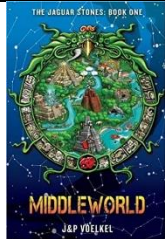
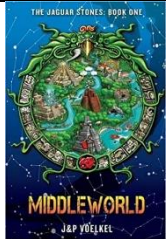
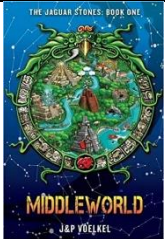
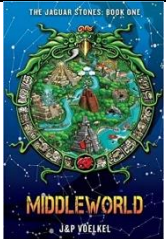
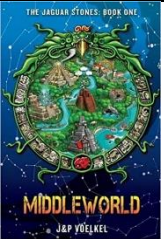
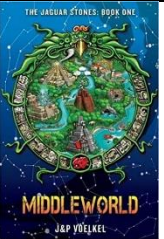
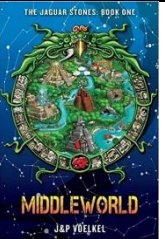




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2022
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 05.09	Week 2 Wk Beg 12.09	Week 3 Wk Beg 19.09	Week 4 Wk Beg 26.09	Week 5 Wk Beg 3.10	Week 6 Wk Beg 10.10	Week 7 Wk Beg 17.10
Big Question	Were the indigenous people of South America as blood thirsty as they were made out to be?						
Weekly Questions	Who were the people of Ancient Maya?	Where did the people of Ancient Maya live?	What comparisons can be made between the lifestyle of the Maya to other civilisations?	What impact have inventions from Ancient Maya had on life today?	How did the Maya get their reputation for being savage and blood-thirsty?	What similarities and difference are there in life in South America to the UK?	Why did the time of the Ancient Maya come to an end?
Key Concepts	Historical sources Civilizations and society Power Religion Architecture	Historical sources Religion	Historical sources Religion Historical sources Civilizations and	Historical sources Architecture	Religion Power	Religion Power Civilizations and society Architecture	Power Civilizations and society
Book Studies	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel	 Middleworld by J&P Voelkel
Children steering learning....	Find out about who the Ancient Maya were and what their civilization was like.	Write diary entries from the point of view of a child living in a tribe of Ancient Maya.	Explore the daily life in Ancient Maya and create a scratch quiz using our knowledge on the historic civilisation.	Find out about what the Maya invented that we still have today.	Debate whether we agree with the Maya participating in human sacrifices and explore why the civilisation may have been led to do this.	Try foods that the Maya ate and design our own versions inspired by their way of life.	Compare the lives of the Ancient Maya to the present Maya tribes.

<p>English Reading -Word reading -Comprehension</p> <p>Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation</p>	<p>Identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Instructional writing - How to blend in in Ancient Maya.</p>	<p>Introduce sentences in different ways including verb, adverbial and emotion openers</p> <p>Diary entry - life in Ancient Maya</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Diary entry - life in Ancient Maya</p>	<p>I can use adverbs (e.g. perhaps, surely) or modal verbs (might, should, will, must) to indicate a degree of possibility.</p> <p>Speeches/debates - Why we should/should not be put forward as a sacrifice</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Speeches/debates - Why we should/should not be put forward as a sacrifice</p>	<p>Begin to use some organisational and presentational devices to structure text and to guide the reader.</p> <p>Non-chronological report South America</p>	<p>Use the correct tense throughout a piece of writing.</p> <p>Non-chronological report South America</p>
<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Use non-verbal methods to maintain the interest of the listener.</p> <p>Deliver science presentations</p>	<p>Communicate detailed information clearly, using precise and ambitious vocabulary.</p> <p>Dubunk Maya myths</p>	<p>Communicate detailed information clearly, using precise and ambitious vocabulary.</p> <p>Report to the class what aspects of Maya life were like. Compare to life in UK.</p>	<p>Communicate detailed information clearly, using precise and ambitious vocabulary.</p> <p>Report to the class. Compare climate in the UK to S.America</p>	<p>Ask questions to explore and develop ideas.</p> <p>Use oracy role cards to discuss themes within class text.</p>	<p>Make relevant contributions</p> <p>Share non-chronological reports in groups in news article theme.</p>	<p>Discuss their own and others ideas.</p> <p>Discuss and evaluate news articles.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Partition 5 and 6-digit numbers</p> <p>Place Value tasks using PV grids, partitioning in different ways and missing number activities.</p>	<p>Read, write, order and compare numbers to at least 1 000 000 by determining the value of each digit</p> <p>Partition 5 and 6-digit numbers</p> <p>Place Value tasks involving sequencing, comparing and rounding.</p>	<p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Multiplication and division - Multiplying whole numbers and decimals by 10, 100, 1000</p>	<p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Multiplication and division - Converting units of measure</p>	<p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Multiplication and division - Properties of number (sq, cubed)</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Multiplication and division - Properties of number (factors, prime)</p>	<p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Multiplication and division - Properties of number (factors, prime)</p>

Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Describe the movement of the Moon relative to the Earth	Describe the movement of the Moon relative to the Earth	Describe the Sun, Earth and Moon as approximately spherical bodies	Describe the Sun, Earth and Moon as approximately spherical bodies	Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. <u>Assessment Indicator: TAPs focussed solar System research/craters</u>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	Primary Jigsaw SOW Being Me In My World Face new challenges positively and know how to set personal goals	Primary Jigsaw SOW Being Me In My World Know what I value most about my school and can identify my hopes for this school year	Primary Jigsaw SOW Being Me In My World Understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own	Primary Jigsaw SOW Being Me In My World Understand my rights and responsibilities as a citizen of my country and a member of my school empathise with people in this country whose lives are different to my own	Primary Jigsaw SOW Being Me In My World Make choices about my own behaviour because I understand how rewards and consequences feel understand that my actions affect me and others	Primary Jigsaw SOW Being Me In My World Understand how an individual's behaviour can impact on a group contribute to the group and understand how we can function best as a whole	Primary Jigsaw SOW Being Me In My World Understand how democracy and having a voice benefits the school community and know how to participate in this understand why our school community benefits from a Learning Charter and can help others to follow it
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Indoor PE - Swimming NC Objectives: Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.						
Computing	Explain that a loop can stop when a condition is met	Explain that a loop can be used to continuously check if	Write a program with count controlled loops	Design a physical project that uses selection	Create a program that controls a physical computing project	Create a program that controls a physical computing project	Evaluate the projects made.
Get Set 4 PE SOW Outdoor PE - Netball Lesson 1: To develop passing and moving.	Get Set 4 PE SOW Outdoor PE - Netball Lesson 2: To be able to use the attacking principle of creating and using space.	Get Set 4 PE SOW Outdoor PE - Netball Lesson 3: To be able to change direction and lose a defender.	Get Set 4 PE SOW Outdoor PE - Netball Lesson 4: To be able to defend ball side and know when to go for interceptions.	Get Set 4 PE SOW Outdoor PE - Netball Lesson 5: To develop the shooting action	Get Set 4 PE SOW Outdoor PE - Netball Lesson 6 To use and apply skills and tactics to small sided games	Get Set 4 PE SOW Outdoor PE - Netball Lesson 7 To use and apply skills and tactics to small sided games	

		a condition has been met	<u>Assessment Indicator:</u> <u>Explain how selection is used in programs</u>	<u>Assessment Indicator:</u> <u>Design a program which uses selection</u>			<u>Assessment Indicator:</u> <u>Create a program with selection and evaluate it</u>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Name and locate the world's countries, focusing on Central America (to focus on the historical region chosen - a contrasting non-European society), concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Name and locate the world's countries, focusing on Central America (to focus on the historical region chosen - a contrasting non-European society), concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Name and locate the world's countries, focusing on Central America (to focus on the historical region chosen - a contrasting non-European society), concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Name and locate the world's countries, focusing on Central America (to focus on the historical region chosen - a contrasting non-European society), concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen.	Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen.	Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen.
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Look at primary and secondary sources from Ancient Maya. Explore -what can we find out?	Uses sources of evidence to learn about life in an Ancient Maya city state.	Compare <i>Anglo-Saxon Britain with the Maya civilisation</i> through -achievements -invasion -beliefs -society -legacy (and housing, food, entertainment)	Compare <i>Anglo-Saxon Britain with the Maya civilisation</i> through -achievements -invasion -beliefs -society -legacy (and housing, food, entertainment)	Compare <i>Anglo-Saxon Britain with the Maya civilisation</i> through -achievements -invasion -beliefs -society -legacy (and housing, food, entertainment) <u>Assessment indicator</u> <u>Children can make links between different features of a society to make sense of the world lived in by people in the past.</u>	Identify the cause and effect of Spanish explorers on Ancient Maya - a positive and/or negative impact? <u>Assessment indicator</u> <u>Can explain rather than list or just describe causes</u>	Use sources to interpret bias - e.g. 'bloodthirsty' Ancient Maya <u>Assessment indicator</u> <u>Children can explain beliefs and attitudes in terms of why people might have had those ideas.</u>
Religious Education, Beliefs and Values -Believing -Expressing	Living -What rules are important? How is the Golden Rule important?	Living - What important messages are in the Ten Commandments? How do they help Jewish	Living - What does Christianity say about how to live a good life?	Living - How can people decide what is right and wrong without God's help?	Living - What do religious stories tell believers about temptation?	Living - What do religious stories tell believers about temptation?	Living - How have religious teachings helped to affect somebody's actions?

<p>-Living</p>	<p>Explore and respond to different religious teachings that consider moral dilemmas including life and mortality and right and wrong.</p> <p>Understand and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>people know how to live?</p> <p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p>	<p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p>	<p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p>	<p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p>	<p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p>	<p>Discuss and give thoughtful and respectful opinions when exploring stories involving moral dilemmas including life and mortality and right and wrong.</p> <p><u>Assessment Indicator</u> - <u>Explain some similarities and differences between the codes for living used by Humanists, Cristian's and Jewish people.</u> <u>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</u></p>
<p>Modern Foreign Languages-French</p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Recap prior learning from Year 4</p> <p>What can the children remember?</p>	<p>Catherine Cheater SOW</p> <p>Understand nouns and determiners - the indefinite article in the singular and the plural.</p>	<p>Catherine Cheater SOW</p> <p>Focus on nouns - masculine nouns beginning with a vowel, nouns in the plural and counting nouns.</p>	<p>Catherine Cheater SOW</p> <p>Focus on phonics and feminine nouns.</p>	<p>Catherine Cheater SOW</p> <p>Recognise and respond to others focusing on masculine and feminine nouns.</p>	<p>Catherine Cheater SOW</p> <p><u>Assessment Indicator: Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g.</u></p> <p><u>Ask and answer a wider range of questions from memory (Pen Pals)</u></p>	<p>Catherine Cheater SOW</p> <p><u>Assessment Indicator: Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g.</u></p> <p><u>Ask and answer a wider range of questions from memory (Pen Pals)</u></p>
<p>Art and Design</p> <p>-Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>Create forms and movement using own choice of pencil, focusing on line, tone and shape.</p> <p>Use shading and perspective to</p>	<p>Refer to artists, architects and designers for inspiration and to explain choices in their work.</p>	<p>Refer to artists, architects and designers for inspiration and to explain choices in their work.</p>	<p>Refer to artists, architects and designers for inspiration and to explain choices in their work.</p>	<p>Plan and create a sculpture following a criteria.</p> <p>Make appropriate choices in selecting tools and materials for sculpture.</p>	<p>Plan and create a sculpture following a criteria.</p> <p>Make appropriate choices in selecting tools and materials for sculpture.</p>	<p>Plan and create a sculpture following a criteria.</p> <p>Make appropriate choices in selecting tools and materials for sculpture.</p>

	<p>create form and texture.</p> <p>Self portrait using sketching pencils.</p>	<p>Research the work of an artist and use this knowledge to replicate a style.</p> <p>Dan Fenelon Artwork Appraising the work of Dan Fenelon</p>	<p>Create forms and movement using own choice of pencil, focusing on line, tone and shape.</p> <p>Practice techniques to recreate the style of Dan Fenelon's art works.</p>	<p>Create forms and movement using own choice of pencil, focusing on line, tone and shape.</p> <p>Designing our own artwork inspired by Dan Fenelon on Ancient Maya</p>	<p>Designing Ancient Mayan head dresses</p>	<p>Designing Ancient Mayan head dresses</p>	<p>Making Ancient Mayan masks</p> <p><u>Assessment Indicator: Sculpture inspired by Dan Fenelon</u></p>
<p>Design and Technology</p> <p>-Design -Make -Evaluate -Food Technology</p>	<p style="text-align: center;">Structures Frame Structures Unit to be completed in Autumn 2</p>						
<p>Music</p> <p>-Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>Recognise musical styles and any important musical features that distinguish the style. Ghost Parade Part 1</p> <p>Appraising and Listening</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Ghost Parade Part 2</p> <p>Appraising and Listening</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Words Can Hurt Part 1</p> <p>Listening and Singing</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>Explore improvisation within a major scale. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Words Can Hurt Part 2</p> <p>Composing and Improvising</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor. Joyful, Joyful</p> <p>Appraise, Sing and Perform</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p>- Talk confidently about how connected you feel to the music and how it connects in the world. - Respond to a leader or conductor. Joyful, Joyful</p> <p>Performing</p>	<p>Charanga Model Music Curriculum B</p> <p>Unit 5 - How Does Music Bring Us Together?</p> <p><u>Assessment Indicator Perform, record and evaluate</u></p>
<p>Enhancements</p> <p>Visits and Visitors</p>			<p>Outdoor learning - recreating Chichen Itza out of outdoor resources</p>	<p>Food tasting - chocolate, tortillas, salsa, guacamole</p>		<p>Parental engagement - Mindfulness afternoon</p>	

Outdoor learning			Recreating Chichen Itza out of outdoor resources	Use our outdoor space to understand scale and distance on the world map.			
-------------------------	--	--	--	--	--	--	--

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.