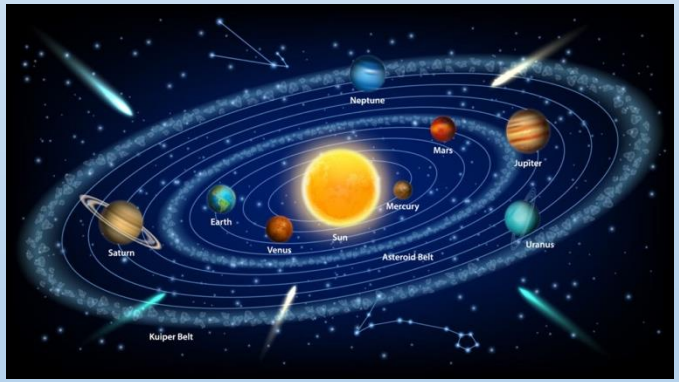
Thornton Primary School

Curriculum Medium Term Planning



Year: 5
Term: Autumn 1

Explanation

The children will be learning about the Anglo Saxon Era in history. We will be considering how they came to rule and which people ruled. We will also be learning about the 7 Kingdoms and their significance during the Anglo-Saxon period.

Our Challenge Question is: 'Anglo Saxons – Friend or Foe?'

In Science, the children will be learning about Earth and Space; they will understand about the movement of the earth, sun and moon as well as understanding how night and day are created.

Our Challenge Question is: 'Does It Rain On The Moon?'

Thornton Primary School

Curriculum Medium Term Planning

Science – The Solar System: Does It Rain On The Moon?

Retrieval	Vocabulary	Knowledge	Skill
Observe changes across the four seasons (1-Seasonal Changes) Observe and describe weather associated with the seasons and how day length varies. (1-Seasonal Changes)	universe, orbit, solar system, spherical, revolve, rotate, gravitational pull, Solar Eclipse Lunar eclipse Axis	The Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.	Identify scientific evidence that has been used to support or refute ideas or arguments. Recreate the movement of the Earth, Sun and Moon. Create a visual representation of the phases of the moon. Plan and carry out an investigation into day and night in different parts of the world. Plan and create a presentation. Think about knowledge and vocabulary to teach others. <u>Outside Learning Opportunities</u> *Earth, Sun and Moon – distances, pathways and movement* *How far can you make a rocket travel?*

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
LO: Describe the movement of the Earth and other planets, relative to the sun in the Solar system.	LO: Describe the movement of the Earth and other planets, relative to the sun in the Solar system.	LO: Describe the movement of the Moon relative to the Earth.	LO: To describe the Sun, Earth and Moon as approximate spherical bodies	LO: To use the Earth's rotation to explain day and night due to the apparent movement of the sun across the sky.	LO: To describe the movement of the moon relative to the Earth.	LO: To describe what happens to shadows throughout the day.

Thornton Primary School

Curriculum Medium Term Planning

History - Anglo Saxons: Why did the Anglo Saxons invade Britain and what did they change?

Retrieval	Vocabulary	Knowledge	Skill
Achievements – Children have investigated the achievements of the Romans, the Earliest Civilisations and the Egyptians in-depth in Y4. Children have made judgements about these achievements as to which they feel is more impressive, significant and given reasoning for these.	Monk Kingdom Angles, Saxons & Jutes Picts Scots Augustine KIng Vortigern Bayeux Tapestry Sutton Hoo Edward the Confessor Alfred The Great	• Know how Britain changed between the end of the Roman occupation and 1066 • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes. • Anglo Saxons came from Germany, Denmark and Holland. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Anglo Saxons had Kings. Alfred the Great was one of the kinds of the Anglo-Saxons • Edward the confessor was the last Anglo-Saxons king of England • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • The Anglo Saxons are responsible for lots of UK place names (Use of word 'Ham' meaning village or 'Hamm' meaning within a bend of a river). For example – Birmingham, Southampton, Buckingham. • They were Pagans before this like the Romans.; they built churches	• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period. • Answer more complex historically valid questions about change, cause, similarity, difference, and significance. • Analyse a range of source material to build up a picture of a past event. • Use different sources of information and artefacts. • Evaluates the usefulness and accurateness of different sources of evidence. • Know that the past is represented in different ways • Forms own opinions about historical events from a range of sources.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Pre-assessment activity LO: To sequence events on a timeline	LO: To understand who the Anglo Saxons were	L.O: To understand why the Angles, Saxons and Jutes settled in Britain	LO: To explore how Anglo-Saxon Britain was ruled	LO-To explore what Anglo Saxon settlements were like	LO-To explore the beliefs of the Anglo Saxons	Post-learning assessment

Thornton Primary School

Curriculum Medium Term Planning

Art – Interactive Installation

Retrieval	Vocabulary	Knowledge	Skill
• Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.	analyse art medium atmosphere concept culture display elements evaluate experience features influence interact Installation art	• Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format.	• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: What is installation art? To identify and compare features of art installations.	LO: Space and scale To investigate the effect of space and scale when creating 3D art.	LO: Everyday amazing! To problem-solve when constructing 3D artworks.	LO: Creative concepts To plan an installation that communicates an idea.	LO: Viewer experience To apply their knowledge of installation art and develop ideas into a finished piece.	LO: post learning assessment

Thornton Primary School

Curriculum Medium Term Planning

MFL As tu Animal

Retrieval	Vocabulary	Knowledge	Skill
Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'. Pupils will understand very short passages of spoken language that they hear Pupils will have listened to short, familiar stories and songs in the foreign language Pupils will be able to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with pupils will have attempted to spell and write some simple words and vocabulary from memory	J'ai Je n'ai pas de/d' J'ai un/une Qui s'appelle Et Mais Un chien Un chat Un lupin Un hamster Un poisson rouge Un oiseau Une souris Une tortue	Know key spoken everyday and useful language Know the language and vocabulary to give their opinions they want to express Know basic grammar such as gender, verbs and how to form the negative	• Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions. • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes. • Begin to use simple conjunctions e.g. I have brown eyes and black hair • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like…

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO – To learn pet nouns and matching gender articles	LO - Consolidation of new 'Pets' vocabulary. Use of "J'ai…" (I have…) and to introduce the connective "et" (and)	LO – To introduce, learn and use: qui s'appelle (that is called)	LO-To learn how to use negative structure: Je n'ai pas de/d'	LO- To learn how to link all their new language and to learn and use the conjunction mais (but) that they will then incorporate in to their French conversation	LO- Unit Assessment

Thornton Primary School

Curriculum Medium Term Planning

RE – Why do people have to stand up for what they believe in?

Retrieval	Vocabulary	Knowledge	Skills
• Understand what a journey is • Know facts about different religions • Express what they know about a guru • Express their own faith and beliefs	**Tier 2** Conspiracy discrimination Emperor Agnostic Atheist Theist Denomination disciple	• To know the meaning of atheist, agnostic and theist • To know that in the UK religious beliefs are a protected characteristic. • To know that in some times and places people did not or do not have religious freedom. • To know that throughout history and in modern times people have had to protest or fight for religious freedom. • To know some of the ways that history, geography and leadership influence people's worldviews. • To know that leadership and authority can impact people's worldviews. • To know that worldviews impact the process of choosing leadership and authority	• Interpreting expressions of the same concept by people whose worldview differs. • Evaluating links between religious and non-religious traditions, beliefs and practices. • Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: What does freedom look like? Pre-assessment Children to explore the meaning of agnostic, theist and atheist	**LO: How have beliefs been challenged in the past?** Look at what religious freedom is an d what their views are on religious freedom	**LO: How can light represent standing up for what you believe in?** Think about how religious freedom could have changed events in the past	**LO: Should we celebrate Bonfire Night?** Recall historical events that have inspired festivals of light	**LO: How can we stand up for what we believe in?** Look at Bonfire Night and the reasons Guy Fawkes did what he did	**LO: To present learning to others. Explain views and support with reasons.** Look at prejudice and how it would make you feel

Thornton Primary School

Curriculum Medium Term Planning

PSHE: Me and My Relationships

Retrieval	Vocabulary	Knowledge	Skill
Year 4 • Healthy relationships • Listening to feelings • Bullying • Assertive skills	Consequences Compromise Collaboratively Qualities Conflict Attribute Negotiation Assertive Scenario Resolution	• **Feelings:** What are emotional needs? Do we have the same emotional needs? Do emotional needs stay the same? Why are emotional needs important? • **Friendship** (Including Compromise):What qualities make a good friend? Why? How does a good friend show these qualities? Do these qualities make a difference in friendships? How? • **Assertive**: How can someone stand up for themselves? When would someone use their assertiveness skills? Is assertiveness the best way to react to pressure? Why?	• I can give a range of examples of our emotional needs and explain why they are important. • I can explain why these qualities are important. • I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To describe the attributes needed to work collaboratively. *Collaboration challenge:* Each group has a challenge: what is the tallest tower you can build from 6 sheets of newspaper and sticky tape?	**LO: To Explain what is meant by the terms negotiation and compromise** *Give and take:* Each group has a conflict and resolution sheet. The groups must discuss each conflict and possible actions. They should then consider the consequences of that response.	**LO: To give examples of some key qualities of friendship** *How good a friend are you?:* Ask the class to pair up and act out a situation from the Feelings role-play scenario sheet.	**LO: To identify what things make a relationship unhealthy** *Relationship cake recipe:* Using the *Relationship cake recipe* - Activity sheet, children start by making their own list of all the ingredients that are needed to make a healthy positive relationship.	**LO: To give examples of some key qualities of friendship** *How good a friend are you?* Ask the class to pair up and act out a situation from the Feelings role-play scenario sheet.	**LO: To recognise basic emotional needs, understand that they change according to circumstance** *Our emotional needs:* Explain that in order for us to feel content, safe and emotionally balanced we need certain things to happen to us.

Thornton Primary School

Curriculum Medium Term Planning

Computing – Systems and searching

Retrieval	Vocabulary	Knowledge	Skill
• Children will need to be familiar with the concept of a computerised locker. A computerised locker allows customers to collect parcels they have ordered online • Children will need to be familiar with puffin crossings. This type of pedestrian crossing uses sensors to detect pedestrians and vehicles. These sensors provide input to the system, making it more intelligent. • Children will need to be aware that search engines use ranking to determine the order in which search results are displayed.	Digital Connection System Process Search engine Input Output Refine Algorithm Search Engine Optimisation (SEO) Web crawler Content creator	• Explain that systems are built using a number of parts • Explain that computer systems communicate with other devices • Identify tasks that are managed by computer system • Refine internet searches accordingly • Explain that a search engine follows rules to rank results • Describe some of the ways that search results can be influenced • Recognise some of the limitations of search engines	• describe the input, process, and output of a digital system • identify the human elements of a computer system • Compare pedestrian crossings • Write instructions for someone to follow to search accurately on the internet • Create a webpage • give examples of criteria used by search engines to rank results

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Internet Safety Children will learn about their digital well-being	**LO: To know that computer systems communicate with other devices** Children will look at what a system is – input, output and process. They will try understand how an amazon locker works	**LO – to identify the human elements of a computer system** Children will continue to look at systems by discussing if sensor or programmed pedestrian crossings work best. They will order the process of online ordering	**LO – To compare results from different search engines** Children will learn how to refine online searches and how to decide which provides the best information	**LO – To explain that a search engine follows rules to rank results** Children will complete activities to understand the benefits of indexing and how to apply this to their computing needs.	**LO – To explain how search engines make money** Children will learn how search engines make money and how this can influence their internet searching

Thornton Primary School

Curriculum Medium Term Planning

planning | **physical education medium term planning** | intent, implementation, impact

Implementation Phase			
Year Group:	Five	**Unit:**	Netball

Prior Learning Required – Year Four Progression Maps Objectives:

- Get into good positions to pass, receive, and shoot the ball.
- Pass the ball using different techniques.
- Shoot and score with increasing accuracy.
- Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.
- Develop the understanding of the importance of speed when playing invasion games.
- Understand the link between heart rate and breathing during different activities.
- Identify and describe the skills needed to improve your game.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	• Continued progress of **Motor Competence**. • Understanding and applying **Rules, Strategies** and **Tactics**. • **Healthy Participation**; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To find ways to help attack. • Step 3: To mark an opponent. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: To use tactics in game situations.
Resources & Equipment	• Netballs • Netballs posts • Netball bibs • Cones • Marker spots
Key Vocabulary	• Attack/Defend • Heart rate • Direction • Chest Pass • Rules • Power • Bounce Pass • Technique • Mark/track/cover • Feedback • Teamwork • Shoot

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Know the difference between attacking and defending skills.
- Know how to mark and defend your goal.
- Begin to understand how muscles work and explain how the body reacts to physical activity.
- Identify strengths and weaknesses of your own and other performances and explain your reasoning.

Procedural Knowledge:

- Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
- Increase accuracy and confidence of passing and shooting skills.