

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 - | | | |
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| | | | | | 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 | Pre-unit assessment in multiplication and division. LQ: What are multiples? LQ: What are factors and how can I use multiplication and | 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 - 'Beat the monster' story Hook lesson - The Mead Hall LQ: What actions can we create for Beowulf? | | | | 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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| | division facts to find them? LQ: What are common factors and how can I explore them? | understand new vocabulary? LQ: How do I answer vocabulary, inference, prediction and explanation questions? Unseen comprehension | | | | | Thermal conductivity investigation. | |
| 2 | LQ: What are prime numbers and composite numbers? | Non-Fiction - viking/ anglo-saxon information text LQ: How do I explore and | LQ: What are the features and structure of a 'beat the monster' story? LQ: How are apostrophes | | | 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>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>understand new vocabulary?</p> <p>LQ: How do I verbally answer retrieval, sequencing and summarising questions?</p> <p>LQ: How do I answer vocabulary retrieval, sequencing and summarising questions?</p> <p>Unseen comprehension</p> | <p>used to show possession?</p> <p>LQ: What do I need to include to make my battle scene exciting? (magpieing vocabulary)</p> <p>LQ: How do I write a 'beat the monster' battle? (sentence structure)</p> | | | <p>transparent, strong thermal conductors or magnetic</p> | | |
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| 3 | <p>LQ: How can I divide by 10, 100 and 1000?</p> <p>LQ: What are multiples of 10, 100 and 1000?</p> <p>Post unit assessment in multiplication and division</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, prediction and explanation questions?</p> <p>LQ: How do I answer vocabulary, inference, prediction and</p> | <p>LQ: Who will the hero and monster be in my 'beat the monster' battle?</p> <p>LQ: What will my 'beat the monster' plan look like?</p> <p>Hot Task - 'Beat the monster' story</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- How can I recover a substance from a solution?</p> |
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| | | explanation questions? Unseen comprehension | | | | | | |
| 4 | *Mid term Assessment | *Mid term Assessment Explanation Text from Writing Lesson LQ: How do I explore and understand new vocabulary? LQ: How do I verbally answer vocabulary retrieval, | *Mid term Assessment Hot Task - 'Beat the monster' story Editing Hot Write Publishing Hot Write | | | | | Which materials are soluble? |

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| | | sequencing and summarising questions? LQ: How do I answer vocabulary retrieval, sequencing and summarising questions? Unseen comprehension | | | | | | |
| 5 | Pre unit assessment: measurement LQ: What is perimeter? How | Poetry- Refugees by Brian Bilston LQ: How do I explore and | Cold Task - Explanation Text LQ: What is an explanation text? | | | | | LQ - How can I separate Materials? |

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| | <p>can I measure the perimeter of a shape?</p> <p>LQ: How can I calculate perimeter?</p> <p>LQ: How can I find the area of rectangles?</p> | <p>understand new vocabulary?</p> <p>LQ: How do I verbally answer vocabulary, inference, prediction and explanation questions?</p> <p>LQ: How do I answer vocabulary, inference, prediction and explanation questions?</p> <p>Unseen comprehension</p> | <p>LQ: What are the features and structure of an explanation text?</p> <p>LQ: What is parenthesis?</p> | | | | | |
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| 6 | LQ: How can I find the area of compound shapes? | Fiction- Skellig LQ: How do I explore and understand new vocabulary? LQ: How do I verbally answer vocabulary retrieval, sequencing and summarising questions? LQ: How do I answer vocabulary retrieval, sequencing and summarising questions? | LQ: What are modal verbs? | | | | LQ: Why are some changes easily reversible? | |
| | LQ: How can I find the area of irregular shapes?Post-unit assessment: Measurement . | | LQ: What are cause and effect sentences? | | | | | |
| | Pre- unit assessment in Statistics | | LQ: What will my explanation text plan look like? | | | | | |
| | LQ: How can I interpret charts? | | LQ: What will I include in my explanation text? | | | | | |

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| | | Unseen comprehension | | | | | | |
| 7 | <p>LQ: What is meant by 'comparison', 'sum' and 'difference'?</p> <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>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>Hot Write - Explanation Text</p> | | | | | <p>What are irreversible changes?</p> |

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| | | LQ: How do I explore the poem in more detail by focusing on inference, retrieval and summarising questions? Unseen comprehension | | | | | | |
| 8 | Post unit assessment in statistics | | Editing Hot Write Publishing Hot Write LQ: How do I use my oracy skills to perform | | | | | End of unit assessment. What have I learned about properties and changes of materials? |

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| | | | poetry confidently? | | | | | |
| 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. | Week 4 - NFER assessment Week 3 & 4 - 'Beat the monster' hot write Week 7 - Explanation text hot write | | | | | |

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| | Geography | History | DT | Art | Computing | PSHE |
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| Prior Learning | | Year 4: Building on Roman knowledge | Year 4: Healthy pizzas | | Year 3: We are communicators(communication and safety on the net). | Year 4: Resilience Year 4: Actions and responsibilities Year 5: Keeping Safe |
| 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 |

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| | | 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 |
| Unit assessment | | Children will understand why the Anglo Saxons and Vikings invaded Britain. They will understand the | Make bread using similar ingredients, skills and tools that the Anglo-Saxons and Vikings used. | | <u>Assessment</u> Create a poster to explain how to keep safe online | Comparisons between post it note challenge and group activity |

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| | | <p>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>Children will explain the stages of turning grains into flour.</p> | | | |
| 1 | | <p>Hook- Excavation</p> <p>How did Britain change between the end of the Roman occupation and 1066?</p> | <p>Pre-learn and hook</p> <p>How did Vikings and Anglo-Saxons make bread?</p> | | <p>LQ: How can I transmit information in semaphore?</p> | <p>LQ: How do I respond to dares?</p> |

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| 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? | Black History Month activity |
| 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: What are habits? |
| 4 | | LQ: What does the mystery of the empty Saxon grave tell us about Saxon Britain? | What is my design for my Viking / Anglo-Saxon inspired bread? | | LQ: What is the world wide web? | LQ: Who, or what, influences me? |

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| | | LQ: Who were the Anglo Saxons and how did they divide up Britain? History mid-point assessment | | | | |
| 5 | | LQ: Who were the Vikings and how did they battle with the Anglo Saxons? | What is my recipe for my Viking/ Anglo-Saxon inspired bread? | | LQ: How can we create a secure password? | LQ: Who, or what, influences me? |
| 6 | | LQ: How great was king Alfred really? | How do I make a savoury Viking / | | LQ: How can I stay secure online? | LQ: What are the effects of online actions on others? |

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| | | LQ: How did the Vikings and Anglo Saxons improve Britain? | Anglo-Saxon inspired bread? | | | |
| 7 | | LQ: What would my own knowledge mat for how Britain changed between the end of the Roman occupation and 1066? | How can I evaluate my bread? | | LQ: How can I stay safe when using social media and online gaming? | LQ: What decisions are best for me? (Link to identity topic last half term) |
| 8 | | | Post-learning assessment | | | LQ: What acts of kindness could I show this holiday? |

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| 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>Pupils should be able to explain the Viking and Anglo-Saxon</p> | <p>Week 3 - kneading dough</p> <p>Week 7 - making bread</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 decisions are in their best interest, and whether they should participate in acts such as dares, when they might 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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| | | <p>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> | | | | |
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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 street dance | Lesson one assessing previously learnt vocabulary |

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| Unit assessment | Class performance | | | Seesaw video | Week 4 Seesaw video |
| 1 | | 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 | Viking Music LQ: How do I move and sing in time with my classmates | 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 defenders for the group to | LQ: How do I perform a travelling sequence in my dance? (use count of 8) | I can ask for a ticket. |

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| | | | get past (3v1). LQ: What should the ball carrier have at all times during a game? | | |
| 3 | Viking Music LQ: How do I move and sing in time with my classmates | 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 travelling sequence? (Levels, pathways, unison, canon, contrast..) | I can give some simple directions around town. |
| 4 | Viking Music LQ: What is simple rhythmic notation and how do I recognise it by ear and by sight? | 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 attacking as a team. In small groups, 5v3 & progression into 4v4 shooting into a goal. LQ: When attacking how do we create opportunities to score? | LQ: How can I use the techniques of unison and canon with a partner? (Video stimulus) | I can say and write a simple description of the city. |

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| 5 | <p>Viking Music</p> <p>LQ: How do I use simple notation to compose a Viking battle song?</p> | <p>LQ: What does the parable of the 'Good Samaritan' teach Christians about loving others? Good Samaritan, Luke 10:30–35</p> <p>LQ: What does the parable of 'The Lost Son' teach Christians about loving others? The lost son, Luke 15:11–32</p> | <p>The children are going to enhance their understanding of defending. In small groups, 5v2, then moving into 4v3 shooting into a goal. Can the children keep possession of the ball, whilst the defenders are trying to block/ intercept passes</p> <p>LQ: When defending what can we do to gain possession of the ball?</p> | <p>LQ: How can my dance be developed to include more individuals with a focus on mirror image and contrast?</p> <p>(Poem stimulus)</p> | <p>I can buy an item and ask for the price.</p> |
| 6 | <p>Viking Music</p> <p>LQ: How do I perform music with confidence and discipline?</p> | <p>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</p> <p>LQ: Is agape the highest form of love? John 3:16- begin to link to Christmas</p> | <p>Enhancing team defending/ attacking, children will now play a 5v5 game in one goal, 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?</p> | <p>LQ: How can my dance be developed to include street dance style?</p> | <p>I can describe a festive jumper.</p> |
| 7 | <p>Class performances</p> | <p>LQ: Why do Christians celebrate Christmas?</p> | <p>The children will move into 7v7 games and further develop rules from an attacking perspective. LQ: Name 5 attacking rules?</p> | <p><i>Viking Workshop</i></p> | <p>Christmas cards</p> |

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| 8 | | | | <p>LQ: What sections of my dance can be improved so that they make a good performance?</p> <p>Record dances onto seesaw</p> <p>Peer assess- What do they like? How could dances be improved?</p> | |
| End of Unit Assessment | <p>Students should:</p> <p>Name three key features of Blues music</p> <p>Sing in tune, using vocal expression to convey meaning</p> <p>Explain what a chord is and play the chord of C sixteen times</p> <p>Play the twelve bar blues correctly</p> <p>Play the notes of the Blues</p> | <p>Can children use terminology and religious ideas to discuss opinions about belief in God?</p> | <p>Observe the difference between week 1s game of handball and week 6s game.</p> | <p>Children to understand dance terminology: beat, levels, streetdance, unison, rhythm, jump, counts, turning, balance, levels, pathways, cannon, mirror, motif, synchronisation, jerky, smooth</p> | <p>Children to create a school timetable/diary, expressing their feelings about different lessons</p> |

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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