

## CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: Why should gunpowder, treason and plot never be forgotten?		YEAR GROUP: 5	DATE: Autumn 2
<b>HISTORY DRIVER:</b> A Study of an aspect or theme in British history, beyond 1066	<b>WOW STARTERS / ACTIVITIES</b>	<b>BREAKDOWN OF CHALLENGES</b>	
<ul style="list-style-type: none"> <li>The execution of Charles 1</li> </ul>	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 <sup>th</sup> 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
<b>History</b>	A Study of an aspect or theme in British history, beyond 1066 <ul style="list-style-type: none"> <li>The execution of Charles 1</li> </ul> <a href="http://www.bbc.co.uk/cbbc/clips/p00j44p1">http://www.bbc.co.uk/cbbc/clips/p00j44p1</a> <a href="http://resources.woodlands-junior.kent.sch.uk/customs/questions/monarchy/stuarts.html">http://resources.woodlands-junior.kent.sch.uk/customs/questions/monarchy/stuarts.html</a>  <a href="http://www.bbc.co.uk/history/interactive/games/gunpowder/index.shtml">http://www.bbc.co.uk/history/interactive/games/gunpowder/index.shtml</a>	<u><b>Chronological understanding</b></u> <ul style="list-style-type: none"> <li>Can they use dates and historical language in their work?</li> </ul> <u><b>Knowledge and interpretation</b></u> <ul style="list-style-type: none"> <li>Can they describe historical events from the different period/s they are studying/have studied?</li> </ul>	<u><b>Chronological understanding</b></u> <ul style="list-style-type: none"> <li>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> </ul> <u><b>Knowledge and interpretation</b></u> <ul style="list-style-type: none"> <li>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul> <u><b>Historical enquiry</b></u> <ul style="list-style-type: none"> <li>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>	<u><b>Knowledge and interpretation</b></u> <ul style="list-style-type: none"> <li>Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul> <u><b>Historical enquiry</b></u> <ul style="list-style-type: none"> <li>Can they test out a hypothesis in order to answer a question?</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>To understand how conflict can impact on human geographical features</li> </ul>	<u><b>Human Geography</b></u> <ul style="list-style-type: none"> <li>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<u><b>Human Geography</b></u> Can they explain what a place might be like in the future, taking account of issues impacting on human features?	<u><b>Human Geography</b></u> Can they explain what a place might be like in the future, taking account of issues impacting on human features?
<b>Science</b>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <u><b>Working Scientifically</b></u> <ul style="list-style-type: none"> <li>Can they explain (in simple terms) a scientific idea and what evidence supports it?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <u><b>Working Scientifically</b></u> <ul style="list-style-type: none"> <li>Can they use test results to make further predictions and set up further comparative tests?</li> </ul>	<ul style="list-style-type: none"> <li>Can they draw a timeline to indicate stages in the growth and development of humans?</li> </ul> <u><b>Working Scientifically</b></u> <ul style="list-style-type: none"> <li>Can they make a prediction with reasons?</li> <li>To use scientific evidence to support or refute ideas</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>To create sketches and paintings that take account of mood and emotion</li> </ul>	<u><b>Drawing</b></u> <ul style="list-style-type: none"> <li>Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> </ul> <u><b>Painting</b></u> <ul style="list-style-type: none"> <li>Can they create all the colours they need?</li> </ul>	<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> </ul> <u><b>Painting</b></u> <ul style="list-style-type: none"> <li>Can they create mood in their paintings?</li> </ul>	<ul style="list-style-type: none"> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul> <u><b>Painting</b></u> <ul style="list-style-type: none"> <li>Can they express their emotions accurately through their painting and sketches?</li> </ul>

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

### DESCRIPTION OF LEARNING

Reading	LITERACY (including non-negotiables)	NUMERACY (including non-negotiables)
<p><b>Reading</b></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul> <p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and understanding of what they read</p> <ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Learn poems by heart. For example, narrative verse, haiku.</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul> <p><u>Understand books read independently</u></p> <ul style="list-style-type: none"> <li>Use meaning-seeking strategies to explore the meaning of words in context.</li> <li>Check that the book is meaningful and discuss what has been understood.</li> <li>Ask questions to improve understanding.</li> <li>Identify the effect of the context on a text. For example, historical or other cultures.</li> <li>Make connections between other similar texts, prior knowledge and experience.</li> </ul> <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"> <li>Build on others' ideas and opinions about a text in discussion.</li> </ul> <p><u>Distinguish between statements of fact and opinion.</u></p>	<p><b>Writing</b></p> <p><u>Transcription</u></p> <p><u>Grammar and Spelling:</u></p> <ul style="list-style-type: none"> <li>Form verbs with prefixes. For example, dis, de, mis, over and re.</li> <li>Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.</li> </ul> <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"> <li>Understand the general rules for adding prefixes and suffixes above.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>Write legibly fluently and with increasing speed</li> <li>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.</li> </ul> <p><u>Composition</u></p> <p><u>Plan writing.</u></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing.</li> <li>Select the appropriate form and register for the audience and purpose of the writing.</li> <li>Note and develop initial ideas.</li> <li>Use the features and structures of text types taught so far</li> </ul> <p><u>Draft and Use the features and structures of text types taught so far write</u></p> <ul style="list-style-type: none"> <li>Use the appropriate grammar and vocabulary for the audience and purpose.</li> <li>Understand how grammar and vocabulary choices can change and enhance meaning.</li> <li>Understand how grammar and vocabulary choices create impact on the reader.</li> </ul> <p><u>Evaluate and edit</u></p> <ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure correct subject and verb agreement when using singular and plural.</li> <li>Proof-read for spelling and punctuation errors.</li> <li>Assess the effectiveness of their own and others' writing.</li> </ul>	<p><u>Division (1 week)</u></p> <p><i>Identify multiples &amp; 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 ¼ 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 &amp; order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name &amp; write equivalent fractions of a given fraction, represented visually, inc. <math>\frac{1}{10}</math> &amp; <math>\frac{1}{100}</math>.</p> <p>Recognise mixed numbers &amp; improper fractions; convert from one form to the other; write mathematical statements &gt; 1 as a mixed number [e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>].</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. <math>0.71 = \frac{71}{100}</math>]</p> <p>Recognise and use <math>\frac{1}{1000}</math> and relate them to <math>\frac{1}{10}</math>, <math>\frac{1}{100}</math> &amp; 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 &amp; 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"> <li>Use adverbs to indicate degrees of possibility. <b>adverbs (e.g. perhaps, surely)</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> <p><b>Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun.</b></p> <ul style="list-style-type: none"> <li>Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> </ul> <p><u>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</u></p> <ul style="list-style-type: none"> <li>Introductory opening which engages the reader and makes the purpose of the text explicit.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul> <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"> <li>As geographers we will discuss the impact of conflict on human geography.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>As artists we will look to improve our skills relating to pencil and paint work to create mood and expression.</li> </ul>	<ul style="list-style-type: none"> <li>As scientists we will investigate how we change and develop as humans over time.</li> </ul>	<ul style="list-style-type: none"> <li>Popplet supported by Dave Holland.</li> </ul>

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><b>Self-manager</b> Know the difference between sensible risks and fool-hardy risks.</p> <p><b>Effective Participator</b> Act as a buddy or mediator.</p> <p><b>Reflective Learner</b> Understand the difference between a task that is too difficult and one that requires them to think more deeply.</p> <p><b>Reflective Learner</b> Use range of criteria to reflect on own and others work.</p> <p><b>Independent Enquirer</b> Make constructive judgments about someone else’s work.</p>	<ul style="list-style-type: none"> <li>Role play linking to history and literacy</li> <li>Outdoor learning experiences across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To create a “learning zone clip” to reflect their learning</li> </ul>	<ul style="list-style-type: none"> <li>Christmas play</li> <li>Christmas Fayre</li> </ul>	<ul style="list-style-type: none"> <li>Christmas play</li> <li>Children’s own play</li> </ul>

**Team Worker**

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