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| Prime Learning Challenge: Who had to 'Keep calm and carry on'? | Term: Advent 2 | Project: |
| Year: 5/6 | Driver: History | Teacher: KMac/EPu/NSwe |

| | Wk 1 (wow day) | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 (4 days) |
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| Weekly Challenge | Can you explore the story of Judaism? | How can football unite nations? | | Who was Rose Blanche? | | Who had to keep calm and carry on? | |
| Maths Focus | Division | 4 operations | FDP | Data and statistics | 4 operations (Enigma code) | Position and direction Identifying turns | Rationing activity: measures/money |
| Literacy Focus (Text type incl Reading focus) | <p>Y5 Link paragraphs - time and place Relative clauses """, Impact/effect</p> <p>Y6 Grammatical structure/features/vocabulary Noun phrases : ; within a list Paragraphs which signal a change</p> <p>Applied write: Moses frees Israelites?</p> | <p>Y5 Link paragraphs - time and place Relative clauses """, Impact/effect</p> <p>Y6 Grammatical structure/features/vocabulary Noun phrases : ; within a list Paragraphs which signal a change</p> <p>Descriptive writing: going over the top</p> | | <p>Y5 Link paragraphs - time and place Relative clauses """, Impact/effect</p> <p>Y6 Grammatical structure/features/vocabulary Noun phrases : ; within a list Paragraphs which signal a change</p> <p>Descriptive writing: Retell Rose Blanche</p> | | <p>Y5 Link paragraphs - time and place Relative clauses """, Impact/effect</p> <p>Y6 Grammatical structure/features/vocabulary Noun phrases : ; within a list Paragraphs which signal a change</p> <p>News reports - the Blitz Challenge: News report from German PoV</p> | |
| Reading focus | <p>Y5 - Interpretation: Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?</p> <p>Y6 - Interpretation: Can you use evidence to explain inferences such as inferring characters' feelings, thoughts and motives</p> | <p>Y5 - Choice - Can you identify and comment on writer's use of language for effect? (For example, precisely chosen adjectives, similes and personification)</p> <p>Y6 - Choice - Can you discuss and evaluate how authors use language, including figurative language, considering the impact?</p> | | <p>Y5 - Can you adapt own opinion in light of further reading or other's ideas?</p> <p>Y6 - Context - Can you recognise the impact of social, historical, cultural on the themes in a text?</p> | | <p>Y5 - Viewpoint - Can you present a personal point of view based on what has been read? Can you give reasons for a personal point of view?</p> <p>Y6 - View point - Can you summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?</p> | |

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| | from their actions and develop explanations? | | | |
| Mentor Text | | Billy the Kid | Rose Blanche Boy in Striped Pyjamas | Goodnight Mr Tom |
| Supporting story/text | Anne Frank's Diary | | | |
| Language Focus | <p>Role play the story</p> <p>Y6 - Can you engage listeners through choosing appropriate vocabulary and register that is matched to the context?</p> <p>Y5 - Can you engage your audience by varying expression and vocabulary?</p> <p>Sequencing Past/Present Tense Time connectives first, next, after, at the same time, Meanwhile</p> | <p>Play/Drama</p> <p>Y6 - Can you engage listeners through choosing appropriate vocabulary and register that is matched to the context?</p> <p>Y5 - Can you engage your audience by varying expression and vocabulary?</p> <p>Describing It is like, I can see, It makes me feel, It has/looks/feels In general, usually, often, It seems that, It appears that, In conclusion etc Positional language</p> | <p>Write a speech for 'Preventing history repeating itself'</p> <p>Y6 - Can you sustain and argue a point of view in a debate, using the formal language of persuasion?</p> <p>Y5 - Can you express your point of view?</p> <p>Expressing/Justifying an opinion I think, My opinion is, It seems to me, According to me Connectives - because, as a result, so, therefore etc</p> | <p>Oral news reporting</p> <p>Y5 - Can you adapt your spoken language depending on the audience, purpose and context?</p> <p>Y6 - Can you talk confidently and fluently in a range of situations, using formal and standard English, if necessary?</p> <p>Reporting Past tense. Time connectives - then, later, at the same time, finally, eventually Also, moreover, and etc</p> |
| RE Story | Moses freeing Israelites | <p>Jesus Heals Man who was unable to speak</p> <p>Matthew 9:32-34 (CCCB 1470)</p> <p>Thinking about being able to speak God's word, do we always have a voice?</p> | | <p>The Purpose of the parables</p> <p>Matthew 13: 10-17 (CCCB 1476)</p> <p>"The knowledge of about the secrets of the Kingdom have been given to you."</p> |
| Science | N/A | <p>Knowledge - Can you identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)</p> | <p>Knowledge - Can you use recognised symbols when representing a simple circuit in a diagram?</p> <p>Working Scientifically - Obtaining and presenting evidence: L.C. Can you explain why a measurement needs to be repeated?</p> | <p>Knowledge - Can you compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?</p> <p>Working Scientifically - Planning: L.C. Can you vary one factor whilst keeping the others the same in an experiment?</p> |
| Computing | N/A | <p>Algorithms</p> <p>Y5 - Can you combine sequences of instructions and procedures to turn devices on or off?</p> <p>Y6 - Can you check and refine a series of</p> | <p>Presentation</p> <p>Y6 - Can they confidently use text formatting tools, including heading and body text?</p> <p>Y5 - Can you make an information poster</p> | <p>Databases</p> <p>Y5 - Can you create databases planning the fields, rows and columns?</p> <p>Y6 - Can you create your own database and present information from it?</p> |

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| | | instructions? (Link to science) | using graphic skills to good effect? (Propaganda poster) | |
| Foundation Subject - World | History Y6 - Can you describe features of people from past societies? Y5 - Can you draw a timeline with different time periods outlined which show different information? | Geography Y6 - Can you map land use with your own criteria? Y5 - Can you explain how a location fits into its wider geographic location, with reference to human features? (How the land was used in countries involved in WW1) | History Concentration camps/Anne Frank Y6 - Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Y5 - Can they describe historical events from the different period/s they are studying/have studied? | History Home front/bombings/rationing Y6 - Can they describe a key event from Britain's past using a range of evidence from different sources? Y5 - Do they appreciate that significant events in history have helped shape the country we have today? History challenge: Y6 - Can they summarise how Britain has had a major influence on world history? Y5 - Do they appreciate how historical artefacts have help us understand more about British lives in the present and past? |
| Foundation Subjects - Expressive Arts | Link to RE plan - Sedar Plate | Drawing - Charcoal Y5 - Can you organise line, tone, shape and colour to represent figures and forms in movement? Y6 - Can you explain why you have chosen specific drawing techniques? | Use of ICT - propaganda art Y5 - Can you combine graphics and text based on your research? Y6 - Can you create a piece of art that will be used as part of a wider presentation? | |
| Outdoor Focus | | | | |
| Additional Experiences e.g. WOW days, UNICEF R&R, cooking, catholic social teaching | Remembrance Games Judaism experience | Remembrance Day Silent night in German | | War themed after party |

Assessed tasks