



Spring 1 YEAR A
Key Stage: Upper Juniors
Topic: Benin Kingdom

Spring 1 Year B		
English	Maths	
	Year 5	Year 6
<p><u>War Horse</u></p> <p>A former children's laureate, Morpurgo has a way of connecting with children through his masterpieces like War Horse. While studying this book, we explore the viewpoint of the writer and practice writing from different character's perspectives.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed settings in what pupils have read or listened to in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p><u>Explanation - The Human Body</u></p> <p>Through a range of texts, children learn how to write effectively for a particular purpose and audience. They secure techniques such as how to manage technical language for a young audience and include non-fiction organisational features.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires use a range of devices to build cohesion using passive verbs using semi-colons, colons or dashes recognising vocabulary and structures that are appropriate for formal speech and writing <p><u>Hard Frost</u></p> <p>Children study 'Hard Frost' by Andrew John Young. They consider vocabulary choices that personify the frost as both beautiful and brutal. Children use concise imagery techniques to write their own poetry.</p> <p><u>Key Objectives</u></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 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes estimate volume and capacity <p>Angles</p> <ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) <p>Identify:</p> <ul style="list-style-type: none"> angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning <p>Statistics</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables <p>Conversions</p> <ul style="list-style-type: none"> convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] <p>Angles</p> <ul style="list-style-type: none"> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles find unknown angles in any triangles, quadrilaterals, and regular polygons <p>Statistics</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average <p>Conversions</p> <ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places convert between miles and kilometres

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble	Children learn about the history of Benin and relationships with Europe	
NC Objectives	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input/output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors 	<ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to create a moving product that meets the design specification Children will be able to program the Crumble microchip to create a simple movement 	<ul style="list-style-type: none"> Describe how and when the Benin Kingdom began Explain how trade links were established and what goods were traded, including art Identify what led to the civil war in the 1700s Understand the transatlantic slave trade 	
Disciplinary Skills	<ul style="list-style-type: none"> Children understand how to use a range of sequences, selections and repetition commands combined with variables as required Children understand how to write generic codes Children critically evaluate their work and suggest improvements Children understand how to use conditions in repetition commands Children understand how to create programs that control physical systems 	<ul style="list-style-type: none"> Chronology - Understand that past civilizations overlap with others; can accurately place civilizations/periods studied in chronological order Characteristics - Understand that some past civilizations in different parts of the world have some important similarities; construct and make some significant links between civilizations/periods studied; can give reasoned explanations Continuity and change - Understands that there are usually a combination of reasons for any change; understands that changes do not impact everyone in the same way or at the same time; has an overview of the kinds of things that impact on history Cause and consequence - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently Historical significance - Can use criteria to make judgements as to the significance of events, people or development within a particular historical narrative; can make judgements about historical significance Historical interpretation - Understands that different accounts of the past emerge for various reasons; Understands that all history is to some extent a construction Historical enquiry - Can explain with examples why a given source might be unreliable; can construct simple reasoned arguments about aspects of events, periods and civilizations studied; understands that historical knowledge is constructed from a range of sources; can question source reliability 	
Vocabulary	Input, process, output, flashing, USB, selection, condition, if... then... else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug	Ogiso, Oba, Edo, Yoruba, ohen, animists, brass, chronology, empire, dynasty, civilisation, culture	
Assessment	Can children program the Crumble microchip to create a simple movement	Explain whether or not the artistic culture was the Benin Kingdom's greatest achievement (essay)	

	Art	DT	Science
Description	Children will learn about Benin Art and create a Benin mask from clay.		Children learn about properties and changes of materials
NC Objectives	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes results in the formation of new materials, and that this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out Benin art and its significance to history and culture. <p>Practical</p> <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Shape, form, model and construct from observation and imagination. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips etc. Produce intricate patterns and textures in a malleable media 		<p>Children:</p> <ul style="list-style-type: none"> Explore the properties of a range of materials Describe changes and processes e.g. dissolving and evaporating Separate materials using a choice of equipment Explain why we use different materials for different things Know the difference between reversible and irreversible changes and give examples
Disciplinary Skills	<p>Disciplinary Knowledge Let's Think Art Why are Benin art pieces significant in our understanding of culture and history?</p>		<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Identifying scientific evidence that has been used to support or refute ideas or arguments
Vocabulary	Texture malleable manipulate rotating intricate relief incise impress perforate		Materials, properties, synthetic, conductivity, permeable, flammable, flexible, soluble, thermal
Assessment	<p>Can the children recall facts and discuss Benin art? Can the children discuss the significance of Benin art in our understanding of culture and history? Can the children use clay and painting skills to create a Benin mask?</p>		Headstart quiz on properties of materials

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - hand and foot invasion	Children begin to understand more complex rhythm patterns and metres including counting in 5	Description	Children learn about messages and morales through the parables
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments 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 other musical notations Appreciate and understand music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Inquire To accurately describe what people mean by stories with messages and determine the big ideas in some stories</p> <p>Contextualise To accurately describe a message within parables that Jesus told, and how that message may be significant to Christians To accurately describe the message that Jesus' behaviour gave to others and why this is important to Christians</p> <p>Evaluate To discern and describe the value of stories with messages to believers and reflect on the value these stories may have for me.</p> <p>Communicate To consider what is important to them and reflect on the message they would want to give to others about it To communicate what they understand about the message that Jesus gave.</p> <p>Apply To recognise and explain why stories are used to convey messages To consider the effect that stories with messages have on their own lives</p>
Substantive Knowledge	<p>Creative</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus. <p>Hand and foot invasion</p> <ul style="list-style-type: none"> use running, jumping, sending an object and receiving an object in combination play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact 	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<ul style="list-style-type: none"> Sequences, including changes of direction, level and speed incorporating apparatus 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 Use different techniques for passing, controlling and shooting the ball in games Apply basic principles of team play: possession, marking, interception. Know what position they are playing and how to attack and defend Working as part of a team. 	<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; 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 	Vocabulary	Messages, moral, parable, fable, example
Vocabulary	Strength, technique, balance, coordination, flexibility, control, attack, defence, bounce pass, chest pass, footwork.	Duration, beat, rhythm, irregular metre, fives, accelerando, notation, junk, ensemble, score, section, section parts	Assessment	Bible Parable sorting challenge Explanation of how Jesus taught his followers about how they should live through his messages
Assessment	Creative - create sequence of balances using apparatus Hand and foot invasion - competitive game play	Create, direct and perform an original 'Funky Fives' instrumental piece and song.		

	PSHE	MFL (French)	
Description	Dreams and Goals: children discuss their aspirations and reflect on making the world a better place	Children explore French traditions (la galette de rois) and learn the months of the year	
NC Objectives	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes Describe some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	<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 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	
Substantive Knowledge	<ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise 	<ul style="list-style-type: none"> Explain the epiphany and describe the Christian Festival of the Three Kings Day Recap numbers 1-31 Recite the months of the year 	
Disciplinary Skills	<ul style="list-style-type: none"> I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can empathise with people who are suffering or who are living in difficult situations I can identify why I am motivated to do this I can give praise and compliments to other people when I recognise their contributions and achievements 	<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	Dream goal aspiration hope strength achievement success	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	
Assessment	Children consider their own aspirations and reflect upon how to make the world a better place	Recite the months of the year and say what the date is	