



Autumn 1 YEAR B
Key Stage: Upper Juniors
Topic: The Great British Menu

Autumn 1 Year A		
English	Maths	
	Year 5	Year 6
<p><u>A Rival for Rachel</u></p> <p>Children study entertaining modern fiction and learn how to convey character through action, description and speech.</p> <p>Key Objectives:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using commas to clarify meaning or avoid ambiguity in writing <p><u>The Wolves of Willoughby Chase</u></p> <p>Children study classic fiction to experiment writing in different forms and registers as they explore the historical characters. They learn to develop characters through their actions and speech, adopting a writing 'voice' reminiscent of the 1800s.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Use a range of devices to build cohesion (conjunctions) <p><u>A Ghastly Waxwork</u></p> <p>Children explore an extract of 'Great Expectations', a heritage text where children are exposed to rich and complex language. They learn how to build an atmosphere of 'gothic horror' by linking a character and setting and viewing the scene through the eyes of an outsider (Pip).</p> <p>Key Objectives</p> <ul style="list-style-type: none"> in narratives, describe settings, characters and atmosphere in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed using expanded noun phrases to convey complicated information concisely 	<p>Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 round any number to nearest 10, 100, 1,000, 10,000 and 100,000 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Multiplication and Division</p> <ul style="list-style-type: none"> multiply numbers up to 4 digits by a one- or two-digit number multiply and divide numbers mentally, drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 solve problems involving multiplication and division <p>Number</p> <ul style="list-style-type: none"> interpret negative numbers identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers recognise and use square numbers and cube numbers 	<p>Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10,000,000 round any whole number to a required degree of accuracy <p>Addition and Subtraction</p> <ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations <p>Multiplication and Division</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number divide numbers up to 4 digits by a two-digit whole number <p>Number</p> <ul style="list-style-type: none"> use negative numbers in context, and calculate intervals across 0 identify common factors, common multiples and prime numbers perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations

	Computing	History	Geography
Description	Children will learn about vlogging and create and edit their own cooking show		Children learn about energy and sustainability, using Iceland as a case study
NC Objectives	<ul style="list-style-type: none"> • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<ul style="list-style-type: none"> • Understand the location and characteristics of a range of the world's most significant human and physical features. • Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Substantive Knowledge	<ul style="list-style-type: none"> • Children will learn how to create a podcast • They will learn how to edit their podcast by snipping • They will create transitions in their podcast 		<p>Locational knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy
Disciplinary Skills	<ul style="list-style-type: none"> • Children will learn how to add music and sound effects to their films • Children will learn how to add animated titles and transitions • Children will sequence clips of mixed media in a timeline and record a voiceover • Children will trim and cut film clips and add titles • Children will disable audio clips 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Vocabulary	Website, web page, browser, media, Hypertext Markup Language (HTML), layout, header, media, purpose, copyright, fair use, evaluate, preview, device, breadcrumb, trail, navigation, subpage, implication, embed		Climate sustainability renewable human impact green energy wind farm
Assessment	Children create their own podcast		Essay about energy and sustainability, using Iceland as a case study

	Art	DT	Science
Description		Children learn about the principles of nutrition, designing and creating their own healthy pasty	Children learn about animals including humans
NC Objectives		<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans
Substantive Knowledge		<ul style="list-style-type: none"> • Design - research design criteria; generate ideas • Make - select from a range of tools and equipment; learn a range of cooking skills • Evaluate - investigate a range of existing products; evaluate against own criteria • Technical - understand principles of a healthy diet; cook a savoury dish; know where/how ingredients are grown; use equipment (e.g. sharp knife) safely 	<ul style="list-style-type: none"> • Children: • Describe the changes that humans go through • Label diagrams of the main parts of the circulatory system and describe the functions • Identify the features of a healthy lifestyle • Describe how various systems in their bodies function, including how nutrients and water are transported
Disciplinary Skills		<ul style="list-style-type: none"> • To apply the substantive knowledge of the existing products and materials to create their own pasty that is well-made, tasty and aesthetically pleasing • Use cooking skills effectively and apply the principles of nutrition and healthy eating 	<ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries, including conclusions, causal relationships and explanations and a degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments
Vocabulary		Cook chop peel bake dice knife grater roll fold crimp	Circulatory system atrium ventricle valves nutrients oxygenated deoxygenated artery vein capillary vessel
Assessment		Children prepare their own pasty, applying the principles of nutrition and healthy eating	Headstart assessment on animals including humans

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - ABC cross country	Children read notation and perform Twinkle in C major	Description	Children learn about the 5 pillars of Islam
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 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 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and notations Develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Communicate To communicate their knowledge about the 5 pillars of Islam in a poster To communicate what the word 'flight' means to them</p> <p>Apply To consider which of the 5 Pillars they think would be the hardest to follow and explain why they think that To explore what 'flight' symbolises in films</p>
Substantive Knowledge	<p>Creative</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Learning different ways how to link different ways to link them to make actions and sequences <p>ABC Cross country</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Incorporate running and jumping working both individually and with others Compare their performances with previous ones 	<ul style="list-style-type: none"> Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Explore and use a wider range of developmental structures 		<p>Inquire To understand the role of a prophet and to know that Prophet Muhammed is believed to be the very last Prophet in Islam</p> <p>Contextualise To retell the story of Muhammed's Miraculous Night Journey and how this relates to the Muslim Pillar of Prayer</p> <p>Evaluate To explain the role that Prophet Muhammed had in the Islamic faith and to define why he is such an important figure to Muslims</p>
Disciplinary Skills	<ul style="list-style-type: none"> Sequences, including changes of direction, level and speed combine and perform gymnastic actions, shapes and balances show clarity, fluency, accuracy and consistency in their movements in small groups, prepare a sequence to be performed to an audience To understand how pacing can help us achieve greater distances in running. To be able to pace themselves effectively. Work towards improving their personal best. 	<ul style="list-style-type: none"> Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness Recognise which refinements need to be made and know how to make them Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary 	Religious Traditions	ISLAM
Vocabulary	Strength, technique, balance, coordination, flexibility, control, cardio, stamina, pace.	scale, major, notation, crotchet, quaver, minim, dotted minim, semi breve, note names	Vocabulary	Pillars, symbol, prophet, prayer
Assessment	Creative - To compose a routine to perform ABC- To achieve a personal best	Children read notation and perform Twinkle in C major	Assessment	Children explain who Muhammed was and why he is important to Muslims

	PSHE	MFL (French)	
Description	Being Me In My World: children learn about their place in the school community and consider rights and responsibilities	Children learn vocabulary for a range of food and drink and learn to order food in 'Hordle cafe'	
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Recognise reasons for rules and laws; consequences of not adhering to rules and laws Recognise there are human rights, that are there to protect everyone Understand the relationship between rights and responsibilities Know about the different groups that make up their community; what living in a community means to value the different contributions that people and groups make to the community 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing 	
Substantive Knowledge	<ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> Learn the names of everyday foods Describe some of the foods enjoyed in France, including traditional dishes Practise greetings in French Order food from 'Hordle Cafe' using roleplay 	
Disciplinary Skills	<ul style="list-style-type: none"> I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter 	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to saw a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Name the gender of nouns, name the indefinite article for both genres and use correctly Repeat modelled short phrases To adapt intonation to ask questions 	
Vocabulary	Goals worries fears value welcome community choice rights responsibilities consequence empathise	Nourriture pain beurre eau gateau sandwich pomme croissant fromage glaces jambon poisson	
Assessment	Children work together to create a learning charter	Order food and drink in French at 'Hordle Cafe'	