

A UK Study: London

English

Key Text: Beowulf (retold by Michael Morpurgo) – Unit one and two. The Christmas Story – Unit three. In Flander’s Field – Unit four

Purpose for Writing:

Unit one – Instructional writing.

Unit two – Story writing

Unit three – Newspaper articles

Unit four - Poetry

Writing:

Unit one – Instructional writing. During this unit, the children will learn how to write imaginative instructional texts. They will be creating a set of instructions for ‘how to become a successful Anglo Saxon warrior.’ This will link tightly with our class text of Beowulf and will allow the children to apply their knowledge of Saxon warriors and the characteristics they need to be successful.

Key Vocabulary: Instructional, adverbials, time conjunctions, bullet points, concise, chronological order, diagram

Unit two – Story writing. During this unit, the children will write Beowulf’s next adventure! They will concentrate on using different literary techniques to engage the reader. The children will apply different sentence types for effect and will use speech to ensure pace of the story is appropriate. They will use their knowledge of Beowulf and Anglo Saxon times to write in the style of the author, Michael Morpurgo

Key Vocabulary: Story, imaginative, Anglo Saxon vocabulary, simple, complex, compound, dialogue, pace, engage, determiner, literary techniques

Unit three – Newspaper articles. The children will learn about bias within reporting. They will be writing a newspaper article, reporting the birth of Jesus, by Herod’s reporters. Within this unit, the children will look at layout of articles as well as tone of reporting.

Key Vocabulary: Newspaper article, bias, columns, heading, summary, byline, caption, tone, chronological order, active and passive, dashes, parenthesis

Unit four – Poetry (one week unit). The children will learn to write a poem based on ‘In Flander’s Fields.’ They will revise syllables and rhyming patterns. The children will learn to apply different figurative language to create images and emotions in the reader.

Key Vocabulary: Rhythm, rhyme, syllables, images, emotions, similes, metaphors, alliteration, onomatopoeia, personification

Grammar:

Unit one: Children will learn to use different adverbials (time, reason, manner and place) and will also learn how to use and punctuate bullet points correctly.

Key Vocabulary: Adverbial, time, reason, manner, place, bullet point, consistent, capital letter, comma, semi colon, full stop

Unit two: Children will learn to use dialogue effectively to engage the reader and ensure the pace of the story is appropriate. They will also identify and use appropriate determiners to ensure meaning is clear for the reader

Key Vocabulary: Determiners, inverted commas, dialogue, specify

Unit three: Children will learn to use a dash to add additional information. They will also spend time learning active and passive sentences and applying these within their newspaper articles.

Key Vocabulary: Active, passive, dash, parenthesis, additional information, bias

Unit four: Children will learn to identify and apply figurative language – alliteration, metaphors, similes, onomatopoeia and personification in order to create images and emotions for their reader

Key Vocabulary: Alliteration, onomatopoeia, metaphor, simile, personification

Book Talk: (VIPERS)

Unit one: The children will look at the skill of retrieval and will learn to justify their ideas using evidence from within the text.

Unit two: The children will learn to infer character's feelings and emotions from information given within the text. They will use the text to justify their ideas

Unit three: The children will look at the skill of summarising and will learn how to apply this skill to their informal letter writing in order to include key facts of the focus text.

Unit four: The children will look at the effect of different figurative language and how this makes the reader feel. They will apply this to their own poetry writing

Maths

Key Facts:

Number and Calculations: The children will learn to identify and calculate primes, multiples, factors, squared and cubed numbers. They will learn how to use these facts to solve calculations. The children will be focusing on mathematical vocabulary and being able to explain their reasonings effectively and accurately.

Key Vocabulary: Prime, multiple, factor, squared, cubed, calculate, justify, explain, reason, mathematical, vocabulary

Fractions: The children will learn to find equivalent fractions, simplify and convert mixed numbers to improper fractions and vice versa. In addition to this, they will be able to add, subtract, multiply and divide fractions as well as ordering and comparing fractions. The children will solve problems involving fractions and use their mathematical understanding and vocabulary to explain their answers.

Key Vocabulary: Equivalent, simplify, convert, mixed number, improper, add, subtract, multiply, divide, order, compare, solve, justify, explain, mathematical, vocabulary

Other: (e.g. Geometry etc)

Position and Direction: The children will learn to read and plot co-ordinates. They will find missing co-ordinates from unlabelled axes and will learn to reflect and translate shapes across the four quadrants.

RE

Focus: The children will learn to explain the place of Incarnation and Messiah within the 'big story' of the Bible. They will learn to identify Gospel and prophecy texts, using technical terms.

Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible and weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives

Key Vocabulary: Incarnation, Messiah, transfiguration, transformation, Saviour, anointed.

Science

Overview (This is a continuation from last term)

The children will build upon their understanding of Electricity from Year 4. They will learn about the relationship between the brightness of a bulb or the volume of a buzzer with the number or voltage of cells within a circuit. They will learn how switches are identified and used within circuits. The children will use recognised symbols to represent different components within a circuit. This learning is further built upon during Design and Technology in Autumn 2 when the children design and make a buzzer game.

Key Vocabulary: Ammeter, appliances, battery, bulb, buzzer, cell, circuit, component, conductor, current, device, electricity, energy, fuel, generate, insulator, mains, motor, power, resistance, resistor, source, switch, voltage, wires.

Working Scientifically: (explicit reference to science procedural knowledge)

The children will ask scientific questions and plan and carry out an investigation to answer this question. They will make close and accurate observation and take accurate measurements. The children will set up further tests to ensure accuracy within results. They will record their results and draw conclusions from these. The children will make further predictions based on the findings from their investigation.

(Please see Science Knowledge Organiser and long term Science overview for essential knowledge to be learnt)

Humanities

Focus: (National Curriculum reference)

A UK Study: London

Overview: (based on progression map – come procedural knowledge)

The children will learn about our capital city: London. They will be focusing on human and physical features of this setting and comparing this to their own locality. The children will learn to use grid references to locate specific places and buildings – and will consider why these have been placed in these areas. They will also look at trade links and how effective London is for trade.

Key Vocab: City, climate zones, commercial zones, conurbation, economic activity, educational buildings, footfall, grid reference, hamlet, high order services, human geography, industrial buildings, isolated place, land use, large town, low order services, megalopolis, metropolises, open spaces, physical geography, residential areas, settlement, small town, topographic, trade links, village

3D Curriculum: (link to vertical link)

The children will compare a UK study of London to their own locality (link to Year 1/2 Geography topic about Silverstone and a link with Year 3/4 Geography topic) and how trading took place in London (Year 5 Geography topic link)

(Please see Geography organiser for essential knowledge to be learnt)

DT

Focus: (Electrical Circuits)

During this unit, the children will be applying their scientific understanding of electricity in order to design, make and evaluate an electrical circuit game. The children will consider their target audience as well as creating a game that is aesthetically pleasing and age-appropriate for those who will play it.

Key Vocabulary: Electrical, circuit, game, target audience, aesthetic, design, make, evaluate

Computing

Focus: Animation (Scratch) (This is a continuation from last term)

Children will learn how to build an animated character that they can then add movement and sound effects to. This will then be further extended by understanding how to create a conversation between two different characters using a sequencing program. Children will use broadcast blocks to send invisible messages to each other. They will also learn how to create a maths quiz using input/output programming skills. This will be extended to learning how to add in variables, including random variables, to their quiz programme.

Key Vocabulary: Command, script, sprite, program, sequence, repetition, order, select, input/output, broadcast block, variable, random, data, generate.

Music

Focus: Livin' On a Prayer (historical context/genre – Rock) (This is a continuation from last term)

During this unit, the children will be listening and appraising. The dimensions of music that they will cover will include the history of music, singing, improvising and playing instruments. The children will have an opportunity to perform and evaluate their own and other's work. The classical music study within this unit is Verdi: Brindisi (the Drinking Song) from La Traviata.

Key Vocabulary: Listen, share, evaluate, perform, rhythm, explain, appraise, beat, dynamics, tone, notation, timbre

PE:

Focus

During our outdoor PE sessions, the children will be learning athletic skills. Within this, they will be focusing on the skills of running, jumping and throwing. The children will be taught these sessions with Pacesetters.

During our indoor PE session, the children will be focusing on Dance. Within this unit, the children will be learning how to use given choreography to adapt and create their own pieces. This will culminate in a dance for a cluster sports event. In both areas of PE, there will be a focus on evaluating our performances both individually and as a group/class. The children will select aspects they like as well as those to improve and provide reasons for their opinions.

Key Vocabulary:

Jump, throw, run, measure, score, beat, evaluate, improve

Dance, choreography, stretch, move, flexible, combine, effect

Perform, evaluate, opinion, suggest, justify

PSHE

Focus: Living in the wider world - Caring for the environment

Children will learn the differences between responsibilities, rights and duties. They will discuss what can make them difficult to follow. The children will also learn the impact on individuals and the wider community if responsibilities are not carried out.

We will learn about community, and what it means to be part of a community, and will also learn about voluntary groups, the kind of work they do and its value.

Key Vocabulary: Responsibilities, rights, duties, community, voluntary, pressure (action) groups

French (KS2)

Focus: *(This is a continuation from last term)*

The children will revise classroom routines such as answering the register and following instructions. They will practice saying the date and describe the weather. The children will ask for classroom objects and will revise the negative structure. In addition to this, the children will perform a sketch in French to an audience. They will understand key details from an authentic text and learn to use a dictionary.

Key Vocabulary: As-tu...? Oui j'ai .. non je n'ai pas de..C'est le mardi 15 septembre, il fait froid..

un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac J'ai I have a - Je n'ai pas de