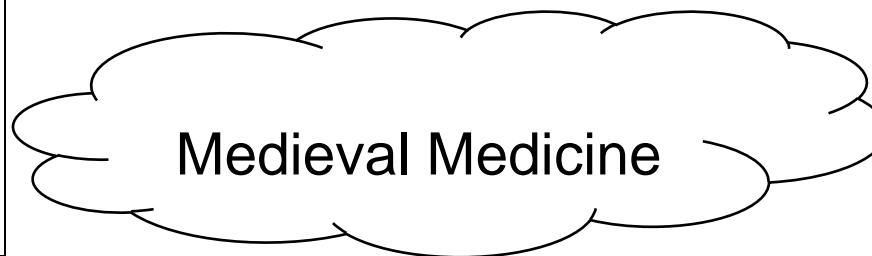


Enrichments
Xplore Science Discovery Centre visit – Nov 2023.
A day in the life of a medieval person – December 2023.
Year Five poetry and music evening – December 2023.

Key texts
Beowulf – Michael Morpugo
Arthurian Tales



Word of the week Autumn 1 Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Persuade</b> Contagious	<b>Reconsider</b> virtue	<b>Acquaintance</b> repulsive	<b>Static</b> picturesque	<b>Capactiy</b> sustained	<b>Transfer</b> sincere	<b>Unmanageable</b> poised

	What will I know?	How will I learn it?	Vocabulary
<b>History</b>	To place current studies on a time line, know and sequence key events of time studied, use relevant terms and period labels. Make comparisons between different times in history. Compare accounts from different sources. Use evidence to build-up a picture of life in time studied. Confident use of library, e learning and research.	<b>Where does the bubonic plague fit in our timeline of events?</b> Create a timeline labelling the main time-periods. Create a ‘zoomed’ in time line of the key events in Medieval Times e.g bubonic plague, medicines were discovered etc. <b>What were the main medicines used during the medieval period?</b> Two page spread of main beliefs about illness and disease in medieval times and the methods of curing these illnesses. Sick to Death Museum visit will also support this – follow up lesson on this following visit. <b>What was the bubonic plague/black death and what caused it?</b> Research what it was, where it came from, beliefs about the causes and approaches to treatment using secondary sources (books and internet).	<b>Contagion, disease, death, plague, bubonic plague (1348), , conspiracy theory, pandemic, myth, legend, fable, bleeding, purging, the four humours, trepanning, leeches, herbs, buboes, vomit, diarrhoea, baths, praying, smoke, whip, treatment, prevention, quarantine, covid19, lockdown, isolation.</b>

	Begin to identify primary and secondary sources.	<p><b>How can we compare the spread of disease in Medieval times to modern day Britain?</b> Complete a case study of COVID19 and compare similarities and differences with the black death – include treatment, prevention, changes to law etc..</p> <p><b>Key Question: How did disease spread in Medieval times?</b> Contrary to the belief about God sending disease/illness e.g. the Black Death, explain how trade routes such as the silk Road and Spice routes enabled not only goods to travel around the world, but also disease.</p>	
<b>Geography</b>	Know about the wider context of places e.g county, region, country. Know and locate the capital cities of countries in the British Isles and UK, seas around the UK, European countries with high populations and large areas and the largest cities in each continent.	<p><b>What were the main trade routes in Medieval times?</b> – Look at maps of The Silk Road and other trade routes (Spice Routes) around the world. Complete map work to show these by labelling countries, regions and capital cities across Europe and into the UK.</p> <p><b>How did disease spread in Medieval Europe?</b> Investigate how and why the black plague was able to spread from Asia to Europe through these trade routes and then on to the UK. Draw a timeline of events that shows this and locate countries and cities affected on a map.</p> <p><b>How did disease spread in Medieval Britain?</b> Focus on the UK specifically – counties and regions most affected by disease and the black plague. Label capital cities and counties of the British isles and look at the spread of the disease across the population, highlighting most affected areas and why this was the case.</p> <p><b>What was the importance of coastlines in Medieval times?</b> Look at the physical features of coasts and how other maritime routes (Spice Routes) were used for trade and travel. Understand the physical and human features of coasts and locate the main ones within the UK at this time – Bristol was one of the busiest ports in Europe at that time.</p>	Continent, country, county, region, city, British Isles, Britain, UK, Europe, Asia, Constantinople, Italy, Silk Road, Spice Route, maritime, contagion, disease, population, atlas, map, spread, trade, route, characteristic, seas, coastline, port.
<b>Art / DT</b>	<b><u>Theme: Medieval Medicine</u></b> <b>Focus: Collage</b>	Drawing an illuminated letter and embellish using collage. Recreating a scaled model of a medieval house considering proportion and style, it's stability and how to reinforce the	Embellish, scale, collage, drawing, illuminated, materials, thick, thin, soft, broad, narrow, fine, pattern, line, shape,

	<p><b>Focus: DT – structures</b></p> <p><b>Focus: Drawing</b></p> <p><b>Focus artist/designer – Craft Makers:</b></p>	<p>structure.. Research the houses of the time, look at materials used to design their own house.</p> <p>Medieval dragon drawings using pencils, tone, shades.</p> <p>Christian works of art through history.</p> <p>Illumination artists.</p>	<p>detail, mirror image, natural, man-made, environment, comparison, still life, observation, charcoal, coloured pencil, drawing pencil, felt tip pen, marker, frame, position, boundary, label, line, symbol, practical, impractical, change, improve, plan, distance, direction, weight, pressure, portrait, past, present, appearance, character, personality, viewpoint, angle, perspective, bird's eye view, alter, modify, interior, exterior, vista, panorama, image, subject, caricature, expression</p>
<b>Computing</b>	<p>E-safety</p> <ul style="list-style-type: none"> <li>-How to use social media and search engines safely.</li> <li>-Understand the code of conduct for online collaboration</li> <li>-Understand what to do in the case of cyber-bullying.</li> </ul> <p>Code studio</p> <p><b>DL5/6.17</b> To be able to initiate and take part in collaborative learning using a variety of methods e.g. survey</p>	<p>Weekly computing lessons using <a href="https://www.commonsense.org/education/digital-citizenship/curriculum">https://www.commonsense.org/education/digital-citizenship/curriculum</a></p> <p>Coding: Course D – introduction to online puzzles.</p> <p>Think logically that when x happens y is the result and show this using code, flowcharts, diagrams or explanations.</p> <p>Use “say” commands to give information.</p> <p>Test and debug regularly.</p> <p>Program and explain what happens when more than one variable changes.</p> <p>Know when to use “repeat”, "repeat until" and "forever if" loops to make programs shorter and more efficient and be able to use them (understanding the differences between them).</p>	<p>E-safety, social media, code of conduct, online, collaboration, cyber-bullying, coding, flowchart, diagram, explanation, commands, test, debug, program, repeat, google, data, survey, events, scripts, start, stop.</p>

	<p><b>Google Earth</b> – To use simulation software to create realistic or fantasy representations of the real world.</p> <p><b>Imotion</b> – To be able to plan a video or animation by drawing a storyboard</p> <p><b>Splice</b> – Film, create, edit and refine media to ensure quality; present to an audience. To be able to select and edit sounds, text, movie clips and other effects to suit purpose and audience.</p>	<p>Understand what 'events' are and use them efficiently within programs to start and stop scripts.</p> <p>At the end of each unit, children create a Google Forms quiz for their friends to complete. Data from this could be used in other projects.</p> <p>Children to explore how disease spread in the Medieval times.</p> <p>Animate the different medicines in Medieval times.</p> <p>Fully storyboard to plan Children are the news anchors when a new disease is first reports in Britain..Shots must also be considered for the impact they will have. Effects, titles, and correct continuity editing must be used.</p>	
<b>Music</b>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups.</p> <p>Individually copy back stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow.). Extend to question-and-answer phrases.</p> <p>Listen to and correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p>	<p><b>Singing</b></p> <p>Following core piece and sing parts as appropriate.</p> <p><b>Listening</b></p> <p>Identify the musical style of the piece.</p> <p>Discuss the structure: verse, chorus, bridge, repeat, improve, call &amp; response and AB form</p> <p><b>Composing:</b> Use simple structures (intro, verse, chorus, AB, ABA)and a wider range of dynamics.</p> <p>Use major &amp; minor tonality, and full scales</p> <p><b>Perform</b> in mixed ensembles, including a school orchestra.</p>	<p><b>Pulse, pitch, chord, groove, dynamic, fortissimo, pianissimo, mezzo forte, mezzo piano, major, minor, improvise, staff, notation, stave, treble clef, semi-quaver, semibreve, quaver, crotchet, minim, listen, sing, play, compose, piece, instrument, ternary, rest, rhythm, texture,</b></p>
<b>Science</b>	Properties and changes of materials.	<p>Weekly 1hr 30 lessons for Science</p> <p>Assessment on prior learning in Autumn 1 and end of unit.</p>	<b>conductivity, solution, soluble</b>

	<p>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p>Vocabulary check list Using science snapshots to recap/explain what the children have learned weekly at the beginning of a science lesson.</p> <p><b>Properties of Materials</b> – W.S Vocabulary check list. Match description to the keyword; collect any five objects to begin to describe them. Design front cover with example sentence for describing two properties of a material, which explains its function.</p> <p><b>Soluble vs Insoluble</b> – W.S Run an investigation on soluble and insoluble materials. Develop understanding of dissolving using different solids. Record results in a table and conclusion</p> <p><b>Electrical conductors and insulators</b> –W.S Conduct investigation to compare which materials are best conductors of electricity using circuits and a selection of materials. Predict results and record in table and conclusion.</p> <p><b>Separating techniques</b> – W.S – Choose different methods for separating materials, sieving, filtering, decanting. Use a range of materials for children to decide which equipment is more appropriate to use.</p> <p><b>Evaporation</b> – W.S – Run investigation to collect salt from a solution. (Take a couple of days)Recap previous vocabulary (dissolve, soluble, solution, evaporation)</p> <p><b>Survival investigation</b> – W.S Investigate how to use the separating techniques to solve key issues – How can we collect clean water from dirty water using everyday materials. Predict what would happen, conclude findings.</p> <p><b>Chemical and physical changes</b> – W.S Explain changes that are reversible and irreversible changes – Produce a table of physical or chemical changes. Discuss fossil fuels/burning fuel</p>	<p><b>vapour, liquid, solid, transparency, hardness, solubility, metal, wood, filtering, sieving , evaporating, mixture, burning, reversible changes,</b></p>
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	What will I know?		How will I learn it?																		
Maths sequences	<u>Arithmetic /Mental/fluency</u> <table><tr><td rowspan="7">Number and Place Value</td><td>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</td></tr><tr><td>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</td></tr><tr><td>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</td></tr><tr><td>read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.</td></tr><tr><td>round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000</td></tr><tr><td>round decimals with two decimal places to the nearest whole number and to one decimal place</td></tr><tr><td>solve number problems and practical problems that involve all of the above</td></tr><tr><td rowspan="4">Addition and Subtraction</td><td>add and subtract numbers mentally with increasingly large numbers</td></tr><tr><td>add and subtract whole numbers with more than 4 digits, including using formal written methods</td></tr><tr><td>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</td></tr><tr><td>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</td></tr><tr><td rowspan="4">M</td><td>multiply and divide numbers mentally drawing upon known facts</td></tr><tr><td>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</td></tr><tr><td>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</td></tr><tr><td>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</td></tr></table>		Number and Place Value	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round decimals with two decimal places to the nearest whole number and to one decimal place	solve number problems and practical problems that involve all of the above	Addition and Subtraction	add and subtract numbers mentally with increasingly large numbers	add and subtract whole numbers with more than 4 digits, including using formal written methods	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	M	multiply and divide numbers mentally drawing upon known facts	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	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	MNP lessons – 5 lessons per week. Chapters 1- 5 Daily fluency practise – mornings. Mental maths/Year 6 ready lesson – once a week. Times tables testing – half-termly and teaching. Times tables practise daily/weekly.
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		Mental methods taught from Year 5 progression document – revisit year 4 before starting Year 5 – then practise through daily fluency sessions.																			
English sequences	<u>GPAS</u>	Autumn 1 SWST Baseline Y4 GPAS WR assessment Nouns/pronouns/noun phrases Fronted adverbials and commas recap Plural and possessive ‘s Inverted commas Kennings Relative clause/subordinate clause Modal verbs indicating degrees of possibility Adverbs to indicate degrees of possibility	In Autumn 1 assess spellings using SWST Y4 and Y5 Baseline assessment on Y4 end of year GPAS WR and VR assessment Weekly discrete lesson for grammar																		
	<u>Reading</u>	Accelerated reading assessment VIPER questions once a week. Reading for pleasure 1:1 Reading Whole class read for English	At beginning of Autumn 1 Once a week Daily timetabled reading sessions Once a week Daily reading session Beowulf																		

	<u>Writing</u>	<p>I can predict what the book is about.</p> <p>I can use Kennings in a Wanted poster</p> <p>Compare and contrast a Hero and Villain</p> <p>I can write a newspaper article</p> <p>I can write a diary entry from the perspective of Grendel's mother.</p> <p>I can rewrite the text of Beowulf from the perspective of Grendel's mother.</p> <p>I can write a narrative poem.</p> <p>I can write a persuasive advert – Beowulf job advert,</p>	<p>Using front cover to predict what will happen in the book.</p> <p>Using Kennings and adventurous vocabulary to create wanted posters.</p> <p>Children to use the description of Grendel for support.</p> <p>Look at different examples of newspapers, unpick key features, plan, draft and edit and up level newspaper.</p> <p>Discuss using different perspectives in writing, create a timeline of events, use FANTASTICs to explore how Grendel's mother would think, feel about the death of her son, Grendel.</p> <p>Using Alan Peat boxing method to rewrite the tale. Children to use WAGOLL and WABOLL to write their version in sections.</p> <p>Look at the original Beowulf epic poem – discuss that the poem was the oral history of the time before we wrote. Children to create their own narrative poem based on a hero.</p>
	Vocab/Spelling	Teaching of Scode spelling scheme, baseline test and follow up test.	Using the PowerPoint and worksheets - 20-minute lesson, 4 times a week.

