write instructions for the game and publish.</p>	<p>What strategies do the children know to support their mental and emotional health?</p>
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	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	PE		Languages
		Why do some people believe that God exists?	Games	Gymnastics	

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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-Learning: Perform a learnt song Post assessment: Perform same song to a more polished level, with tuning, dynamics, and expression; 2nd part of post assessment - performing own composition, using a graphic score	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
Pre & post assessments		Class debate using what we have learnt across the half term.		Post-assessment: Create a sequence with a partner	

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Unit assessment		Week 4 mid topic assessment		Seesaw video	Week 4 Seesaw video
1	"Here come the Egyptians": How can I 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 understand how to stop children attacking. LQ: What have you got to do to evade defenders?	- First day back to school	- Class charters

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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 ensure we do?	LQ: How do I use apparatus safely? *Including pre-learning assessment	I can introduce myself with simple sentences (1).
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	LQ: How do I roll safely?	I can introduce myself with simple sentences (2).

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			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?		
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	LQ: How do I use my body to create bridges and arches?	I can explain in more detail how I'm feeling.

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			are the benefits of defending in a line?		
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 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 and passing to get beyond the defenders. LQ: How can we get beyond a defensive line?	LQ: How do I leapfrog over my partner?	I can give some important details about myself and others.
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	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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			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?		
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	Students should: Know that music can be represented visually Understand tempo and key can affect mood of music	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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Understand that notes are written on a staff, that they go on or between the lines and they represent pitch

Know that simple pictures can represent the structure of music