

20/21



Year Group: 5

Term: Autumn 20

Essential Question

How do heroes in history help to shape our future?

Driving Text

Goodnight Mr Tom by Michelle Magorian

Mini Outcomes

Mini-outcome 1:

Mini-outcome 2:

Mini-outcome 3: DT focus – design and sell poppies with a rainbow attached.

Final Outcome

Donate money to Royal Legion, Help for Heroes and a mental health charity.

Experts, Trips, Experiences & Making Community Links

Key Vocabulary

Blitz, unity, frontline, heroes, positive, effects, community, leaders, history, past, secondary sources, primary sources, evidence, care, duty of care, fulfilling, time, saving lives, Hope, choice, warning, resilience, ‘bounce back’, battle, shielding, power, victory, protect, protective, shield, empowerment, feeling defeated, maintain power, discipline

Working on the frontline

Technology

Seesaw online journals
Reading plus
Spelling shed / Maths shed
TT Rockstars

Immersive Environment

Majority of immersive items will hang from ceilings and display boards.

Classroom will be split into:

Blitz	Lockdown
Newspaper cuttings, army netting, cardboard raf plane	Newspaper cuttings, large rainbow, photos of children’s own heroes

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects (taught discretely)
	English	Foundation Subjects	
<p><u>Unit 1</u> <u>Reasoning with large whole numbers</u> <u>(3 weeks)</u></p> <ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals <p><u>Unit 2</u> <u>Problem solving with integer addition and subtraction</u> <u>(2 weeks)</u></p> <ul style="list-style-type: none"> • add and subtract numbers mentally with increasingly large numbers • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p><u>Unit 3</u> <u>Line graphs and timetables</u> <u>(2 weeks)</u></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 • solve problems involving converting between units of time <p><u>Unit 4</u></p>	<p><u>WRITING</u> Following critique and multiple drafting process throughout the following genres: Diary – Early days of evacuation (based on Goodnight Mr Tom Informal Letter – Evacuation period letter to family member Newspaper report – The Blitz strikes Story – ‘if my shoes could talk’ Poem – Community Spirit. Emotive language. City came alive/together @8pm every Thursday. Formal Letter – Sir Tom Moore (explore the legacy he has created)</p> <p><u>PC/MD process:</u></p> <ul style="list-style-type: none"> • I have proof read my work for accuracy. • I have used critique during the writing process. <p style="text-align: center;">Week 1/3</p> <p>L1 - Context / Immerse in motivational text (driving text) L2 - Class read / Role play L3 - Short burst writing L4 - Discuss features L5 - Look at Pobble examples</p> <p style="text-align: center;">Week 2/3</p> <p>L1 - WAGOLL / Exemplar – children highlight features L2 - Co-construct rubric L3/4 - Teach to rubric as workshops (whole class, grammar, punctuation and creative/genre based) L5 - Plan first draft</p> <p style="text-align: center;">Week 3/3</p> <p>L1 - First draft – written on alternate lines L2 - Critique – gallery / self / peer L3 - Editing L4/5 - Golden write in project book</p> <p><u>GUIDED READING (Reading Explorers)</u> Week 1 - Going for Gold Week 2 - Taekwondo Week 3 - Return to Planet Dread Week 4 - <i>Picture book study</i> Week 5 - Space Attack! Week 6 - Volcanoes Week 7 - Birds of Prey Week 8 - <i>Picture book study</i> Week 9 - Wolf Man Week 10 - Enjoy the Ride!</p>	<p><u>HISTORY</u> - The Blitz</p> <p>Reading books linked: Goodnight Mr Tom Buster’s Blitz (Serial mash) Nightfall on the Somme (Serial mash) Time travel to The Blitz Letters from the Lighthouse Code Cracking for beginners (Twinkl book)</p> <p><u>COMPUTING</u> Purple mash - Unit 5.5 Game creator L1 – Discussion of context, look at examples, and plan game L2 - To set the scene L3 – To create the game environment L4 – To create the game quest L5 – To finish and share the game L6 –To evaluate their and peers’ games</p> <p><u>DESIGN & TECHNOLOGY – (Design, Make, Evaluate)</u> Gas mask Anderson shelter Rainbow poppies</p> <p><u>ART</u> Aircraft drawings Emotive art</p> <p><u>GEOGRAPHY</u> The United Kingdom L1: To identify and describe key geographical features of the United Kingdom. L2: To identify and locate the counties of the United Kingdom. L3: Locate and identify towns and cities in the UK. L4: Find out about the hills and mountains of the UK. L5: Find out about the seas and coasts of the UK. L6: To identify and explore the major rivers of the UK.</p>	<p><u>RE</u> All topics covered in following 3 week process:</p> <ul style="list-style-type: none"> • Explore (1 week) • Reveal (2 weeks) • Respond (1 week) <p><u>TOPIC 1: DOMESTIC CHURCH– FAMILY: OURSELVES</u></p> <ul style="list-style-type: none"> • A deepening awareness of ‘Who I am’ – Explore • Ourselves as made in the image and likeness of God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>TOPIC 2: BAPTISM/CONFIRMATION – BELONGING</u></p> <ul style="list-style-type: none"> • Showing care and commitment – Explore • The call to life and love within the community; marriage – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>TOPIC 3: ADVENT/CHRISTMAS – LOVING: HOPE</u></p> <ul style="list-style-type: none"> • Waiting hopefully – Explore • Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Other religions topic: Judaism (1 week)</p> <ul style="list-style-type: none"> • Look • Discover • Respect <p><u>PSHE (Jigsaw)</u></p> <ul style="list-style-type: none"> • Being Me In My World • Celebrating Difference <p><u>SCIENCE (Rising Stars)</u></p> <ul style="list-style-type: none"> • ‘Material World’ (topic 2) - Properties and changes of materials • ‘Let’s get moving’ (topic 4) – Forces

<p><u>Multiplication and division</u> <u>(3 weeks)</u></p> <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • recognise and use square numbers and the notation for squared (2) • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers by 10, 100 and 1000 • multiply and divide numbers mentally drawing upon known facts • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p><u>Unit 5</u> <u>Perimeter and area</u> <u>(1 week)</u></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), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of non-rectilinear shapes <p><u>Extra unit</u> <u>Year 4 2-D shape learning</u> <u>(1 week)</u></p> <p>Year 4 Unit 11: shape and symmetry Lessons 6 to 9 and Lesson 11. In these lessons, pupils learn to:</p> <ul style="list-style-type: none"> • compare and classify 2-D shapes • compare and classify quadrilaterals • compare and classify right angled and equilateral triangles • compare and classify isosceles and scalene triangles • identify lines of symmetry in 2-D shapes 	<p>Week 11 - Colour Blind Week 12 - <i>Picture book study</i> Week 13 - The Iron Man Week 14 – Cragworth Cottage</p> <p><u>READING SKILLS:</u></p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • 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><u>understand what they read by:</u></p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views <p><u>GRAMMAR & PUNCTUATION</u> <u>Writing basic skills coverage:</u></p> <ul style="list-style-type: none"> • I use knowledge of type, form, audience and purpose to structure my writing. • I have a clear beginning, middle and ending in my narrative writing. 		<p><u>MUSIC (Charanga)</u> ‘Livin On A Prayer’ – Bon Jovi ‘Make You Feel My Love’ - Adele</p> <p><u>MFL - Spanish</u> Taught by Seniorita Worrall</p> <p><u>PE / Swimming</u> Sports coach – ask TA to take iPad to PE for evidence for assessments</p>
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- I have a varied and rich vocabulary.
 - I use a range of sentence structures.
 - I use a range of appropriate subordinating conjunctions.
e.g. although, as long as, whenever, while, in order that, then, though, since, unless
 - I use fronted adverbials to open sentences.
e.g. quietly, suddenly, terrified, delighted, at last, yesterday
 - I use relative clauses with relative pronouns.
e.g. who, which, where, that, when, whose
 - I use semi-colons/colons/dashes to mark boundaries between independent clauses.
 - I use devices to build cohesion within a paragraph.
e.g. then, after that, this, firstly
 - I use the correct verb tenses (and they agree with the subject).
 - I use modal verbs.
e.g. will, must, may, shall, ought to, might, should
 - I use passive and active voice.
 - I use expanded noun phrases to give information concisely.
 - I use commas/hyphens to avoid ambiguity.
 - I use brackets/dashes/commas to indicate parenthesis.
 - I use colons to introduce a list.
- I use inverted commas to punctuate direct speech.

SPELLING (Spelling Shed scheme) – List 1 – 15

In order of weekly lists:

1. Spelling Rules: Words ending in ‘-ious.’
2. Spelling Rules: Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’
3. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.
4. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.
5. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.
6. Challenge words
7. Spelling Rules: Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.
8. Spelling Rules: Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.
9. Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Spelling Rules: Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’
11. Spelling Rules: Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably
12. Challenge Words
13. Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.

14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.

HANDWRITING – Nelson handwriting scheme – Unit 1 - 14

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task
- I write legibly and fluently using cursive and I have progressed to using pen