



YEAR A - AUTUMN 1

Key Stage: Upper Juniors

Topic: The Great, the Bold and the Brave (Greeks)

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English	Maths	
	Year 5	Year 6
<p><u>Daffodils (Wordsworth)</u></p> <p>This poem is studied for the complexity of plot. Readers will have to infer and deduce the story the poet is unravelling. Written in 1802, this poem also offers pupils the chance for pupils to study archaic vocabulary. This poem is also studied for the awe and wonder with nature.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none"> in narratives, describe settings, characters and atmosphere using expanded noun phrases to convey complicated information concisely <p><u>Inspirational People</u></p> <p>Children learn about inspirational people and write their own biographies in a formal style. These extracts encourage pupils to look at the way diversity is celebrated. These biographies are specifically chosen to celebrate those who have overcome misconceptions and prejudice. .</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 (conjunctions) <p><u>Wonder</u></p> <p>Children read 'Wonder' by R J Palacio (a story about a boy with a facial disfigurement) and use it as inspiration to write their own story chapter in the first person. Each chapter is written from a different point-of-view. This gives complexity to the narration and encourages pupils to consider events from different perspectives.</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 (conjunctions) 	<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 podcasts and create and edit their own	Children are transported back to Ancient Greece through an immersive drama 'hook' day. They go on to explore the culture and consider its impact on modern life.	
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 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, 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"> Ancient Greece – a study of Greek life and achievements and their influence on the western world a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
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 	<ul style="list-style-type: none"> To describe how Ancient Greece was organised To explain what the 'golden age' To list the Ancient Greek philosophers To explain conflict and power in Ancient Greece To demonstrate knowledge of Alexander the Great 	
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 	<ul style="list-style-type: none"> Chronology - Understands 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; Can identify and make links between significant characteristics of period/civilization studies Continuity and change - Can give simple explanations with simple examples of why change happened during particular events/periods; Understands that there are usually a combination of reasons for any change; Cause and consequence - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Can link causes or explain that one cause might be linked to another; Can link causes or explain that causes might be linked Historical significance - Can use criteria to make judgements as to the significance of events, people or development within a particular historical narrative Historical enquiry - Can construct simple reasoned arguments about aspects of events, periods and civilizations studied; Compares available sources of evidence; Communicates their knowledge and understanding by presenting their findings, using more than one source; 	
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	Acropolis agora architecture BCE democracy Golden Age	
Assessment	Children create their own podcast about the Ancient Greeks	Children create a podcast about the Ancient Greeks.	

	Art	DT	Science
Description	The children will sketch, design and create their own Greek inspired coil pots.		Children will learn about the properties of light and shadow and conduct their own investigations
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 clay about great artists, architects and designers in history. 		Children: <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To understand ancient Greek art and the importance of geometric patterns, motifs, evidence of daily life and mythology. <p>Practical</p> <ul style="list-style-type: none"> Explore artwork from the period of the Ancient Greeks. Plan a clay coil pot through drawing and other preparatory work. Shape, form, model and construct from observation or imagination. Produce intricate patterns and textures in a malleable media. Develop skills in using clay including slabs, coils, slips, kneading, rolling to a certain thickness. 		Children: <ul style="list-style-type: none"> Know that light travels in straight lines. Demonstrate that light reflects off an object into the eye and this is how we see Know what a light source is and give examples Can explain the properties of shadows and how they are formed.
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Let's think Art</p> <p>Do you think Greek art has influenced modern day artists?</p>		<ul style="list-style-type: none"> Plan different types of scientific enquiries to determine the best material for reflecting light Record data and use scientific diagrams and labels to identify the colours of light that make white light Report and present findings from enquiries including conclusions, causal relationships and explanations of 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 by looking for patterns in their data
Vocabulary	texture, malleable, manipulate, rotating, intricate, relief incise, impress, perforate		Optics reflection reflective lux luminous reflection refraction angle of incidence
Assessment	<ul style="list-style-type: none"> Can they discuss Greek art and identify elements of art in the art work? Can they apply their design and skills taught to create their own clay pot? Can they discuss Greek art and how it has influenced other periods of art? 		Headstart assessment on light

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - ABC cross country	Create and perform an independent group interpretation of a Greek tragedy	Description	INTERPRETATIONS OF GOD: Children will learn about the 4 main beliefs about God that are shared by the abrahamic religions
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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate different ideas about God and what he is like <p>Apply</p> <ul style="list-style-type: none"> To think of different things that influence what a person believes about God To explain why some situations or events may change a person's ideas about God <p>Inquire</p> <ul style="list-style-type: none"> To understand the word Interpretation and to give a definition of what this is To consider which interpretations of God they most agree with and give reasons why <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the term 'monotheistic' To know the 4 main characteristics of God that are shared by followers of the Abrahamic religions To discern what the Qur'an tells Muslims about God To accurately compare and contrast the ideas about God in Christianity and Islam <p>Evaluate</p> <ul style="list-style-type: none"> To demonstrate my interpretation of what God is like, using the 4 characteristics of God that are shared by the Abrahamic religions
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"> Understand how a wide range of tempi can be used and manipulated for expressive effect Explore and use a wider range of developmental structures and expressive structures 	Religious Traditions	CHRISTIANITY ISLAM Judaism
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"> Extend imaginative vocal use, chant and sing in layers Demonstrate accurate and fluent instrumental skills and use them to perform Recognise which refinements need to be made and explore a range of different strategies Understand, select and use a range of notation for specific purposes Respond to, identify, compare and contrast music with an awareness of context and purpose. Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. 	Vocabulary	creator, benevolent, omniscient, omnipotent interpretation, monotheistic, Abrahamic religions
Vocabulary	Strength, technique, balance, coordination, flexibility, control, cardio, stamina, pace.	structure, repetition, introduction, coda, interlude, bridge, intent, expression	Assessment	A poem that describes the 4 main Abrahamic ideas about God from the child's own interpretation
Assessment	Creative - To compose a routine to perform ABC- To achieve a personal best	Perform a piece of music as a group based on a Greek tragedy.		

	PSHE	MFL (French)	
Description	Being Me In My World: children learn about their rights and responsibilities and discuss how their choices affect others	Children introduce themselves and say where they live	
NC Objectives	<p>PSHE Association</p> <ul style="list-style-type: none"> Recognise there are human rights, that are there to protect everyone Understand the relationship between rights and responsibilities Know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 	<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 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"> Face new challenges positively and know how to set personal goals Understand my rights and responsibilities as a citizen of my country Understand my rights and responsibilities as a citizen of my country and as a member of my school Make choices about my own behaviour because I understand how rewards and consequences feel Understand how an individual's behaviour can impact on a group Understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> Say what they are called Say how old they are Know the months of the year Say when their birthday is Know the names of family members (mother, father etc.) Explain where they live and describe it 	
Disciplinary Skills	<ul style="list-style-type: none"> Know what I value most about my school and can identify my hopes for this school year Can empathise with people in this country whose lives are different to my own Can empathise with people in this country whose lives are different to my own Understand that my actions affect me and others Contribute to the group and understand how we can function best as a whole Understand why our school community benefits from a Learning Charter and can help others to follow it 	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Recognise a familiar question and respond Use familiar vocabulary to say a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Repeat modelled short phrases To adapt intonation to ask questions To repeat modelled short phrases 	
Vocabulary	Opportunities goals motivation vision hopes choices rights responsibilities citizen empathise consequences	Grand petot ville village montagne campagne mer foret plage	
Assessment	Children work together to create a learning charter	Children write a short paragraph and read it aloud	