



Emotional Awareness & Health: (*relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E. (Not Dance)*)

PE: Football (Kick London)

- Passing and Moving - Use the side of your foot to pass accurately (and receive the ball) – Side of the foot is a larger surface area. (Week 2)
- Shooting - Use the top of your foot (“laces”). Keep your eye on the ball (goal posts don’t move, but the ball does). (Week 3)
- Attacking - Move towards the oppositions goal and create space by learning to dummy. (Week 4)
- Defending - take up a position between the ball and the goal/ you are defending. Move slowly towards the player on the ball to restrict space. (Week 5)
- Teamwork - Play within the rules of the game, and act with integrity when making refereeing decisions. (Week 6)

PSHE: (Weeks 1-6)

- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 2a) to research, discuss and debate topical issues, problems and events;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 2g) recognise what harms their local environment
- 2h) to contribute to the life of the class and the school.

School Drivers:

Spirituality: (*R.E.; prayer; worship; reflection; meditation*)

Cognitive Outcomes: (Weeks 1-6)

By the end of the framework pupils will be able to:

1. Recognise the story of the Exodus(AT1(i))
2. Retell the story of the final plague and the passing over of the angel of death (Ex 12:1-42) (AT 1 (i))
3. Make links between the exodus and beliefs in the presence of God (AT1(i))
4. Recognise, describe and/or give some reasons for some ways that people because of their religion act in a particular way (AT 1 (iii))
5. Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them (AT 1 (i))

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the truths contained in Scripture
- An appreciation of/for our connection to the Jewish people
- Respect for the faith and practices of the Jewish people
- An openness to learning from other faiths

Knowledge of the World: (Geography; Hist; Computing; Fair Trade)

History:

To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Medieval Monarchs

Week 1 – In 1066 who was the rightful heir to the throne?

Week 2 – Who was responsible for the death of Thomas Beckett?

Week 3 – Who was the worst King: Richard or John?
Week 4 – Why was Edward I great and why was he terrible?

Week 5 – Why did Henry VIII initiate the English reformation?

Week 6 – Was Elizabeth I ‘weak and feeble’?

Skills Builder: (Aiming High; Teamwork; Leading; Listening; Staying Positive; Solving Problems; Creativity; Presenting)

Weeks 1-6

Aiming High: The children will be taught to take ownership over their work and to continually seek improvements.

Teamwork: There will be opportunities throughout all subjects to collaborate, particularly in our maths lessons.

Creativity: Children will be encouraged to think carefully about the purpose of their writing. Their imagination will be developed to engage the reader’s interest.

Listening: Year 5 are expected to complete a number of tasks collaboratively and group roles are used as a strategy to ensure that all children contribute fairly.

Leading: During lessons, leaders will be chosen to lead group work.

Enterprise activity: Breaking News – Produce written and non-written forms of reporting journalism. Discover the world of modern reporting through research and practice.

The Arts: (Eng.; Music; Art; Drama; Italian)

English: We will be studying a Shakespearean play (Romeo & Juliet) to support children's comprehension of plot and character development. Reading both narrative and script will support editing and composition of script writing.

- **Week 1:**
 - To identify the audience for and purpose of Romeo & Juliet and to explore the use of Shakespearean language.
 - To consider the author's development of character and story line to enable us to select and summarise the main points of Romeo & Juliet.
- **Week 2:**
 - To learn the grammatical and organisational features of a play script and use these to propose changes to script vocabulary, grammar and punctuation in Romeo & Juliet.
- **Week 3:**
 - Using the appropriate grammatical and presentational devices, write a scene of Romeo and Juliet.
 - Proof read work to ensure cohesion and accuracy of spelling and grammar.

Biographies

We will be studying biographies and, through this, children will be identifying and discussing the conventions of biographies. Writing their own historical biographies will support the children's understanding of selecting appropriate information and choice of words to suit the biography genre.

- **Week 4:**
 - To re-cap and further investigate the features of a biography through studying various historical biographies.
- **Week 5:**
 - To research, plan, write and edit a historical biography of a Medieval Monarch.

Music: Pop Music (Weeks 1-6)

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will create and perform improvised pieces to Adele's 'Make You Feel my Love'.

Week 1: To listen and appraise Adele's 'Make You Feel My Love'.

Week 2 and 3: To learn to sing and play instruments to 'Make You Feel My Love' with some improvisation.

Week 4 and 5: To compose and perform their own sections of 'Make You Feel My Love'.

Italian: (Weeks 1-6)

- Nouns, articles, adjectives and verbs.
- Using all these ingredients they will begin to build sentences.

Art: Tapestry (Weeks 1-6)

Through creating their own tapestries, children will develop their mastery of sewing skills and will have to consider their use of different materials to create effective tapestries.

Week 1: To explore ways in which stories can be told visually by looking at and appraising examples such as the Bayeux Tapestry.

Week 2: To collect visual information to develop ideas for our own tapestry showcasing the events of 1066.

Week 3: To experiment with different ways of using textiles to create effects.

Week 4 and 5: To be able to design and create a piece of artwork that tells a story through textiles based on the events of 1066.

Week 6: To present and evaluate our own and others tapestries.

Enquiry: (Science; D.T.; Maths; open ended tasks)

Maths:

- **Reading Line Graphs (Week 1):**
 - To solve comparison, sum and difference problems using information presented in a line graph.
- **Fractions (Week 2-5):**
 - To compare and order fractions whose denominators are all multiples of the same number
 - To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
 - To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.
 - To add and subtract fractions with the same denominator and denominators that are multiples of the same number
 - To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- **Writing, Reading and Comparing Decimals (Week 6):**
 - To read and write decimal numbers as fractions.
 - To round decimals with two decimal places to the nearest whole number and to one decimal place
 - To read, write, order and compare numbers with up to three decimal places

Science:

Everyday Materials: Working Scientifically: (Weeks 1-6)

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

In this unit, children will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets-

Week 1: To recognise why materials have been used for particular purposes around the school.

Week 2 and 3: To group together objects bases on their properties and classification key.

Children will need to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Week 4: To investigate which carrier bag is suitable for a particular purpose.

Week 5: To investigate which material is best for picnic blanket or hot-water bottle cover.