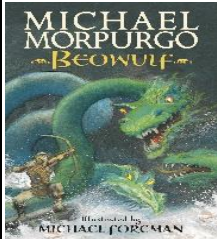
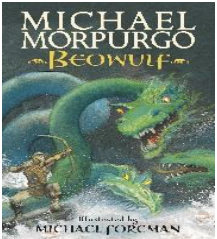
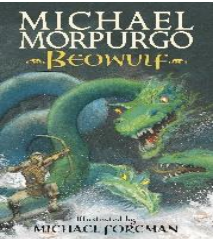
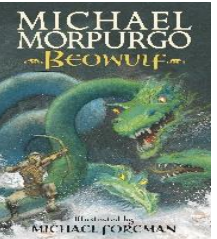
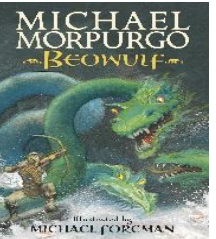
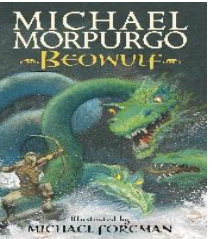
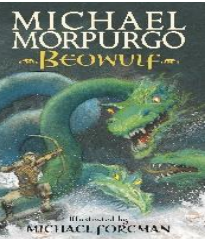
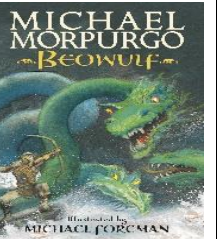




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2026
Phase Upper Key Stage 2 Year Group 5



	Week 1 Wk Beg 31.09	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Big Question	How did Britain evolve during the time of the Anglo-Saxons?							
Key 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	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.	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.	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.

	<u>Phase 1 – Hook and understanding as a reader</u> Explore the text to identify the effect the text has on the reader, using PEE. <u>Phase 2 – understanding as a writer</u> Tier II vocabulary – define, word class, synonyms then insert into sentences. <u>Phase 2 – Understanding as a Writer</u> Use stylistic, descriptive devices when describing a character in detail: SMOAP.	Develop fluency when reading aloud and retrieve information at speed. Character Description: <u>Phase 2 – Understanding as writer</u> Explore use of and difference between subordinate and relative clauses. Identify how use of logic threading guides the reader through a character description. <u>Phase 3 – Composition and editing</u> 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.	information at speed. Traditional Tales: <u>Phase 1 – Understanding as a Reader</u> Explore different types of narrative and identify STORY mountain events within the traditional tale Beowulf. Explore using Literal Comprehension Questions. <u>Phase 2 – Understanding as Writer</u> Identify the features of a traditional tale, including cohesion feature of noun/synonym echo. Define and use tier II vocabulary to be used in narrative.	Traditional Tales: <u>Phase 2 – Understanding as Writer</u> Use relative and subordinate clauses to describe characters within a traditional tale. Explore the emotions of characters using emotion starters as an engaging 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: <u>Phase 3 – Planning, Composition and Editing</u> 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. Children to read with fluency and accuracy and infer the meaning of vocabulary. Historical Recount: <u>Phase 1 – Hook and Understanding as a Reader</u> Explore Anglo Saxon chronicle by finding evidence that gives the reader a biased view of the Saxons and Norsemen. <u>Phase 2 – Understanding as a Writer</u> Identify the features of a chronicle. Define and use Tier II vocabulary within sentences appropriate for a recount.	Children to read with fluency and accuracy and retrieve information at speed. Historical Recount: <u>Phase 2 – Understanding as a Writer</u> 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.	Children to read with fluency and accuracy and summarise themes and chapters. Historical Recount: <u>Phase 3 – Planning, Composition and Editing</u> Teach revising and redrafting approaches throughout stages of composition. 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 Two Vocabulary	Remorse Grotesque Gnarled Lured Lumbered		Silhouette Excruciating Triumph Erupted Ominous			Perpetual Plagued Fateful Significant Assured		

	Repugnant Deformed Monstrous Putrid		Impenetrable Tentatively Unrelenting Bitter			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 Read, write, order and partition numbers up to a million. Explore the composition and place value of numbers using images, practical apparatus and numbers. Focus on value of digit and +- 1, 10, 100, 1000, 10.000 and 100.000 to 6 digit numbers	Place value decimal numbers Solving problems involving place value Applying the rules for place value to solve problems. <u>Assessment Indicator:</u> <i>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</i> 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 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. <u>Assessment Indicator:</u> <i>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</i> 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. <u>Assessment Indicator:</u> <i>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</i> 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 metric 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. <i>Working systematically to explore rounded numbers (problem solving focus)</i> <u>Assessment Indicator:</u> <i>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</i> Solve Negative number Calculations for addition and subtraction by counting forwards and backwards across 0. With the support of a number line solve calculations	Properties of number Recognising prime numbers, square numbers, cube numbers. Range of activities to recognise prime, square and cube numbers - focusing on patterns. <u>Assessment Indicator:</u> <i>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</i> 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. <u>Assessment Indicator:</u> <i>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</i> Solve problems involving systematic working and negative numbers. <i>Using visualisation approach.</i> Exploring patterns of negative and positive numbers using a systematic approach

						by counting forwards and backwards on the number line.		
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 -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Forces and Magnets. 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. <u>Assessment Indicator:</u> <i>Demonstrate the effect of gravity acting on an unsupported object.</i>	Forces and Magnets. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Plan a fair test involving air resistance and gyrocopters.	Forces and Magnets. 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.	Forces and Magnets Working Scientifically to conduct an experiment. 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.	Forces and Magnets. <u>Sticky Knowledge</u> <i>Acquire and Apply: Explain what gravity and resistance are and identify balanced and unbalanced forces.</i>	Forces and Magnets. 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. <u>Assessment Indicator:</u> <i>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.</i>	Forces and Magnets. 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. <u>Assessment Indicator:</u> <i>Demonstrate how pulleys, levers and gears work.</i>	Forces and Magnets. 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 uses 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 (RSE) and Health 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.	PSHEE Jigsaw SOW Being Me In My World Know what I value most about my school and can identify my hopes for this school year. (BV-Individual Liberty)	PSHEE 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 responsibilities are to achieve this (BV -Respect/ Tolerance)	PSHEE 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. Write promises to refugees fleeing warzones. (BV-Respect/ Tolerance)	PSHEE 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 (BV-Respect/ Tolerance)	PSHEE 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, rights and responsibilities. <u>Assessment Indicator:</u> 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/ Tolerance)
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming Get set 4 PE Netball	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.	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.	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.	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.	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.	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.	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.	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 distance you need to throw. Use verbal and non verbal communication to show where and when you want to receive the ball.	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. Keep on the balls of your feet, ready to change direction. Move into space as soon as you have passed the ball. <u>Assessment Indicator:</u> Know what position playing in and how to contribute when attacking and defending.	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.	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 have better control. To be able to defend ball side and know when to 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. <u>Assessment Indicator:</u> Understand the need for tactics and can identify when to use them in different situations.	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 shoulder width apart.	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 tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills.	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 tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills.	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 tactical and positional play. Move the ball towards the goal using a variety of passes and movement skills. <u>Assessment Indicator:</u> Understand there are different skills for different situations and beginning to apply this.
Computing	INSET	Programming A Create a program that controls a physical computing project.	Programming A Write a program with count controlled loops.	Programming A Explain that a loop can stop when a condition is met.	Programming A Explain that a loop can be used to continuously check.	Programming A Design a physical project that includes selection.	Programming A To create a program that controls a physical computing project.	Programming A To 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	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	Explain that a condition is either true or false. They will design a conditional loop and program a microcontroller to respond to an input. <u>Assessment Indicator:</u> <i>Explain how selection is used in programs.</i>	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. <u>Assessment Indicator:</u> <i>Design a program which uses selection.</i>	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.	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.	Test and debug their project. Evaluate their projects. <u>Assessment Indicator:</u> <i>Create a program with selection and evaluate it.</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	-	Minor: Name and locate some cities and counties of the UK 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.	Minor: Identify key physical and human characteristics of 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?	-	<u>Sticky Knowledge</u> <i>Acquire and Apply:</i> To recall where the Anglo-Saxons originated from and where they settled in Britain. To recall the seven Anglo Saxon Kingdoms.	Minor: Use the eight points of a compass (N, S, E, 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. <u>Assessment Indicator:</u> <i>Locate given locations using maps, globes and atlases.</i>	-	-

						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. Children to 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? (Mutual respect) Children compare similarities and differences between Roman and Anglo-Saxon settlements	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: changing Britain again. Conscience Alley – Should I convert or not. <u>Assessment Indicator</u> <i>They understand that people in the past had a range of different ways of looking at the world and can explain their ideas.</i>	Major: Make a valid conclusion based on devising and answering questions relating to a historical enquiry Does King Alfred deserve to be called Great? Children 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. Children will learn of how Alfred's decedents (Athelstan and the Lady of Mercia) changed Britain. <u>Assessment Indicator:</u> <i>Can see consequences in terms of immediate and long term effects and can see that people were affected differently.</i>	Sticky Knowledge <i>Acquire and Apply:</i> 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 To 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 the children will write an explanation <u>Assessment Indicator:</u> <i>Grasp that change can happen quite quickly and can be reversed.</i>	Major: Answering the big question – How did Britain evolve during the time of the Anglo-Saxons? Should be able to 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.
Religious Education, Beliefs and Values -Believing	LIVING What can we learn from religions	LIVING What can we learn from religions	LIVING What can we learn from religions	LIVING What can we learn from religions	–	LIVING What can we learn from religions	LIVING What can we learn from religions	LIVING What can we learn from religions

-Expressing -Living	about what is right and wrong? Explore 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)	about what is right and wrong? Explore their own and others' ideas about how people decide about right and wrong. Explore rules for living in Christianity and suggest ways in which they might help believers with difficult decisions. Beatitudes. <u>Assessment Indicator:</u> <i>Name the Golden rules for Christians, and create/compare to their own Golden Rules for life. Describe at least three ways in which Christians might use the Beatitudes to help them decide right and wrong.</i>	about what is right and wrong? Explore their own and others' ideas about how people decide about right and wrong. Explore rules for living in Judaism 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 write a brief explanation. <u>Assessment Indicator:</u> <i>Name the Ten Commandments for Jewish people and compare to their own Golden Rules for life.</i> (BV-Individual Liberty)	about what is right and wrong? Explore their own and others' ideas about how people decide about right and wrong. Explore rules for living for a 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. <u>Assessment Indicator:</u> <i>Name the rules for living for Humanists and create/compare to their own golden rules for life</i> (BV-Individual Liberty)		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.	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.	about what is right and wrong? Explore 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. <u>Assessment Indicator:</u> Find at least two similarities and differences between the codes for living used by Humanists, Christian's and Jewish people. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.
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Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	-	Niveau rouge SOW 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 Introduce first 4 phonic sounds - Play games to explore phonics.	Niveau rouge SOW Speaking and listening To learn 5 places in a town and respond to the question <i>Qu'est-ce que c'est?</i> 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: <i>Qu'est-ce que c'est ?</i> Reading Be introduced to key features and terminology of a bilingual dictionary. <u>Assessment Indicator:</u> <i>Be able to read and spell the numbers to 12.</i>	Niveau rouge SOW 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. Practise using sentences to show the difference. Introduce Autumn Song Quand je vais à l'école (When I go to school...places in town) https://www.youtube.com/watch?v=3zRAjXA8uJg	-	Niveau rouge SOW 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. <u>Assessment Indicator:</u> <i>Be able to ask questions. What time is it?</i>	Niveau rouge SOW 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. <i>Qu'est-ce qu'il y a dans la ville où tu habites?</i> 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 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. <u>Assessment Indicator:</u> <i>Be able to ask a question and then write an answer using a complex sentence.</i>
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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. Select different grades of pencil, to use shade and tone to draw an accurate self-portrait. Follow steps to support proportion.	Andy Warhol PRINTING 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. (PC-Sexual Orientation) (BV-Individual Liberty)	Andy Warhol PRINTING 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.	Andy Warhol PRINTING Create an accurate print design, based on a criteria. Research British comparisons for Warhol's pop-culture content. Generate traced stencils for own prints.	-	Andy Warhol PRINTING Create an accurate print design, based on a criteria. Create print stencils using polystyrene following the spotting pencil technique.	Andy Warhol PRINTING 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. <u>Assessment Indicator:</u> <i>Printing inspired by Andy Warhol.</i>	Use printing learning from across half term to create Big Question book covers for next half term.
	-	Charanga Model Shaping Music Improvise confidently over a drone or groove.	Charanga Model Shaping Music Improvise confidently over a drone or groove. Compose a short ternary piece using Music Notepad	Charanga Model Shaping Music Improvise confidently over a drone or groove.	Charanga Model Shaping Music Improvise confidently over a drone or groove.	Charanga Model Shaping Music Improvise confidently over a drone or groove.	Charanga Model Shaping Music Improvise confidently over a drone or groove.	Charanga Model Shaping Music Improvise confidently over a drone or groove.

		Compose a short ternary piece using Music Notepad		Compose a short ternary piece using Music Notepad	Compose a short ternary piece using Music Notepad	Compose a short ternary piece using Music Notepad	Compose a short ternary piece using Music Notepad	Compose a short ternary piece using Music Notepad
Outdoor Learning Opportunities	-	-	Minor: (Reading) Reading by the fire	-	Minor: (Geography) Chalk maps of Anglo Saxon Britain	Minor: (Science) Water resistance investigation	-	-
Enhancements Visits and Visitors								Anglo-Saxon Day 22.10.2026
Parental Engagement								Anglo-Saxon Day Performance 22.10.2026 2.15pm
Whole School and National Events	INSET day 01.09.26	Rosh Hashanah 11.09.26-13.09.26	Yom Kippur 20.09.26-21.09.26	Individual photographs 23.09.26 European Day of Languages 24.09.26	Black History Month	Black History Month	Black History Month	Harvest festival 21.10.26

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.