



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
<p>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.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> READING: making comparisons within and across books WRITING: considering how authors have developed characters and settings in what pupils have read <p>Information pages (Fantastic Beasts) Children read a range of texts written from the perspective of a 'magizooligist', considering how different authors approach writing convincing fictional guides to magical creatures and write their own information page on a beast of their own creation.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> READING: reading books that are structured in different ways and reading for a range of purposes WRITING: using further organisational and presentational devices to structure text and to guide the reader <p>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.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> READING: increasing their familiarity with a wide range of books, including books from our literary heritage WRITING: using a wide range of devices to build cohesion within and across paragraphs 	<p>Number: Multiplication and Division <i>Continued from Autumn One</i></p> <ul style="list-style-type: none"> Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 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 [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] 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, supported by materials and diagrams <p>Decimals</p> <ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = 71/100$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places solve problems involving number up to 3 decimal places 	<p>Number: Multiplication and Division <i>Continued from Autumn One</i></p> <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations use their knowledge of the order of operations to carry out calculations (BIDMAS) 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 reason from known facts <p>Fractions</p> <ul style="list-style-type: none"> 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 <p>Decimals</p> <ul style="list-style-type: none"> 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

	Computing	History	Geography
Description	Children will use Google Sheets and enter formulas/format data to analyse	Children explore life in Ancient Rome where they will discover its rise and fall in power and discuss the impact of this on Britain.	
NC Objectives	<ul style="list-style-type: none"> Understand computer networks including the internet Use search technologies effectively Select, use and combine a variety of software Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To understand what the Roman Empire was and how it became so powerful, making links to Ancient Greece and its influence. To understand how the Romans conquered Britain and the impact this had on the Celtic armies. To describe the roles of King Prasutagus and Boudicca. To explain the changes Romans made in Britain and their influences on many aspects of life including architecture, transport systems, currency, trade, calendars and government. To describe the shifting of religious beliefs in the Roman Empire and how they drew inspiration from Greek mythology during their polytheistic period. To explain how the Roman Empire fell and where this left Britain. 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how data is collected Understand how to use simple formulae Understand how to edit and form different cells in a spreadsheet Understand how to write a spreadsheet formula Understand how data is collected Understand how to write =SUM formula Understand how to write =AVERAGE formula 	<ul style="list-style-type: none"> Chronology - recall the dates of the Roman Empire and the invasion of Britain; use a timeline to accurately place an increasing number of civilisations and periods in order, noting which overlap to develop concepts of meanwhile, elsewhere; use vocabulary specific to periods of time. Characteristic features - know the scale of the Roman Empire and that it included large parts of Europe and Greece, parts of Africa and Asia, much of Britain and places mentioned in the Bible at its height; understands features of the Roman Empire and reasons for their invasion of Britain and ensuing conflict. Continuity and Change - identify the short-term aspects of the Roman impact, including taxes and presence of the army, on Roman Britain; explain the long-term aspects of the Roman impact, including roads, place names and preservation of ideas because they had handwriting, on Roman Britain.; recognise that some things changed while others remained the same during and after the Roman occupation. Cause and Consequence - consider factors which contributed to the rise and fall of the Roman Empire and determine their relative significance; describe in greater detail the reasons for the invasion of Britain by the Romans and the impact that it had on people and society. Historical Significance - describe ways in which the Romans (and Ancient Greeks) have had a lasting impact in Britain, beliefs and culture; identify why Boudicca is such a significant individual; contribution to discussion on the significance of different aspects of the Roman impact on Britain, using criteria to support justifications. Historical Interpretation - engage in a presentation from a local museum, looking at Roman influence locally and primary sources that help build our knowledge of the time; use primary sources to interpret what life was like in Roman Britain; use secondary sources - such as the opinions of historians - to interpret what life was like in Roman Britain and how the Roman Empire fell. Historical Enquiry - using evidence, construct reasoned arguments about: events which led to the success of the Roman Empire in Britain; the influence of the Roman Empire on British culture and its enduring legacy; the fall of the Roman Empire and the significance of each factor. 	
Vocabulary	backspace, copy, paste, document, graph, sum, spreadsheet, cells, format, columns, rows, formula, data, table, publish, collate, average, filter, conditional format, validation	taxes, Christian, tribe, architecture, invasion, conquest, empire Britons, civilisation, classical, emperor, forum, governor, Iron Age, Pagan, province, republic, revolt, Romanisation, Romano-Britons, aqueduct, administration, auxiliaries, procurator, neo-classical	
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 learn about electricity and explore how circuits work, designing their own lines of investigation
NC Objectives			<ul style="list-style-type: none"> • 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			<p>Circuits</p> <ul style="list-style-type: none"> • Know the recognised symbols for bulb, motor, buzzer, wire, switch, cell • Know how to use these symbols in a scientific diagram • Know how to set up a series circuit, adding different components - switches, bulbs, buzzers, motors <p>Electrical current</p> <ul style="list-style-type: none"> • Know that current is the flow of electricity through a conductor around a circuit • The power supply in a circuit pushes the current round the circuit • The voltage of the power supply is a measure of this push • Voltage is measure in volts • Batteries have a limited store of energy and when this is gone, they can no longer push the current • When current passes through a device it makes it work • Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works • Know that in a series circuit more cells make lights brighter or buzzer sound louder. <p>Electrical resistance</p> <ul style="list-style-type: none"> • All parts of a circuit offer resistance to electrical current including the wires. • Resistance is the slowing down of electrical current • The more devices added into a circuit the greater the resistance • This means less current flows around the circuit
Disciplinary Skills			<ul style="list-style-type: none"> • Know how to raise their own relevant questions about the world around them • Know how to make their own decisions about the most appropriate type of scientific enquiry • Know how to explore and talk about their ideas, raising different kinds of scientific question • Know how to ask their own questions about scientific phenomena • 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 which is the most appropriate equipment to make measurements • Know how to make careful and focused observations • Know how to record data and results of increasing complexity • Choose the best method to present data and finding • Know how to notice patterns and draw conclusions based in their data and observations • Know how to use their scientific knowledge and understanding to explain their findings • 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 to others in oral and written forms • Know how to use their test results to identify when further tests and observations may be needed • Know how to use test results to make predictions for further tests • Know how to use relevant scientific language and illustrations • Know how to talk about how scientific ideas have developed over time.
Vocabulary			Particles circuit components voltage cell motor
Assessment			Headstart assessment on electricity

	PE	Music	Religious Education	
Description	Indoor- Fitness Outdoor- Invasion Games (Hockey) PPA- OAA	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	<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 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	Inquire <ul style="list-style-type: none"> To understand the meaning of the words prophecy, prophesy and prophet and to explain how they are different but linked Contextualise <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> To consider other people views alongside their own to write a balanced argument of the benefits of predicting the future
Substantive Knowledge	Fitness <ul style="list-style-type: none"> Understand the importance of good upper-body strength Recognise the benefits of increased activity Find areas of physical fitness that children want to improve. Invasion <ul style="list-style-type: none"> Know when to choose formations that suit the game. Know when to apply principles for attacking. Know when to adapt games and activities. Know when to keep possession of the ball. Know when and what tactics to use in games. Consider the best way to score and win the game. OAA <ul style="list-style-type: none"> Know that planning strategies can help achieve success. Know that communication is vital to achieving success. Know when to move a map and when to move myself. Know what appropriate skills to choose for the challenge. Know when relevant techniques and elements are required. 	<ul style="list-style-type: none"> 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 	Religious Traditions	
Disciplinary Skills	Fitness <ul style="list-style-type: none"> Develop lower body strength Develop speed and endurance (aerobics) Apply and link FMS (KS1) and demonstrate stamina OAA <ul style="list-style-type: none"> Know how to use a map confidently and design a route. Know how to build a detailed map. Work well as part of a team. Invasion <ul style="list-style-type: none"> Know that using different skills will help keep possession. Understand the positions in a team and the roles they play. Know that there are different ways to defend and attack. I consider the best way to score and win the game, remembering to find and use space when running. 	<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. 		CHRISTIANITY
Vocabulary	Indian Dribble, close, cover, mark, block, slap pass, decision making, possession, evaluate, explore	Pitch scale minor layers sections	Vocabulary	Prophecy, prophesy, prophet, Old Testament, Magi, Messiah
Assessment	Assessed against Hordle's PE internal assessment criteria..	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 Christmas time.	
NC Objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe the importance of Claude Monet • To be able to introduce Michel Monet (Claude's son) • Present facts about important buildings in France • Understand French traditions held at Christmas time • Learn the traditional song 'Vive le Vent' 	
Disciplinary Skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Recall and adapt phrases from memory • Pronounce words accurately and use correct intonation • Understand familiar words and short phrases in songs and passages of text • Recognise familiar written words and short sentences • Use basic grammar and simple sentence structure • Learn about life in France and appreciate similarities and differences between our Christmas traditions • Recognise French customs, celebrations, monuments and geography 	
Vocabulary	Culture, conflict, similarity, difference, racism, discrimination, bullying, cyber, bullying	son, sa, ses, Louvre, Eiffel Tower, Sacre Coeur, Arcs de Triumph, aujourd'hui, Bonne Année, Joyeux Noël, Père Noël, les grands sapins, la neige, les boules de neige, les bois, les champs	
Assessment	Summarise by discussing the importance of understanding difference and diversity	Writing - Children are able to take the facts about Monet and introduce him in first or third person	