YEAR A - AUTUMN 2
Key Stage: Upper Juniors
Topic: The Great, the Bold and the Brave (Romans)

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English	**Maths**	
	Year 5	**Year 6**
Greek Myths Children study a range of Greek myths and learn how writers make us empathise with different characters. They then write their own version of 'Theseus and the Minotaur' from the viewpoint of the Minotaur. Key Objectives ● in narratives, describe settings, characters and atmosphere ● integrate dialogue in narratives to convey character and advance the action ● using commas to clarify meaning or avoid ambiguity in writing **Information pages (fantastic beasts)** Children study how different authors approach convincing fictional guides to magical creatures and write their own information page on a beast of their own creation. Key Objectives ● select vocabulary and grammatical structures that reflect what the writing requires ● use a range of devices to build cohesion (conjunctions) ● using brackets, dashes or commas to indicate parenthesis **The Railway Children** This classic novel by E.S.Nesbitt is rich in language from the Victorian and Edwardian era. It is a story which captures the bond between siblings as they try to look after their frail and lonely mother. Rich in description, this text embodies the themes love, hope and justice. Children learn to write in an 'old-fashioned' style, using a balance of action, speech and description. Key Objectives ● in narratives, describe settings, characters and atmosphere ● use relative clauses ● using brackets, dashes or commas to indicate parenthesis	**Fractions (including decimals and percentages)** ● compare and order fractions whose denominators are all multiples ● identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ● recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number ● add and subtract fractions with the same denominator, and denominators that are multiples of the same number ● multiply proper fractions and mixed numbers by whole numbers ● read and write decimal numbers as fractions ● recognise and use thousandths ● round decimals with 2dp to the nearest whole number and to 1dp ● read, write, order and compare numbers with up to 3 decimal places ● solve problems involving decimals ● write percentages as a fraction with denominator 100, and as a decimal fraction ● solve problems which require knowing percentage and decimal equivalents	**Fractions (including decimals and percentages)** ● simplify fractions; use common multiples to express fractions in the same denomination ● compare and order fractions, including fractions >1 ● add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ● multiply simple pairs of proper fractions, writing the answer in its simplest form ● divide proper fractions by whole numbers ● associate a fraction with division and calculate decimal fraction equivalents ● identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places ● multiply one-digit numbers with up to 2 dp by whole numbers ● use written division methods in cases where the answer has up to 2dp ● solve problems which require answers to be rounded to specified degrees of accuracy ● recall and use equivalences for FDP

	Computing	History	Geography
Description	Children will use Google Sheets and understand how to use formulae to solve calculations	Children explore life in Ancient Rome where they will discover its rise and fall in power and discuss impact	
NC Objectives	• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content	• the Roman Empire and its impact on Britain • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Substantive Knowledge	• Children will learn how to create a Google Sheet that calculates the sum and total • Children will be able to format data that has been collected using conditional formatting	• To explain the birth of Rome • To list the places the Romans conquered • To explain the changes Romans made in Britain • To describe the Roman belief system • To explain how the Roman Empire ended	
Disciplinary Skills	• Children will understand how data is collected • Children will understand how to use simple formulae • Children will understand how to edit and form different cells in a spreadsheet • Children will understand how to write spreadsheet formula • Children will understand how data is collected	• **Chronology** - Understands that past civilizations overlap with others; Can accurately place civilizations/periods studied in chronological order • **Characteristics** - Construct and make some significant links between civilizations/periods studied; Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studies • **Continuity and change** - Understands that changes do not impact everyone in the same way or at the same time; Understands that changes in different places and periods can be connected; Has an overview of the kinds of things that impact on history • **Cause and consequence** - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently; • **Historical interpretation** - Understands that some interpretations are more reliable than others and evaluates usefulness of sources; Makes comparisons between different aspects of history; Understands that all history is to some extent a construction • **Historical enquiry** - Can, using evidence, construct reasoned arguments about events, periods and civilizations studied	
Vocabulary	3D Algorithm Binary image CAD Compression CPU Data Drag and drop Fetch, decode, execute ID card Input JPEG Memory Online community Operating system Output Pixels RAM Responsible RGB ROM Safe	BCE CE primary source secondary source emperor	
Assessment	Children create their own formula and formatting on Google Sheets	Children write an end of unit essay to explain the impact the Romans had on our world.	

	Art	DT	Science
Description		Children design, create and evaluate a cams toy	Children learn about electricity and explore how circuits work, designing their own lines of investigation
NC Objectives		• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • evaluate their ideas and products against design criteria • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Children: • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Use recognised symbols when representing a simple circuit in a diagram
Substantive Knowledge		• Design - work confidently in a range of contexts; describe the purpose and audience; model ideas using prototypes; use annotated sketches • Make - select suitable tools and equipment; order stages of the making process; measure, mark out and cut materials accurately; use techniques that involve a number of steps • Evaluate - consider views of others (including intended users); critically evaluate the quality of design • Technical knowledge - Know how mechanical systems such as levers and linkages create movement; know that mechanical. systems e.g cams, pulleys or gears create movement	Children: • Understand that the number and voltage of cells has an impact on the brightness of the lamp or volume of a buzzer • Children can name and draw electrical symbols and use them correctly
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their own toy that is fit for purpose, functional and aesthetically pleasing • Make thoughtful improvements based on critical evaluation • Apply learning from other subjects (maths, science and art) to help design, make and evaluate quality products that work	Children: • plan a scientific enquiry to investigate the effect of adding more bulbs/cells/motors • make observations with increasing accuracy and precision, taking repeat readings where appropriate when exploring whether increasing voltage affects the brightness of a bulb • record data and results of increasing complexity using scientific diagrams and labels • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations and a degree of trust in results, in oral and written forms such as displays and other presentations
Vocabulary		Cam movement mechanism push pull rotate slider component	Particles circuit components voltage cell motor
Assessment		Children design and make their own cam toy	Headstart assessment on electricity

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - hand and stick invasion	Children study 'The Wind Blew Cold' and play /create their own composition.	**Description**	PROPHECY: children will learn what a prophecy is and explore the old testament prophecies
NC Objectives	• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best	• Play and perform in solo and ensemble contexts • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	**Living Difference Concept Cycle**	**Inquire** • To understand the meaning of the words prophecy, prophesy and prophet and to explain how they are different but linked **Contextualise** • To describe how Christians believe the Old Testament prophecies about the Messiah link to Jesus • To consider how the gifts given by the Magi could be considered prophetic **Evaluate** • To consider the importance to Christians of the prophecy in Matthew Chapter 24 about Jesus returning to earth one day and to share their own views on what they think about this. **Communicate** • To creatively describe the Magi and the role they played in the Nativity. • To communicate their views on whether it would be good to be able to predict the future **Apply** • To consider other people views alongside their own to write a balanced argument of the benefits of predicting the future
Substantive Knowledge	**Creative** • Perform dances using a range of movement patterns. **Hand and stick invasion** • Sending an object and receiving and object in combination and spatial awareness • play competitive games, modify where appropriate and apply basic principles.	• Explore, recognise and identify a range of different scale patterns • Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments • Explore and use a wider range of developmental structures and expressive structure		
Disciplinary Skills	• Work creatively on their own, with a partner and in a group to create dances • Perform to an accompaniment • Perform dances fluently and with control • Evaluate and refine their own and others' work. • Talk about dance with understanding, • Use different techniques for controlling, dribbling and shooting using a putter and ball. • Developing hand eye coordination. • Sending an object to a specific target using control and accuracy.	• Extend imaginative vocal use, chant and sing in layers • Demonstrate accurate and fluent instrumental skills and use them to perform • Recognise which refinements need to be made and explore a range of different strategies • Understand, select and use a range of notation for specific purposes • Respond to, identify, compare and contrast music with an awareness of context and purpose. • Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.	**Religious Traditions**	CHRISTIANITY
Vocabulary	Flexibility, rhythm, expression, strike, dribble, control, accuracy.	Pitch scale minor layers sections	**Vocabulary**	Prophecy, prophesy, prophet, Old Testament, Magi, Messiah
Assessment	Creative - perform a dance Hand and stick invasion - accuracy of target hitting	Children perform their own compositions based on 'The Wind Blew Cold'	**Assessment**	A Kenning poem to describe the Magi's role in the Nativity story; balanced argument in response to being able to foretell the future

	PSHE	MFL (French)	
Description	Celebrating Difference: children learn about types of prejudice and the importance of understanding diversity	Children learn about French culture and traditions at Christmastime	
NC Objectives	PSHE Association • Know the impact of stereotyping, prejudice and discrimination on individuals and relationships • Understand the unacceptability of prejudice-based language and behaviour, offline and online • Understand the need to promote inclusion and challenge discrimination, and how to do so safely, including online	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language • understand basic grammar appropriate to the language being studied	
Substantive Knowledge	• Understand that cultural differences sometimes cause conflict • Understand what racism is • Understand how rumour-spreading and name-calling can be bullying behaviours • Explain the difference between direct and indirect types of bullying • Compare my life with people in the developing world • Understand a different culture from my own	• Describe the importance of Claude Monet • Present facts about important buildings in France • Understand French traditions held at Christmastime • Rehearse and recite key vocabulary linked to Christmas	
Disciplinary Skills	• Show awareness of my own culture • Show awareness of my attitude towards people from different races • List a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Respect my own and other people's cultures	• Listen and show understanding of short phrases through physical response • Use familiar vocabulary to saw a short sentence using a language scaffold • Name the gender of nouns, name the indefinite article for both genres and use correctly • Repeat modelled short phrases • Listen and identify specific words in songs and rhymes and demonstrate understanding • Join in with words of a song • To repeat modelled short phrases	
Vocabulary	Culture conflict similarity difference racism discrimination bullying cyber bullying	Pere Noel neige bois champs grands sapin ne décédés aujourd'hui c'est artist célèbre	
Assessment	Summarise by discussing the importance of understanding difference and diversity	Children describe common Christmas traditions held in France	