

Whole Term: AT1/2: Our UK Adventure

Anticipated Weeks: 7 + 7 = 14 Weeks



DRIVERS

Opportunities & Hook for Learning

<p>Broadening Horizons Weekly Picture News Assembly.</p>	<p>Spirituality Reflective Spaces Hand2Mouth Journey/Godly Play.</p>	<p>Emotional Awareness Circle time H2M Journey – wider world.</p>
--	--	---

ENGAGE/HOOK: Trip to Bolton Abbey in week 2. Visit to Heaton Graveyard to lay clay poppies in November.

<p style="text-align: center;">MATHS</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> • Recap 1,000s, 100s, 10s and 1s • Numbers to 10,000 • Recap Rounding to the nearest 10 • Recap Rounding to the nearest 100 • Rounding to 10, 100 and 1,000 • Numbers to 100,000 • Compare and order numbers to 100,000 • Round numbers within 100,000 • Numbers to a million • Counting in 10s, 100s, 1,000s, 10,000s and 100,000 • Compare and order numbers to one million • Round numbers to one million 	<p style="text-align: center;">ENGLISH</p> <p>Class Novel/s: The Secret Garden by Frances Hodgson Burnett</p> <p>Autumn 1A</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> • Atmospheric setting description. • Art of noticing poem about the Yorkshire Landscape inc short poem written in setting. <p>Autumn 1B</p> <p>Writing to Persuade:</p> <ul style="list-style-type: none"> • Persuasion leaflet about visiting Yorkshire. <p>Writing to Inform:</p> <ul style="list-style-type: none"> • Non-Chronological report about 	<p style="text-align: center;">RE</p> <p>Creation/Fall Unit 2B.2 Creation and Science: Conflicting or Complimentary?</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about
--	---	---

<ul style="list-style-type: none"> Negative numbers Roman numerals <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract 2 4 digit numbers - with one or more exchanges. Round to estimate and approximate Check answers using inverse operations. Multi step addition and subtraction problems. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Find multiples, factors and common factors of numbers. Prime numbers, square numbers, cube numbers. Multiply by 10, 100, 1000. Divide by 10, 100, 1000. Multiples of 10, 100, 1000. <p>Perimeter and Area:</p> <ul style="list-style-type: none"> Measure perimeter Recap perimeter of rectangles and rectilinear shapes. Calculate perimeter. Area of rectangles, compound shapes, irregular shapes. 	<p>dragons.</p> <p>Vocabulary & Grammar</p> <p>Vocabulary - as appropriate to text types above, introduce lots of new, descriptive words and phrases.</p> <p>Consolidation of Year 4 grammar. - Adjectives, nouns, verbs, adverbs, prepositional phrases. Writing in full sentences, checking for sense. Expanded noun phrases, fronted adverbials. Recognise and use a simile, metaphor and alliteration. Parenthesis using brackets. Modal verbs in persuasion texts. Present tense. Third person. Contractions. Use relative clauses starting with who, which, where, when, whose, that.</p> <p>Punctuation</p> <p>Consolidation of year 4 punctuation. Apostrophes - it's its. Use ellipsis and commas in AT1 and bullet points and colon in AT2.</p>	<p>God as Creator.</p> <ul style="list-style-type: none"> Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p>Incarnation Unit 2B.4</p> <p>Was Jesus the Messiah?</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
<p style="text-align: center;">ICT</p> <p style="text-align: center;">KAPOW</p> <p>Online safety (5 Lessons)</p>	<p style="text-align: center;">SCIENCE</p> <p>Materials</p> <p>Skills:</p>	<p style="text-align: center;">ART</p> <p>Whole School Art/DT - Make 3D fabric</p>

Computing systems and networks: **Search Engines** (6 Lessons)

Coding and debugging and creating music to animation. (3 lessons)

Binary Code (2 lessons)

Micro-bits (2 lessons)

Stop Motion Creation Project (3 weeks)

DT

Skills:

- Believe that cooking is something that I need to do to look after myself.
- Check food to make sure that the seasoning is to my taste and adjust if necessary.
- Follow hygiene and safety rules.
- Serve food to others politely and efficiently.
- Wash up pots and pans and clear the table.
- Set up a table ready for a dining experience.
- Follow a recipe.
- Measure wet and dry ingredients accurately using the correct equipment.

Big Make: Vegetable curry eaten inside a Yorkshire pudding and Yorkshire parkin slices as part of our UK experience day.

Skills:

- I can select from and use a range of tools and equipment to perform practical tasks accurately
- I can select from and use a range of

Complete one investigation per week to revise and develop understanding of materials in depth.

- Observe, describe and compare in careful detail.
- Sort and classify with precise reasons.
- Make predictions and explain why.
- Plan how to collect evidence/information/data to test out an idea/prediction or answer a question.

Knowledge:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes

reindeers as part of build up to Christmas.

Year 5 - Decorate glass baubles using mixed media to hang on school Christmas Tree.

Drawing:

Use a variety of source material for their work.

Work in a sustained and independent way from observation, experience and imagination using a developing understanding of line - Sketches of Bolton Abbey.

Explore drawing using the continuous line method - outdoor sketching.

Painting:

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Select and mix some colours to depict their own thoughts, feelings and intentions - Richard O'Neil paintings plus colour work.

Printmaking:

Develop knowledge and understanding of texture through practical making activities in sketchbook.

Textiles / Collage:

Join fabrics in different ways, including stitching.

Use different grades and uses of threads and needles. Link to DT

Small make - drawstring bag.

Plan a sculpture through drawing and other preparatory work in sketchbook - Link to

<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Small make: Sew a bag to take with us on our adventure. Link to art/Textiles</p>		<p>soldier in History section.</p>
<p>HISTORY</p> <p>Significant changes in British history - Short study of WWII soldier (N Peacock) for remembrance week. (Make clay poppies and write poetry for visit with local church to war memorial.)</p> <p>Significant People for Big Book : Jack Cornwell (Navy - one of the youngest people to get the Victoria Cross) Mary Cassatt (American artist and printmaker, in male dominated arena.)</p>	<p>GEOGRAPHY</p> <p>We live in Bradford, but what is the rest of Yorkshire like? Children will be able to:</p> <ul style="list-style-type: none"> • Identify and locate parts of Yorkshire on a variety of maps. • Identify and locate Yorkshire towns and cities a variety of maps. • Describe human and physical features of Yorkshire. • Understand and talk about latitude and longitude. • Understand the terms Hemispheres, Equator and Prime Meridian. Read and write co-ordinates. (Link to Maths) <p>What is beyond Yorkshire? Children will be able to:</p> <ul style="list-style-type: none"> • Identify and locate parts of UK on a variety of maps. • Identify and locate towns and cities in the UK on a variety of maps. Use compass points. • Understand what settlements are and talk about different sizes of settlements. • Locate, identify and name seas surrounding the UK. • Describe human and physical features of regions of the UK e.g. South West, 	<p>PHSE (KAPOW)</p> <p>AT1: Families and Relationships</p> <ul style="list-style-type: none"> • Build a friend • Friendship skills • Marriage • Respecting myself • Family Life • Bullying • Stereotyping/Gender • Stereotypes/Race and Religion <p>AT2 : Health and Wellbeing</p> <ul style="list-style-type: none"> • Relaxation: Yoga. • The importance of rest. • Embracing failure. • Going for goals. • Taking responsibility for my feelings. • Healthy meals. • Sun safety. <p>SMSC</p> <p>AT1: Helping ourselves when we are stuck AT2: Working well in different groups British values: Democracy and tolerance. School Values: September - Peace</p>

	South East, East of England, Midlands, Wales, North East, North West, Borders, Highlands & Islands, Northern Ireland etc. Assessment.	
<p>MUSIC</p> <ul style="list-style-type: none"> • Sing clearly in unison. Hold a part in a round • Maintain their own part when singing • Improvise melodic and rhythmic phrases as part of a group performance • Perform with an awareness of the meaning of the words. • Listen to and recall various simple musical patterns • Charanga – songs about Yorkshire. 	<p>MFL - Spanish</p> <p>https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish</p> <p>AT1: Describe yourself verbally and in writing in Spanish. Say and write your name, age and birthday in Spanish. (5 lessons)</p> <p>AT2: Say where you live, your nationality and which language you speak (4 lessons) Describing pets with more colours and joining descriptions with a conjunction (5 lessons)</p>	<p>PE</p> <ul style="list-style-type: none"> • AT1: Gymnastics • Create a complex gymnastic sequence of movements combining direction, level and speed which are accurate and consistent. • Develop flexibility, strength, technique, control and balance. • Talk about the skills, techniques and ideas in their own work, in others' and how to use it to improve their own performance. • At2: Netball • Play competitive games. • Use a variety of techniques to pass, gain possession of the ball, strike a bowled ball, use fore and backhand and field well. • Talk about and explain skills, techniques and ideas, and apply them appropriately.

Outdoor Learning Opportunities:

Observational sketching from nature in school grounds, Heaton woods and Bolton Abbey. Poetry writing whilst in the landscape. Outdoor R.E.

Big Projects / Home learning Projects:

Geography based homework about Yorkshire/UK.

Science based homework about materials and properties.

Big UK Experience Adventure day, with food, singing, displays, short talks, art gallery, games etc. with Year 1 audience.