



YEAR A - AUTUMN 1

Key Stage: Upper Juniors

Topic: The Great, the Bold and the Brave (Greeks)

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English	Maths	
	Year 5	Year 6
<p><u>Daffodils (Wordsworth)</u></p> <p>This poem is studied for the complexity of plot. Readers will have to infer and deduce the story the poet is unravelling. Written in 1802, this poem also offers pupils the chance for pupils to study archaic vocabulary. This poem is also studied for the awe and wonder with nature.</p> <p>Key Objectives:</p> <ul style="list-style-type: none"> READING: continuing to read and discuss an increasingly wide range of poetry WRITING: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p><u>Inspirational People</u></p> <p>Children read about inspirational people and write their own biographies in a formal style. These extracts encourage pupils to look at the way diversity is celebrated. These biographies are specifically chosen to celebrate those who have overcome misconceptions and prejudice. .</p> <p>Key Objectives</p> <ul style="list-style-type: none"> READING: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas WRITING: *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p><u>Wonder</u></p> <p>Children read 'Wonder' by R J Palacio (a story about a boy with a facial disfigurement) and use it as inspiration to write their own story chapter in the first person. Each chapter is written from a different point-of-view. This gives complexity to the narration and encourages pupils to consider events from different perspectives.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions WRITING: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character 	<p>Number: Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 Determine the value of each digit Count forward and backwards in steps or powers of 10 for any given number up to 1,000,000 round any number to nearest 10, 100, 1,000, 10,000 and 100,000 interpret negative numbers Solve problems that involve number recognise and use Roman numerals <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers 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>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers 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 numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally, drawing upon known facts 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 multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Recognise and use square numbers and cube numbers, and the notation for squared and cubed 	<p>Number: Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10,000,000 round any whole number to a required degree of accuracy recognise and use Roman numerals up to 1,000 <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations Use the inverse relationship to check solutions <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> identify common factors, common multiples and prime numbers multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

	Computing	History	Geography
Description	Children will learn about podcasts and create and edit their own	Children are transported back to Ancient Greece through an immersive drama 'hook' day. They go on to explore its culture and consider its impact on modern life.	What is the physical geography in the North region of Brazil, and how does it compare to my region?
NC Objectives	<ul style="list-style-type: none"> Understand computer networks including the internet Select, use and combine a variety of software 	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn how to create a podcast Children will learn how to edit their podcast by snipping Children will create transitions in their podcast 	<ul style="list-style-type: none"> To describe how Ancient Greece was organised, To explain the 'Golden Age' To explore the beliefs of the Ancient Greeks To understand the enduring significance of 3 great Greek philosophers: Socrates, Plato and Aristotle. To describe the ongoing conflicts To consider the relative significance of Alexander the Great. 	<ul style="list-style-type: none"> Name and locate the cities in the UK on a map of the UK, Name and local countries in the UK with corresponding flags. Name and locate the seas surrounding the UK. Identify the lines of latitude and longitude Tropics of Capricorn and cancer. Artic and Antarctic circles. Prime meridian (This year focus on Prime Meridian) Know that the Prime Meridian is used as a basis for the world time zones. Know that the summer time in the UK uses GMT+1
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to add music and sound effects to their films Understand how to add animated titles and transitions Understand how to sequence clips of mixed media in a timeline and record a voiceover Understand how to trim and cut film clips and add titles Understand how to disable audio clips 	<ul style="list-style-type: none"> Chronology - accurately place civilisations previously studied onto a timeline; understand that the Ancient Greek civilisation lasted for thousands of years; use vocabulary specific to periods of time. Characteristic features - contrast and make some significant links between civilisations and periods studied; discuss several aspects of Greek culture; explain that Greece originally comprised of City States. Continuity and Change - compare similarities and differences between Ancient Greece, Ancient Egypt and the Iron Age; identify continuity; discuss positive or negative change. Cause and Consequence - explain the long-term influence of Ancient Greece ideas and knowledge on future civilisations; explain how these later societies spread Greek ideas and knowledge geographically and over time; discuss several factors that supported the success of Ancient Greece and factors that led to its decline. Historical Significance - determine the relative significance of features of the Golden Age in shaping Greek culture; recognise that historical significance varies over time. Historical Interpretation - use secondary sources to interpret what life was like in Ancient Greece and compare it to modern day; understands that primary sources - such as written records, artwork and architecture - aid more accurate construction of life in Ancient Greece. Historical Enquiry - use multiple sources to interpret how knowledge of Ancient Greece has been constructed; predict whether Athens or Sparta won the Peloponnesian Wars. 	<ul style="list-style-type: none"> Know a range of OS map symbols. Know how to suggest geographical questions to investigate, collecting and recording data. Compare land uses and maps of the UK from past and present Present data in a thematic map.
Vocabulary	Website, web page, browser, media, Hypertext Markup Language (HTML), layout, header, media, purpose, copyright, fair use, evaluate, preview, device, breadcrumb, trail, navigation, subpage, implication, embed	Children are transported back to Ancient Greece through an immersive drama 'hook' day. They go on to explore its culture and consider its impact on modern life.	aerial photograph, atlas, biodiverse, biome, capital, characteristic, city, climate, climate zone, ecologically diverse, economic activity, economy, environment, equator, fieldwork, land use, landmark, population density, temperate, trade, valley, variation, vegetation belt.
Assessment	Children create their own podcast	Children create a podcast about the Ancient Greeks.	EOUWO- Double page spread on the similarities and differences of the South West of England and Northern Brazil.

	Art	DT	Science
Description	The children will sketch, design and create a Greek pot.		Children will learn about light and shadow and conduct their own investigations
NC Objectives	<ul style="list-style-type: none"> 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 clay about great artists, architects and designers. 		<ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To understand ancient Greek art and the importance of geometric patterns, motifs, evidence of daily life and mythology. <p>Practical</p> <ul style="list-style-type: none"> Explore artwork from the period of the Ancient Greeks. Plan a clay coil pot through drawing and other preparatory work. Shape, form, model and construct from observation or imagination. Produce intricate patterns and textures in a malleable media. Develop skills in using clay including slabs, coils, slips, kneading, rolling to a certain thickness. 		<p>How Light Travels</p> <ul style="list-style-type: none"> When light is emitted from a light source, it travels in straight lines Explain that objects are seen because they reflect light into the eye. Shadows form when light hits an opaque object. Shadows have the same shape as objects Shadows have the same shape as the objects that cast them. <p>What Light Does When it Hits Objects</p> <ul style="list-style-type: none"> When light hits a transparent object, it goes through it in a straight line so we can see a clear image through it. When light hits a translucent material, it goes through it but is scattered. When light hits a mirrored surface, it reflects off it in straight lines. Sometimes when light hits a material it reflects off it in many different directions.. Know that when light passes from one medium to another, it changes direction; this is called refraction Shiny surfaces are better reflectors. <p>How We See</p> <ul style="list-style-type: none"> Animals see objects when light is reflected off the object and enters the eye. The pupil changes its size to allow enough, but not too much light into the eye. Too much light damages the eye and too little results in poor quality images. Know that white light comprises all the colours of light Know that white light refracted by two surfaces in a prism will spread out so that we see all colours.
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Let's think Art</p> <p>Do you think Greek art has influenced modern day artists?</p>		<ul style="list-style-type: none"> Know how to select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Know how to make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them Know how to plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary Know how to make careful and focused observations Know how to notice patterns 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 use test results to make predictions for further tests Know how to use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Know how to talk about how scientific ideas have developed over time.
Vocabulary	texture, malleable, manipulate, rotating, intricate, relief incise, impress, perforate		Optics reflection reflective lux luminous reflection refraction angle of incidence
Assessment	Children create their own clay pot		Headstart assessment on light

	PE	Music	Religious Education	
Description	Indoor- Gymnastics Outdoor- Invasion Games (Rugby) PPA- Cross Country	To learn about structure, pitch, melodic shape and time signature through songs about Ancient Greece. To sing and add accompaniments,	Description	INTERPRETATIONS OF GOD Children will learn about the 4 main beliefs about God.
NC Objectives	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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 	<ul style="list-style-type: none"> 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	Communicate <ul style="list-style-type: none"> To communicate different ideas about God and what he is like Apply <ul style="list-style-type: none"> To think of different things that influence what a person believes about God To explain why some situations or events may change a person's ideas about God Inquire <ul style="list-style-type: none"> To understand the word Interpretation and to give a definition of what this is To consider which interpretations of God they most agree with and give reasons why Contextualise <ul style="list-style-type: none"> To accurately describe the term 'monotheistic' To know the 4 main characteristics of God that are shared by followers of the Abrahamic religions To discern what the Qur'an tells Muslims about God To accurately compare and contrast the ideas about God in Christianity and Islam Evaluate <ul style="list-style-type: none"> To demonstrate my interpretation of what God is like, using the 4 characteristics of God that are shared by the Abrahamic religions
Substantive Knowledge	Creative <ul style="list-style-type: none"> Develop your own gymnastic sequences Identify which aspects of a performance were performed accurately, fluently, and clearly Cross country <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Incorporate running and jumping Compare their performances with previous ones Invasion. <ul style="list-style-type: none"> Know that certain skills will help keep possession of the ball. Understand the positions in a team and the roles they play. Know that there are different ways to defend and attack. Understand the importance of staying in line in both attacking and defending plays 	<ul style="list-style-type: none"> Understand how a wide range of tempi can be used and manipulated for expressive effect Explore and use a wider range of developmental structures and expressive structures 		
Disciplinary Skills	Creative <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Develop flexibility, strength, control, technique, and balance. Understand how pacing can help us Work towards improving their personal best. Invasion <ul style="list-style-type: none"> Know how to keep control when performing skills at speed. Know how to perform skills with accuracy, control and speed. Know how to confidently change speed and direction Know how to combine and perform skills with control. Know how to work effectively as part of a team. 	<ul style="list-style-type: none"> 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 JUDAISM
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	structure, repetition, introduction, coda, interlude, bridge, intent, expression	Vocabulary	creator, benevolent, omniscient, omnipotent interpretation, monotheistic, Abrahamic religions
Assessment	Assessed against Hordle's PE internal assessment criteria..	Perform a song about Ancient Greece with melodic and rhythmic accompaniments	Assessment	A poem that describes the 4 main Abrahamic ideas about God from the child's own interpretation

	PSHE	MFL (French)	
Description	Being Me In My World: children learn about their rights and responsibilities and discuss how their choices affect others	Children introduce themselves and say where they live.	
NC Objectives	<ul style="list-style-type: none"> • Recognise there are human rights, that are there to protect everyone • Understand the relationship between rights and responsibilities • Know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 	<ul style="list-style-type: none"> • 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 • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing 	
Substantive Knowledge	<ul style="list-style-type: none"> • Face new challenges positively and know how to set personal goals • Understand my rights and responsibilities as a citizen of my country • Understand my rights and responsibilities as a citizen of my country and as a member of my school • Make choices about my own behaviour because I understand how rewards and consequences feel • Understand how an individual's behaviour can impact on a group • Understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> • To be able to describe whether they live in a large or small town or village • To be able to say if they live in the mountains, the countryside, by the beach or near the New Forest. 	
Disciplinary Skills	<ul style="list-style-type: none"> • Know what I value most about my school and can identify my hopes for this school year • Can empathise with people in this country whose lives are different to my own • Can empathise with people in this country whose lives are different to my own • Understand that my actions affect me and others • Contribute to the group and understand how we can function best as a whole • Understand why our school community benefits from a Learning Charter and can help others to follow it 	<ul style="list-style-type: none"> • To repeat and practise familiar words, phrases and short sentences • To participate in short dialogues or role plays • To pronounce familiar words clearly and with growing accuracy • To identify key information in short spoken texts • Copying or labelling familiar words correctly 	
Vocabulary	Opportunities, goals, motivation, vision, hopes, choices, rights, responsibilities, citizen, empathise, consequences	Où habites-tu? J'habite à, près de, une ville, un village, à la montagne, à la campagne, au bord de la mer, près de la plage, près de la Nouvelle Forêt, parce-que, mais, Espagne, Italie, Suisse, Allemagne, Luxembourg, Belgique, Angleterre, Grande Bretagne, Royaume Uni	
Assessment	Children work together to create a learning charter	Listening - children to listen carefully and identify where different people live.	

