

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: Why should gunpowder, treason and plot never be forgotten?		YEAR GROUP: 5	DATE: Autumn 2
HISTORY DRIVER: A Study of an aspect or theme in British history, beyond 1066	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
<ul style="list-style-type: none"> The execution of Charles 1 	LC1: Guy Fawkes and James 1 LC2: Guy Fawkes and James 1 LC3: Who was Charles 1? LC4: Who was Oliver Cromwell LC5: Battles LC6: The future of England and Charles' 1 - now	LC1: Why should we remember the 5 th of November? LC2: Did Guy Fawkes take a sensible or a fool-hardy risk? LC3: Who were the Cavaliers? LC4: Who were the Roundheads? <i>When did they live? What did they believe? Why were they important? How did they live?</i> LC5: How do we know which side were "the best"? LC6: Should the king be put to death?	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
History	A Study of an aspect or theme in British history, beyond 1066 <ul style="list-style-type: none"> The execution of Charles 1 http://www.bbc.co.uk/cbbc/clips/p00j44p1 http://resources.woodlands-junior.kent.sch.uk/customs/questions/monarchy/stuarts.html http://www.bbc.co.uk/history/interactive/games/gunpowder/index.shtml	<u>Chronological understanding</u> <ul style="list-style-type: none"> Can they use dates and historical language in their work? <u>Knowledge and interpretation</u> <ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? 	<u>Chronological understanding</u> <ul style="list-style-type: none"> Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? <u>Knowledge and interpretation</u> <ul style="list-style-type: none"> Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? <u>Historical enquiry</u> <ul style="list-style-type: none"> Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<u>Knowledge and interpretation</u> <ul style="list-style-type: none"> Do they appreciate that significant events in history have helped shape the country we have today? Do they have a good understanding as to how crime and punishment has changed over the years? <u>Historical enquiry</u> <ul style="list-style-type: none"> Can they test out a hypothesis in order to answer a question?
Geography	<ul style="list-style-type: none"> To understand how conflict can impact on human geographical features 	<u>Human Geography</u> <ul style="list-style-type: none"> Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<u>Human Geography</u> Can they explain what a place might be like in the future, taking account of issues impacting on human features?	<u>Human Geography</u> Can they explain what a place might be like in the future, taking account of issues impacting on human features?
Science	<ul style="list-style-type: none"> Animals, including humans 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. <u>Working Scientifically</u> <ul style="list-style-type: none"> Can they explain (in simple terms) a scientific idea and what evidence supports it? 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. <u>Working Scientifically</u> <ul style="list-style-type: none"> Can they use test results to make further predictions and set up further comparative tests? 	<ul style="list-style-type: none"> Can they draw a timeline to indicate stages in the growth and development of humans? <u>Working Scientifically</u> <ul style="list-style-type: none"> Can they make a prediction with reasons? To use scientific evidence to support or refute ideas
Art	<ul style="list-style-type: none"> To create sketches and paintings that take account of mood and emotion 	<u>Drawing</u> <ul style="list-style-type: none"> Can they organise line, tone, shape and colour to represent figures and forms in movement? <u>Painting</u> <ul style="list-style-type: none"> Can they create all the colours they need? 	<ul style="list-style-type: none"> Do they keep notes in their sketch books as to how they might develop their work further? <u>Painting</u> <ul style="list-style-type: none"> Can they create mood in their paintings? 	<ul style="list-style-type: none"> Do they use their sketch books to compare and discuss ideas with others? <u>Painting</u> <ul style="list-style-type: none"> Can they express their emotions accurately through their painting and sketches?

DT	<ul style="list-style-type: none"> To make props for plays 	<u>Working with tools, equipment, materials and components to make quality products</u> Can they use a range of tools and equipment expertly?	<u>Working with tools, equipment, materials and components to make quality products</u> <ul style="list-style-type: none"> Can they use a range of tools and equipment expertly? 	<u>Working with tools, equipment, materials and components to make quality products</u> <ul style="list-style-type: none"> Can they use a range of tools and equipment expertly?
ICT	<ul style="list-style-type: none"> Popplet – Mind Mapping App and concept diagrams 			
RE	<ul style="list-style-type: none"> To empathise with a range of communities 	<u>Gain and Deploy Skills</u> <ul style="list-style-type: none"> Discuss and represent their own views on challenging questions 	<u>Gain and Deploy Skills</u> <ul style="list-style-type: none"> Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all 	<u>Gain and Deploy Skills</u> <ul style="list-style-type: none"> Can they discuss and apply their own and others ideas about ethical questions

DESCRIPTION OF LEARNING

Reading	LITERACY (including non-negotiables)	NUMERACY (including non-negotiables)
<p>Reading</p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. <p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and understanding of what they read</p> <ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Learn poems by heart. For example, narrative verse, haiku. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><u>Understand books read independently</u></p> <ul style="list-style-type: none"> Use meaning-seeking strategies to explore the meaning of words in context. Check that the book is meaningful and discuss what has been understood. Ask questions to improve understanding. Identify the effect of the context on a text. For example, historical or other cultures. Make connections between other similar texts, prior knowledge and experience. <p><u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</u></p> <ul style="list-style-type: none"> Build on others' ideas and opinions about a text in discussion. <p><u>Distinguish between statements of fact and opinion.</u></p>	<p>Writing</p> <p><u>Transcription</u></p> <p><u>Grammar and Spelling:</u></p> <ul style="list-style-type: none"> Form verbs with prefixes. For example, dis, de, mis, over and re. Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify. <p><u>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</u></p> <p><u>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</u></p> <ul style="list-style-type: none"> Understand the general rules for adding prefixes and suffixes above. Use dictionaries to check the spelling and meaning of words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Write legibly fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. <p><u>Composition</u></p> <p><u>Plan writing.</u></p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing. Select the appropriate form and register for the audience and purpose of the writing. Note and develop initial ideas. Use the features and structures of text types taught so far <p><u>Draft and Use the features and structures of text types taught so far write</u></p> <ul style="list-style-type: none"> Use the appropriate grammar and vocabulary for the audience and purpose. Understand how grammar and vocabulary choices can change and enhance meaning. Understand how grammar and vocabulary choices create impact on the reader. <p><u>Evaluate and edit</u></p> <ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural. Proof-read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing. 	<p><u>Division (1 week)</u></p> <p><i>Identify multiples & factors; find factor pairs of a number.</i></p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division; <i>Use fraction vocabulary to generate division e.g find 1/4 of 60 = 60 ÷ 4</i></p> <p><u>Fractions, Decimals and Percentages (1 week)</u></p> <p><i>Count forwards or backwards in a variety of steps (including fractions and their equivalents)</i></p> <p>Compare & order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name & write equivalent fractions of a given fraction, represented visually, inc. $\frac{1}{10}$ & $\frac{1}{100}$.</p> <p>Recognise mixed numbers & improper fractions; convert from one form to the other; write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$].</p> <p><i>Develop understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities</i></p> <p><u>Fractions, Decimals and Percentages (1 week)</u></p> <p><i>Read, write, order and compare numbers (with up to three decimal places).</i></p> <p>Read and write decimal numbers as fractions [e.g. $0.71 = \frac{71}{100}$]</p> <p>Recognise and use $\frac{1}{1000}$ and relate them to $\frac{1}{10}$, $\frac{1}{100}$ & decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p><u>Measures (1 week approx.)</u></p> <p><i>Multiply and divide whole numbers and decimals by 10, 100 & 1000.</i></p> <p>Convert between different units of metric measure [e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>Use all four operations to solve problems involving measure [for example length, mass] using decimal notation.</p> <p><u>Geometry (2 weeks)</u></p> <p><i>Add and subtract numbers mentally with increasingly large numbers; Multiply and divide numbers mentally drawing upon known facts.</i></p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p>

	<p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</u></p> <ul style="list-style-type: none"> Use adverbs to indicate degrees of possibility. adverbs (e.g. perhaps, surely) Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun.</p> <ul style="list-style-type: none"> Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. Use brackets, dashes or commas to indicate parenthesis. <p><u>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</u></p> <ul style="list-style-type: none"> Introductory opening which engages the reader and makes the purpose of the text explicit. <p>Spelling</p> <ul style="list-style-type: none"> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <p><i>doubt, island, lamb, solemn, thistle, knight</i> Year 5 spelling list</p>	<p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><i>Describe positions on a 2D grid as coordinates in the first quadrant (Y4). Describe positions on the full coordinate grid (all four quadrants (Y6).</i></p>
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GEOGRAPHY	HISTORY	ART	SCIENCE	ICT (Including e-safety)
<ul style="list-style-type: none"> As geographers we will discuss the impact of conflict on human geography. 	<ul style="list-style-type: none"> As historians we will use and evaluate a range of primary and secondary sources to explore the famous people and events of the Stuart era. 	<ul style="list-style-type: none"> As artists we will look to improve our skills relating to pencil and paint work to create mood and expression. 	<ul style="list-style-type: none"> As scientists we will investigate how we change and develop as humans over time. 	<ul style="list-style-type: none"> Popplet supported by Dave Holland.

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
<p>We will develop our Learn to learn skills by:</p> <p>Self-manager Know the difference between sensible risks and fool-hardy risks.</p> <p>Effective Participator Act as a buddy or mediator.</p> <p>Reflective Learner Understand the difference between a task that is too difficult and one that requires them to think more deeply.</p> <p>Reflective Learner Use range of criteria to reflect on own and others work.</p> <p>Independent Enquirer Make constructive judgments about someone else’s work.</p>	<ul style="list-style-type: none"> Role play linking to history and literacy Outdoor learning experiences across the curriculum 	<ul style="list-style-type: none"> To create a “learning zone clip” to reflect their learning 	<ul style="list-style-type: none"> Christmas play Christmas Fayre 	<ul style="list-style-type: none"> Christmas play Children’s own play

Team Worker

Accept constructive criticism from others in group to enable improvement in performance.