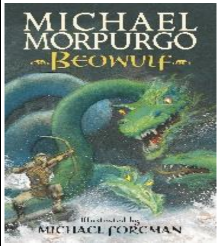
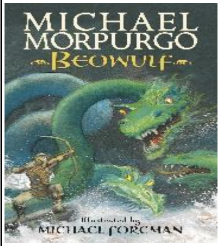
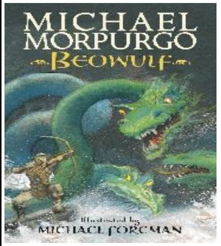
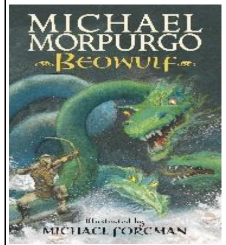
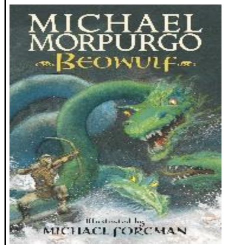
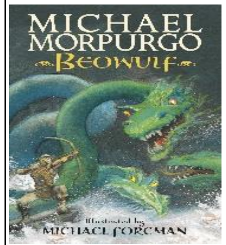
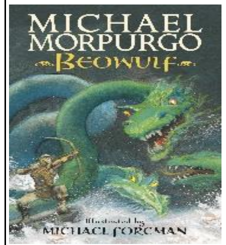
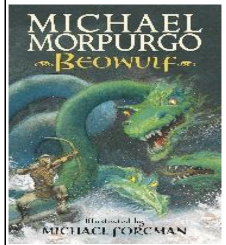
Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2025

Phase Upper Key Stage 2   Year Group 5

	Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 06.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
Big Question	How did Britain evolve during the time of the Anglo-Saxons?							
Connected Concepts	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation	Power Significance Cause and Effect Appreciation
Book Studies	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 	Beowulf Michael Morpurgo 
Children steering learning….	What was it like to be a king or queen in Anglo Saxon Britain? What were their jobs like and what did they do to entertain themselves? What kind of technology did they have and what did they invent? What was their weaponry and armour like? What were the differences in the lives of the rich and the poor in Anglo Saxon Britain? What are the Anglo Saxons famous for? What were their hospitals and medical opportunities like? How often and why did they go into battle? How did their civilisation begin and end? How were their buildings structured and what were they made out of? What did the Anglo Saxons believe in?							
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	**Whole Class Text – Beowulf** Develop prediction skills based upon the front cover, blurb and title of a book. Develop fluency when reading aloud and make informed predictions based on the text so far. **Character Description:**	**Whole Class Text – Beowulf** Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Make inferences and use evidence from the text to support this	**Whole Class Text – Beowulf** Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text. Develop fluency when reading aloud and retrieve information at speed.	**Whole Class Text – Beowulf and The tale of the Lady of Mercia** Develop VIPERS skills by correctly identifying skills and tools necessary to deduce information and definitions from a text. **Traditional Tales:**	**Whole Class Text – Beowulf** Identify relevant themes within the text, drawing upon multiple pieces of evidence to support points and make accurate comparisons. Make inferences and use evidence from the text to support this	**Whole Class Text – Beowulf and a non-fiction text about Harriet Tubman** Use contextual clues within the text in order to correctly deduce the meaning of unfamiliar vocabulary. Make inferences and use evidence	**Whole Class Text – Beowulf and Little Man, Little Man by James Baldwin** Identify relevant themes within the text, drawing upon multiple pieces of evidence to support points and make accurate comparisons. Read with fluency and accuracy and	**Whole Class Text – Beowulf and Little Man, Little Man by James Baldwin** Summarise key themes of individual chapters and the text as a whole. Make comparisons about how themes have changed. Read with fluency and accuracy and

	Phase 1 – Hook and understanding as a Reader Explore the text to identify the affect the text has on the reader, using PEE. **Phase 2 – understanding as a Writer** Text detectives: VIPERS style questions along with questions that allow children to explore the features of writing. **Phase 2 – Understanding as a Writer** Use stylistic, descriptive devices when describing a character in detail: SMOAP.	Develop fluency when reading aloud and retrieve information at speed. **Character Description:** **Phase 2 – Understanding as Writer** Explore use of and difference between subordinate and relative clauses. Define and use tier 11 vocabulary within cohesive paragraphs. **Phase 3 – Composition and Editing** Generate questions about the appearance, demeanour and behaviour of Grendel from Beowulf to generate an effective plan. Write character description of Grendel, seeking opportunities to re-draft parts of their writing using editing stems.	**Traditional Tales:** **Phase 1 – Understanding as a Reader** Revisit the story of Beowulf in order to retrieve key and relevant information from the text. **Phase 2 – Understanding as Writer** Identify the features of a traditional tale. Define and use ambitious vocabulary to be used in narrative.	**Phase 2 – Understanding as Writer** Use relative and subordinate clauses to describe characters within a traditional tale. Explore the emotions of characters using emotion starters as an interesting way to hook the reader. Introduce the more, the more sentences to encourage suspense. Use sentences with more than one clause while using cohesion strategies across a paragraph.	Read with fluency and accuracy and make informed predictions based on the text so far. **Traditional Tales:** **Phase 3 – Planning, Composition and Editing** Write our own traditional tale inspired by the story of Beowulf, drawing upon WAGOLL's and research in order to produce a high quality piece of writing. Self and peer assess against success criteria in order to develop.	from the text to support this Read with fluency and accuracy and infer the meaning of vocabulary. **Historical Recount:** **Phase 1 – Hook and Understanding as a Reader** Explore Anglo Saxon chronicle and make comparisons with a newspaper, identifying why one of the genres would not be appropriate for the Anglo Saxon period. **Phase 2 – Understanding as a Writer** Identify the features of a chronicle. Define and use ambitious vocabulary within sentences appropriate for a recount.	retrieve information at speed. **Historical Recount:** **Phase 2 – Understanding as a Writer** Introduce parenthesis to provide further details for the reader. Write our own recounts about a key event during the Anglo Saxon period, focusing on learning acquired throughout the writing cycle so far and referring to WAGOLL in order to create high-quality reports.	summarise themes and chapters. **Historical Recount:** **Phase 3 –, Planning, Composition and Editing** Follow editing approach. Write our own recounts about a key event during the Anglo Saxon period, focusing on learning acquired throughout the writing cycle so far and referring to WAGOLL in order to create high-quality reports.
Tier 11 Vocabulary	Remorse Grotesque Gnarled Lured Lumbered Repugnant Deformed Monstrous Putrid		Silhouette Excruciating Triumph Erupted Ominous Impenetrable Tentatively Unrelenting Bitter			Perpetual Plagued Fateful Significant Assured Collided Valiantly Vigour Imminent		

Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Place value** **Read, write, order and partition numbers up to a million.** Explore the composition and place value of numbers using images, practical apparatus and numbers.	**Place value decimal numbers** **Solving problems involving place value** Applying the rules for place value and rounding to solve problems. ***Assessment Indicator*** *Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit* **Interpret negative numbers.** Recognise negative numbers on a variety of images. Understand how they relate to 0 in terms of above and below, less than and greater than. **Solve number problems and practical problems that involve all of the above.**	**Place value** **Round numbers to the nearest, 10, 100, 1000, 10,000 and 100,000** Learning and applying the rules for rounding numbers. ***Assessment Indicator*** *Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000* **Interpret negative numbers in context- temperature and count forwards and backwards.** Recognise negative numbers in context and use the correct notation Use both vertical and horizontal images to represent the numbers. Practise counting in steps from negative to positive and vice versa.	**Conversion of units** **Convert between metric units by multiplying and dividing by 10, 100, 1000.** Using place value charts to help support understanding for multiplying and dividing by 10, 100 and 100. Make links to metric units. ***Assessment Indicator*** *Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero* **Interpreting negative numbers in the context of temperatures and metres above and below 0.** Using the images to answer questions based on temperatures timetables and divers below sea level.	**Conversion of imperial units** **Solving problems involving conversion of units** Applying understanding of multiplying and dividing by 10, 100 and 1000 to convert between units of measure to solve problems. Model and practise how to convert between metric and imperial measures. ***Assessment Indicator*** *Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000* **Solve Calculations for addition and subtraction by counting forwards and backwards across 0.** With the support of a number line solve calculations by counting forwards and backwards on the number line.	**Properties of number** **Recognising prime numbers, square numbers, cube numbers.** Range of activities to recognise prime, square and cube numbers – focusing on patterns. ***Assessment Indicator*** *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers* **Interpret negative numbers within problem solving in context.** Solve real life problems involving negative numbers. Bank accounts, and co-ordinates.	**Properties of number** **Using factors and multiples to multiply and divide mentally** Understanding how factors, multiples and prime factors can be used in mental calculation work for multiplication and division. Explore through reasoning and problem solving. ***Assessment Indicator:*** *Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers* **Solve problems involving systematic working and negative numbers.** Exploring patterns of negative and positive numbers using a systematic approach.	**Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.** Explore factor pairs. Recording in a systematic way. Looking for numbers with common factors. Use Carroll diagrams to sort numbers by factors. **Solve word problems involving negative numbers.** Using visualisation approach, solve word problems in a real life context.
Retrieval through Maths Rehearsal sequence	**+- decimals to 1dp within 1** Model and vocabulary	**+- decimals to 1dp within 1** Practise	**+- decimals to 1dp within 1** Practise	**+- decimals to 1dp within 1** Apply	**+/- Multiples of 100 and 1000 with bridging** Model and vocabulary	**+/- Multiples of 100 and 1000 with bridging** Practise	**+/- Multiples of 100 and 1000 with bridging** Apply	**+/- Multiples of 100 and 1000 with bridging** Practise
Science	**Forces and Magnets.**	**Forces and Magnets.**	**Forces and Magnets.**	**Forces and Magnets**	**Forces and Magnets.**	**Forces and Magnets.**	**Forces and Magnets.**	**Forces and Magnets.**

-Working Scientifically to observe, connect, respond **-Biology** **-Chemistry** **-Physics**	**Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.** Discuss what gravity and resistance are and identify balanced and unbalanced forces Use newton metres and scales to measure mass and weight and know the difference between these terms. Identify patterns in results to make generalisations. ***Assessment Indicator:*** *Demonstrate the effect of gravity acting on an unsupported object.*	**Identify the effects of air resistance, water resistance and friction that act between moving surfaces.** Plan a fair test involving air resistance and gyrocopters.	**Identify the effects of air resistance, water resistance and friction that act between moving surfaces.** Carry out a test involving air resistance and record results with accuracy. Present results and present findings by drawing conclusions and explaining observations.	**Working Scientifically To Conduct** **Use test results to make predictions to set up further comparative and fair tests.** **Record data and results of increasing complexity** Generate a way to test water resistance. Plan a fair test and make predictions linking to air resistance test.	***Sticky Knowledge*** *Acquire and Apply:* *Explain what gravity and resistance are and identify balanced and unbalanced forces.*	**Identify the effects of air resistance, water resistance and friction that act between moving surfaces.** Carry out a test involving water resistance and record results and observations. Draw conclusions. ***Assessment Indicator:*** *Give examples of friction, water resistance and air resistance.* *Give examples of when it is beneficial to have high or low friction, water resistance, and air resistance.* *TAPs focussed assessment.* *Spinners.*	**Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.** Investigate how levers work. Explore how the position of fulcrum, load and effort impacts on use. Make our own catapults using knowledge of levers. ***Assessment Indicator:*** *Demonstrate how pulleys, levers and gears work.*	**Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.** Investigate how pulleys and gears work. Introduce the use of pulleys and gears. Then they'll be given equipment to build their own pulley system to lift a load.
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education**	**PSHEE Jigsaw SOW** **Being Me In My World** **Know how to set personal goals.** Understand the difference between aspirations and goals. Set goals and detail the steps it will take to reach that goal. (BV Individual Liberty)	**PSHEE Jigsaw SOW** **Being Me In My World** **Know how to face challenges positively.** List 9 goals and rank them using the diamond 9 grid.	–	**PSHE Jigsaw SOW Being Me In My World** **Know what I value most about my school and can identify my hopes for this school year.** Know what I value most about my school and can identify my hopes for this school year. (BV-Individual Liberty)	**PSHE 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.** Identify the rights and explain what their	**PSHE 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.**	**PSHE 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. Write up causes and effects of different scenarios.	**PSHE 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. Explore shared and contrasting rules,

(RSE) and Health Education					responsibilities are to achieve this (BV-Respect/ Tolerance)	Write promises to refugees fleeing warzones. (BV-Respect/ Tolerance	(BV-Respect and Tolerance	rights and responsibilities. ***Assessment Indicator*** Evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. (BV-Respect and Tolerance)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To develop passing and moving.** As soon as a pass has been made, move into a new space to receive another pass. Use a variety of passes to suit the	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To explore moving to create space for themselves and others in their team.** Accelerate past a defender, driving into space.	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To use a variety of techniques to lose an opponent e.g. change of direction or speed** Drive into space with purpose. If you don't receive a ball, move again.	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To know that not having a defender between myself and a ball carrier enables me to send and retrieve with better control.** **To be able to defend ball side and know when to**	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To develop the shooting action.** Identify your best area to shoot, higher percentage chance of success. Rebound your shot if you miss. Use a balanced stance. Feet	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To understand the need for tactics and identify when to use them in different situations.** Consider the whole team's thoughts and ideas on	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To understand and apply rules in a variety of invasion games whilst playing and officiating.** Consider the whole team's thoughts and ideas on	Indoor PE Swimming **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.** **Get Set 4 PE SOW** Outdoor PE Netball **To understand and apply rules in a variety of invasion games whilst playing and officiating.** Consider the whole team's thoughts and ideas on

	distance you need to throw. Use verbal and nonverbal communication to show where and when you want to receive the ball.	Keep on the balls of your feet, ready to change direction. Move into space as soon as you have passed the ball. ***Assessment Indicator*** *Know what position playing in and how to contribute when attacking and defending.*		**go for interceptions.** Keep in a ready position with knees bent. Stay side on to see the ball and the player you are marking. Stretch out to intercept the ball. ***Assessment Indicator*** *Understand the need for tactics and can identify when to use them in different situations.*	shoulder width apart.	tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills.	tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills.	tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills. ***Assessment Indicator*** *Understand there are different skills for different situations and beginning to apply this.*
Computing	**Programming A** **Create a program that controls a physical computing project.** Create a simple circuit and connect it to a microcontroller and program a microcontroller to make an LED switch on. They will explain what an infinite loop does	**Programming A** **Write a program with count controlled loops.** Connect more than one output component to a microcontroller. They will also use a count-controlled loop to control outputs and design sequences that use count-controlled loops	-	**Programming A** **Explain that a loop can stop when a condition is met** Explain that a condition is either true or false. They will design a conditional loop and program a microcontroller to respond to an input. ***Assessment Indicator:*** *Explain how selection is used in programs.*	**Programming A** **Explain that a loop can be used to continuously check if a condition has been met.** Explain that a condition being met can start an action and identify a condition and an action in their project. They will use selection (an 'if…then…' statement) to direct the flow of a program. ***Assessment Indicator:*** *Design a program which uses selection.*	**Programming A** **Design a physical project that includes selection** Identify a real-world example of a condition starting an action They will describe what their project will do and create a detailed drawing of their project	**Programming A** **To create a program that controls a physical computing project** Make the cardboard carousel ready to be programme Write an algorithm that describes what their model will do Use selection to produce an intended outcome	**Programming A** **To create a program that controls a physical computing project** Test and debug their project. Evaluate their projects. ***Assessment Indicator:*** *Create a program with selection and evaluate it.*
Geography -Locational and Place Knowledge		**Minor** **Name and locate some cities and counties of the UK**	**Minor** **Identify key physical and human characteristics of**		**Sticky Knowledge** Acquire and Apply; Be able to recall where the Anglo-	**Minor** **Use the eight points of a compass (N, S, E,**		

-Field Work **-Using Globes, Maps and Plans**		**that have significance with the Historical period of time covered.** Identify where the Anglo-Saxon tribes originated from and how the Anglo Saxons later divided our Britain into Kingdoms and how that links to geographical regions today. Use 6 figure grid references to locate them.	**the world's countries with a focus on the historical region chosen.** Define the difference between physical/human features. Use knowledge of regions and counties (and place names) to locate where Anglo-Saxon settlements and Viking settlements were. Look at the features and discuss why were they chosen?		Saxons originated from and where they settled in Britain. Recall the seven Anglo Saxon Kingdoms.	**W, NW, NE, SW, SE) 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.** Locate the position of Anglo Saxon battlefields across UK history. ***Assessment Indicator*** *Locate given locations using maps, globes and atlases.* *Use the 8 points of a compass.*		
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Major** **Use a time line to place the Anglo-Saxons in wider chronology.** Baseline assessment and glossary Understand why the Anglo-Saxon era began and ended. Show key events on a timeline. Read the short story and Hengist and Horsa.	**Major** **Identify the causes and consequence of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc…** Discover what life was like in an Anglo-Saxon village and look at different Anglo-Saxon settlements. How was it different to Roman settlements? (BV-Mutual respect) Children compare similarities and differences between Roman and	**Major** **Identify the continuity and change throughout *Anglo-Saxon Britain from Roman Britain* through comparison of:** **power** **invasion** **achievements** **beliefs** **society.** Understand what paganism is and how the Anglo-Saxons may have worshipped their gods. Discover how the Anglo-Saxons converted to Christianity:	**Major** **Make a valid conclusion based on devising and answering questions relating to a historical enquiry** **Does King Alfred deserve to be called Great?** Investigate primary sources and secondary sources in a specially designed sequence – asking questions all the way. When all the information is revealed children write a brief explanation to the enquiry question. Learn of how Alfred's decedents	**Major** **Sticky Knowledge** Acquire and Apply: Recall the following: How, when and why Britain changed from Roman Britain to Anglo Saxon Britain. How Anglo Saxon religion changed in Britain How society was organised and how King Athelstan changed Britain	**Major** **Black History Month –** Africans in medieval Britain?	**Major** **Identify the continuity and change throughout *Anglo-Saxon Britain from Roman Britain* through comparison of:** **power** **invasion** **achievements** **beliefs** **society** Understand the significance of 1066. They will discover the 3 claimants to the English throne and debate in character who deserves it more. The outcome will be revealed and	**Major** **Answering the big question - How did Britain evolve during the time of the Anglo-Saxons?** Write about the following: How it changed from Roman Britain to Anglo Saxon Britain, How the Anglo Saxon religion changed in Britain How Alfred, and King Athelstan changed Britain Finally how the battle of Hastings changed Britain.

		Anglo-Saxon settlements	changing Britain again. Conscience Alley – Should I convert or not. ***Assessment Indicator*** *They understand that people in the past had a range of different ways of looking at the world and can explain their ideas.*	(Athelstan and the Lady of Mercia) changed Britain ***Assessment Indicator*** *Can see consequences in terms of immediate and long term effects and can see that people were affected differently*			the children will write an explanation ***Assessment Indicator*** *Grasp that change can happen quite quickly and can be reversed.*	
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living** **Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.** **Make connections between stories of temptation and why people can find it difficult to be good.** **Explore their own and others' ideas about how people decide about right and wrong.**	**LIVING** **What can we learn from religions about what is right and wrong?** Baseline Assessment **Discuss their own and others' ideas about how people decide about right and wrong.** Baseline assessment broken down into 3 areas: -How do I, and people in general, know the difference about right and wrong? -What does it mean to be a Christian, Humanist or Jew? -What can I remember about the beliefs of these religious communities? (BV-Individual Liberty)	**LIVING** **What can we learn from religions about what is right and wrong?** **Discuss their own and others' ideas about how people decide about right and wrong.** **Explore rules for living in Christianity Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.** Enrichment: Christian in Schools Workshop on the Beatitudes.	**LIVING** **What can we learn from religions about what is right and wrong?** **Discuss their own and others' ideas about how people decide about right and wrong.** **Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.** Introduce the 10 commandments and discuss how they help Jews to make decisions in life. Create a bar graph to show how important the commandments are to them, and how important they believe they would be to Jews, then	**LIVING** **What can we learn from religions about what is right and wrong?** **Discuss their own and others' ideas about how people decide about right and wrong.** **Explore rules for living in Christianity/Judaism/ Humanist and suggest ways in which they might help believers with difficult decisions.** Consider where different messages come from that help us to decide what's right and wrong, then make links with humanism. ***Assessment Indicator*** *Give examples of rules for living from Humanism and suggest ways in*	-	**LIVING** **What can we learn from religions about what is right and wrong?** **Make connections between stories of temptation and why people can find it difficult to be good.** Explore how religious stories tell believers about temptation. Look at scenarios and explore how we could respond to them following teachings from religions.	**LIVING** **What can we learn from religions about what is right and wrong?** **Make connections between stories of temptation and why people can find it difficult to be good.** P4C using stimuli to consider how faith might help people who have made poor decisions find a righteous path and act in the interests of themselves and others.	**LIVING** **What can we learn from religions about what is right and wrong?** **Discuss their own and others' ideas about how people decide about right and wrong** How have religious teachings helped to affect somebody's actions? Look at similarities between religions and the golden rule that all follow. Discuss which rule(s) the choices made have followed. ***Assessment Indicator*** *Explain some similarities and differences between the codes for living used by Humanists, Cristian's and Jewish people.*

			write a brief explanation. ***Assessment Indicator*** *Give examples of how the Ten Commandments might show Jewish people how to live.* (BV-Individual Liberty)	*which they might help believers with difficult decisions.* (BV-Individual Liberty)				*Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	-	**Niveau rouge SOW** **Lesson one** **Speaking and listening** **To know numbers to 12 and be able to ask what the time is.** Revise numbers 1-12 Learn how to ask what time it is learn how to say the time on the hour. **Revisit commands from Y3/4**	**Niveau rouge SOW** **Lesson two** **Speaking and listening** **To learn 5 places in a town and respond to the question Qu'est-c que c'est?** Revise names for parts of the UK Focus on spelling the numbers 1-12. **Speaking** Be introduced to the names of 5 places found in a town using question: Qu'est-ce que c'est ? **Reading** Be introduced to key features and terminology of a bilingual dictionary ***Assessment Indicator*** *Be able to read and spell the numbers to 12*	**Niveau rouge SOW** **Lesson three** **Speaking and listening** **To use a complex sentence when speaking.** **To know there is a time difference between Uk and france.** Practise using spoken questions and answers about your name and what time it is. Be introduced to a complex sentence in French. Learn about the main clause and subordinate clauses Example: Quand il est 2 heures à Paris, il est une heure à Londres. **Intercultural understanding** Learn that there is a time difference between France and the UK	-	**Niveau rouge SOW** **Lesson four** **Speaking** **To be able to write a complex sentence using the writing frame:** Quand il est 2 heures à Paris, il est une heure à Londres. Revise how to say your name Learn a new question form to ask what time it is. Learn that questions can be formed using tone of voice or inversion **Writing** Practise writing some complex sentences based on time. Know time in Paris is same in France and time in London same throughout UK. ***Assessment Indicator*** *Be able to ask questions.*	**Niveau rouge SOW** **Lesson five** **Speaking** **To respond to a question using a complex sentence based on the names of the places learnt.** Revise numbers 13-21 and how to write them. Learn some words for units of time eg une seconde une minute. **Speaking** Create sentences with list of places learnt. eg. Qu'est-ce qu'il y a dans la ville où tu habites? Dans la ville où j'habite, il y a un parc et un supermarché, mais il n'y a pas de cinéma.	***Niveau Rouge SOW*** **Lesson five** **Writing** **To write a complex sentence using a writing frame** Practise speaking sentences from last week using speaking frame. Then create own sentences in the same style. Dans la ville où j'habite, il y a un parc et un supermarché, mais il n'y a pas de cinéma. ***Assessment Indicator*** *Be able to ask a question and then write an answer using a complex sentence.* .

				Practise using sentences to show the difference.		*What time is it?*		
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	**Self-Portraits Sketching** **Use shading and perspective to create form and texture.** **Know how to use shading to create mood and feeling.** Children select different grades of pencil, to use shade and tone to draw an accurate self-portrait. Children follow steps to support proportion.	**Printing** **Andy Warhol** **Refer to artists, architects and designers for inspiration and explain choices in their work.** **Research the work of a known artists and use this knowledge to replicate the style.** **Know how different artists developed their specific techniques.** Following QR code, children explore Warhol's life, style and artwork. Provide model through discussion around pieces using content, form, process and mood, then children write appraisal statements in each area. (BV Individual Liberty) (PC-Sexual Orientation)	**Printing** **Andy Warhol** **Create printing blocks using a variety of materials and techniques.** **Know which materials would be suitable.** Experiment with rubbing printing, transfer printing and polystyrene printing, taking inspiration from Warhol's content.	**Printing** **Andy Warhol** **Create an accurate print design, based on a criteria.** Research British comparisons for Warhol's pop-culture content. Generate traced stencils for own prints.	-	**Printing** **Andy Warhol** **Create an accurate print design, based on a criteria.** Create print stencils using polystyrene following the spotting pencil technique.	**Printing** **Andy Warhol** **Create an accurate print design, based on a criteria.** **Know which textures would be effective to be printed on.** Create own printed final piece in the style of Andy Warhol. ***Assessment Indicator*** *Printing inspired by Andy Warhol.*	**Printing** **Andy Warhol** Use printing learning from across half term to create Big Question book covers for next half term.
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	-	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**	Wider Opps - Ukulele **Play clear notes on instruments and use different elements in composition to create repeated**

		patterns with different instruments. Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.	**patterns with different instruments.** Play as part of an ensemble. Know and understand how to play a tuned instrument.
Outdoor Learning Opportunities					**Major:** (Geography) Chalk maps of Anglo Saxon Britain	**Major:** (Science) Water resistance investigation		
Enhancements Visits and Visitors		Christians in Schools Class Workshop 10.09.25	Past Productions Anglo-Saxon Workshop 16.09.25					
Parental Engagement							Anglo-Saxon Quiz Are you smarter than a 9 and 10 year old? 15.10.25	
Whole School and National Events				Individual and sibling photos 24.09.25 European Day of Languages 25.09.25	Black History Month: October	World Mental Health Day 10.10.25		Harvest Celebration 22.10.25

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts