Spring 1 YEAR A
Key Stage: Upper Juniors
Topic: Benin Kingdom

Spring 1 Year B		
English	**Maths**	
	Year 5	**Year 6**
War Horse A former children's laureate, Morpurgo has a way of connecting with children through his masterpieces like War Horse. While studying this book, we explore the viewpoint of the writer and practice writing from different character's perspectives. Key Objectives ● READING: reading books that are structured in different ways and reading for a range of purposes ● WRITING: in writing narratives, considering how authors have developed characters and settings in what pupils have read **Shackleton's Journey** This book recounts the story of Shackleton, the explorer, through both illustrations and rich narrative.Children step into the shoes of one of the crew members and write a descriptive travel log, evoking a sense of awe and wonder. Key Objectives ● READING:understanding what they read by checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● WRITING: noting and developing initial ideas, drawing on research and reading where necessary **Hard Frost** Children study 'Hard Frost' by Andrew John Young. They consider vocabulary choices that personify the frost as both beautiful and brutal. Children use concise imagery techniques to write their own poetry. Key Objectives ● READING: identifying and discussing themes and conventions in and across a wide range of writing ● WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	**Percentages** ● recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction ● solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 **Measure: Area and Pertimeter** ● measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ● calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes **Geometry: Property of Shape** (including angles) ● know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ● draw given angles, and measure them in degrees (°) ● identify:angles at a point and 1 whole turn (total 360°);angles at a point on a straight line and half a turn (total 180°);other multiples of 90° ● identify 3-D shapes, including cubes and other cuboids, from 2-D representations ● use the properties of rectangles to deduce related facts and find missing lengths and angles ● distinguish between regular and irregular polygons based on reasoning about equal sides and angles	**Percentages** ● understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction ● write percentages as fractions and decimals ● recall and use equivalences for FDP ● find percentages of amount ● find missing amounts from a known percentage of the amount or quantity **Measure: Area and Pertimeter** ● recognise that shapes with the same areas can have different perimeters and vice versa ● recognise when it is possible to use formulae for area and volume of shapes ● calculate the area of parallelograms ● calculate the area of triangles ● calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] **Geometry: Property of Shape** (including angles) ● recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles ● use a protractor ● find unknown angles in any triangles, quadrilaterals, and regular polygons ● Understand angle rules, including vertically opposite angles, angles on a straight line and angles around a point ● understand the terms circumference, radius and diameter in relation to circles ● draw 2-D shapes using given dimensions and angles ● recognise, describe and build simple 3-D shapes, including making nets ● compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ●

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble	Children will learn about the history of the Benin Kingdom and discuss the factors that led to its successes and downfall.	
NC Objectives	• Design, write and debug programs that accomplish specific goalls • Use sequence, selection, and repetition in programs • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors	• Study a non-European society that provides contrasts with British history	
Substantive Knowledge	• Children will learn to create a moving product that meets the design specification • Children will be able to program the Crumble microchip to create a simple movement	• To describe how and when the Benin Kingdom began, understanding its long history began around 900 CE. • To understand the hierarchical structure and leadership. • To explain how trade links were established with other countries and the goods traded, particularly their famous bronzes. • To understand the key conflicts that arose, leading to civil war. • To describe the importance of religion and spirituality. • To understand the role the Transatlantic Slave Trade and the British Empire had in the downfall of the Benin Kingdom.	
Disciplinary Skills	• Understand how to use a range of sequences, selections and repetition commands combined with variables as required • Understand how to write generic codes • Understand how to critically evaluate their work and suggest improvements • Understand how to use conditions in repetition commands • Understand how to create programs that control physical systems	• **Chronology** - recall the years the Benin kingdom began and ended, including placing dates on a timeline; understand how the Benin Kingdom fits into a wider picture of British and World history; suggest why the Benin Kingdom lasted a long time. • **Characteristic features** - know that trade is a key characteristic shared by many civilisations across the world and locality and natural resources are key; describe several features of the Benin Kingdom that supported its success as an empire, justifying which I believe is the most important reason; draw comparisons between Benin and previously-studied empires • **Continuity and Change** - explain how and why the Benin civilsation changed over time, linking to key substantive concepts; discuss the significance of the slave trade in global history and how changes have been made as a result. • **Cause and Consequence** - identify the cause and consequence of the Portuguese and British traders; explain immediate and longer term consequences of trade on the Benin Kingdom. • **Historical Significance** - understands and justifies, with examples, the impact of the British Empire on the Benin Kingdom and how this shaped the future of Nigeria. • **Historical Interpretation** - use primary sources to interpret what life was like in the Benin Kingdom; use secondary sources to interpret what life was like in the Benin Kingdom; • **Historical Enquiry** - explain why a source may be unreliable ; make judgements about the significance of the events.	
Vocabulary	Input, process, output, flashing, USB, selection, condition, if… then… else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug	**Tier 1:** trade, brass, chiefs, Europeans, officials, moat **Tier 2:** enslaved people, merchants, Cowrie shells, Manilla bracelets, guild, British Empire, Portuguese, plaques, Golden Age, civil war, plantations, looted, territories **Tier 3:** Transatlantic Slave Trade, Ewuare the Great, Oba, Edo people, Cowrie shells, Manilla bracelets, Benin Bronzes	
Assessment	Can children program the Crumble microchip to create a simple movement	**Key Enquiry Question:** The Benin Kingdom was once a successful civilisation. What led to its rise and subsequent demise?	

	Art	DT	Science
Description	Children will learn about Benim Art and create a Benin mask from clay.		Children learn about properties and changes of materials
NC Objectives	● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ● about great artists, architects and designers in history.		● Compare and group together everyday materials on the basis of their properties ● Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution ● Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ● Give reasons for the particular uses of everyday materials ● Demonstrate that dissolving, mixing and changes of state are reversible ● Explain that some changes results in the formation of new materials
Substantive Knowledge	Theoretical ● To find out Benin art and its significance to history and culture. Practical ● Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. ● Adapt their work according to their views and describe how they might develop it further. ● Shape, form, model and construct from observation and imagination. ● Plan a sculpture through drawing and other preparatory work. ● Develop skills in using clay including slabs, coils, slips etc. ● Produce intricate patterns and textures in a malleable media		Mixtures ● A substance is an object with the same properties throughout. ● A mixture is when more than one substance is present in the same container Dissolving ● A mixture of a substance that has dissolved in a liquid is called a solution ● Not every substance can dissolve in water Separating Mixtures ● Mixtures can be separated if the substances have different properties ● There are different techniques for separating mixtures: filtration, sieving, magnets, evaporation and floating. Reversible and Irreversible Changes ● Know that a reversible change is one that can be reversed. ● Know that an irreversible change is one that cannot be reversed. ● All matter, including gas, has mass. ● Sometimes, mixed substances react to make a new substance. ● Heating can sometimes cause materials to change permanently. ● Indicators that something new has been made are the properties of the material are different ● Understand meaning of solubility ● Know that a given amount of solvent can only absorb a certain amount of solid ● Know that when a solvent is evaporated from a solution, the original solute is left behind ● Know that some materials are soluble in water and some are not. Materials ● Know a property and suggest an associated use of metals, wood and plastic.
Disciplinary Skills	**Let's Think Art** Why are Benin art pieces significant in our understanding of culture and history?		● Know how to select and plan the most appropriate type of scientific enquiry ● Know how to make their own decisions about what observations to make ● Know how to plan, set up and carry out comparative and fair tests ● Know how to make careful and focused observations ● Know the importance of taking repeat readings ● Know how to draw conclusions based in their data and observations ● Know how to use their scientific knowledge and understanding to explain their findings ● Know how to identify patterns that might be found in the natural environment; ● Know how to look for different causal relationships in their data ● Know how to discuss the degree of trust they can have in a set of results ● Know how to independently report and present their conclusions ● Know how to use test results to make predictions for further tests ● Know how to use relevant scientific language and illustrations to discuss scientific ideas ● Know how to talk about how scientific ideas have developed over time ● Know how to use primary and secondary sources evidence to justify ideas ● Know that evidence can refutes or supports their ideas and how to find it ● Know how to talk about how scientific ideas have developed over time.
Vocabulary	Texture malleable manipulate rotating intricate relief incise impress perforate		Materials, properties, synthetic, conductivity, permeable, flammable, flexible, soluble, thermal, dissolving, filtering, sieving, solute, solvent, solution, soluble, insoluble, decant (gradually pour), evaporation
Assessment	Can the children use clay and painting skills to create a Benin mask?		Headstart quiz on properties of materials

	PE	Music	Religious Education	
Description	Indoor- Creative (Dance) Outdoor- Invasion (Netball) PPA-Net and Wall (Handball)	Children begin to understand more complex rhythm patterns and metres including counting in 5 using body and junk percussion	**Description**	**MESSAGES** Children will learn that stories often contain messages or morals.
NC Objectives	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate • develop flexibility, strength, technique, control and balance • 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 • Listen with attention to detail and recall sounds • Use and understand staff and other musical notations • Appreciate and understand music drawn from different traditions and from great composers • Develop an understanding of the history of music.	**Living Difference Concept Cycle**	**Inquire** • To accurately describe what people mean by stories with messages and determine the big ideas in some stories **Contextualise** • To accurately describe a message within parables that Jesus told, and how that message may be significant to Christians • To accurately describe the message that Jesus' behaviour gave to others and why this is important to Christians **Evaluate** • To discern and describe the value of stories with messages to believers and reflect on the value these stories may have for me. **Communicate** • To consider what is important to them and reflect on the message they would want to give to others about it • To communicate what they understand about the message that Jesus gave. **Apply** • To recognise and explain why stories are used to convey messages • To consider the effect that stories with messages have on their own lives
Substantive Knowledge	**Creative** • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. • Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly **Cross country** • Develop flexibility, strength, technique, control and balance • Incorporate running and jumping • Compare their performances with previous ones **Invasion.** • Know that working well as part of a team will contribute to success. • Know that using different skills will help keep possession of the ball. • Know that tactics can help keep possession of the ball. • Understand the positions in a team and the roles they play. • Understand the importance of staying in line	• Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 • Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact		
Disciplinary Skills	**Creative** • Create, perform, and repeat sequences • Perform movements accurately with a sense of rhythm. • Explore, improvise, and combine movement ideas • Make up longer sequences and perform them with fluency • Develop flexibility, strength, control, technique, and balance **Cross Country** • Understand how pacing can help us achieve greater distances in running. • To be able to pace themselves effectively. • Work towards improving their personal best. **Invasion** • Know how to keep good control when performing skills at speed. • Know how to perform skills (e.g., passing) accurately • Know how to confidently change speed and direction • Know how to keep possession of the ball • Know how to combine and perform skills with control, adapting them to meet the needs of the situation. • Know how to participate in competitive games.	• Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness • Recognise which refinements need to be made and know how to make them • Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation • Respond to, identify, compare and contrast music; understand and identify the composer's intent and how this was achieved • Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary	**Religious Traditions**	CHRISTIANITY
Vocabulary	Pacing, Stamina, endurance, terrain, route, warm up, cool down, breathing, fitness, effort, run, jog, sprint, walk, creativity, evaluate improve, pose, observe, fluency, flow, flight	Duration, beat, rhythm, irregular metre, fives, accelerando, notation, junk, ensemble, score, section, section parts	**Vocabulary**	Messages, moral, parable, fable, example
Assessment	Assessed against Hordle's PE internal assessment criteria..	Create, direct and perform an original 'Funky Fives' instrumental piece and song.	**Assessment**	Bible Parable sorting challenge Explanation of how Jesus taught his followers

	PSHE	MFL (French)	
Description	Dreams and Goals: children discuss their aspirations and reflect on making the world a better place	Children explore French traditions and are able to describe their house and the rooms in their house.	
NC Objectives	• Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • Describe some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • Identify the kind of job that they might like to do when they are older • Recognise a variety of routes into careers (e.g. college, apprenticeship, university)	• Listen attentively to spoken language and show understanding by joining in and responding • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • 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 • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
Substantive Knowledge	• I know my learning strengths and can set challenging but realistic goals for myself • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise	• To know what the Epiphany is and how it is celebrated • Recognise and understand key phrases from a story. • Know vocabulary for rooms in a house • Know vocabulary for types of homes • Use simple adjectives to describe • Use structures for describing what a house does or doesn't have	
Disciplinary Skills	• I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise their contributions and achievements	• Listen for gist and detail in a short authentic story • Identify cognates and familiar words in French texts • Pronouncing key words accurately with appropriate intonation • Listen and read for key information in short texts • Speak and write simple sentences to describe their own home • Apply grammar knowledge especially the use of il y a / il n'y a pas de and gender agreement with un/une • Substituting vocabulary to personalise sentences • Use memorisation and pronunciation strategies to recall and say sentences accurately.	
Vocabulary	Dream, goal, aspiration, hope, strength, achievement, success	Dans une maison, dans un appartement, dans un bungalow, chez moi il y a, chez moi il n'y a pas de, une cuisine, une salle à manger, une salle de bains, une chambre, un bureau, un salon, un garage, un jardin	
Assessment	Children consider their own aspirations and reflect upon how to make the world a better place	**Writing** - children to write a few sentences to describe their house and the rooms you can find in their house	