

Callow (Year 5/6) – Rule Britannia - Medium Term Planning Autumn 2021-2022

	Literacy / SPAG	Maths	History / Geography	PSHE	Science	Computing / Music	RE	French	D&T / Art	PE
Week 1 Wb 2/9 (2 days)	<u>SPAG</u>  To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<u>Maths games</u>  To read, write, order and compare numbers to 1 000 000 and determine the value of each digit.  To add and subtract numbers mentally with increasingly large numbers.	LO: I can share what I already know about the Anglo-Saxons and Vikings  To recall, select and organise information and to communicate knowledge and understanding in a variety of ways.	2-day week	2-day week	2-day week	2-day week	LO: I can build numbers to 20 in French.  To read carefully and show understanding of words and phrases.  To explore patterns of language.	2-day week	2-day week

<p>Week 2</p> <p>Wb 6/9</p>	<p><u>Diaries – The True Story of the Three Little Pigs</u></p> <p>To note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In narratives, to describe characters and atmosphere to convey character.</p> <p>To proof-read for spelling and punctuation errors.</p>	<p><u>Place value</u></p> <p>To read, write, order and compare numbers to 1 000 000 (Y5) 10 000 000 (Y6) and determine the value of each digit.</p>	<p>LO: I can locate where the Vikings came from and explain why they moved.</p> <p>To be able to use maps and atlases.</p>	<p>LO: I can understand the link between thoughts, feelings and behaviour.</p> <p>To understand what positively and negatively affects health and well-being.</p> <p>To know how to respond appropriately to a wider range of feelings in others.</p>	<p>LO: I can explore the Linnaean classification system.</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants &amp; animals.</p>	<p>LO: I can show what a word processing tool is for.</p> <p>To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>LO: I can consider how worth is determined and what has worth to me.</p>	<p>LO: I can build numbers to 60 in French.</p> <p>To read carefully and show understanding of words and phrases.</p> <p>To explore patterns of language.</p>	<p>LO: I can develop my observational drawing skills.</p> <p>To improve their mastery of drawing techniques.</p>	<p>LO: I can improve and refine throwing and catching in netball.</p> <p>To use running, jumping, throwing and catching in isolation.</p>
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<p>Wb 13/9</p> <p>Week 3</p>	<p><u>Diaries – The True Story of the Three Little Pigs</u></p> <p>To note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In narratives, to describe characters and atmosphere to convey character.</p> <p>To proof-read for spelling and punctuation errors.</p>	<p><u>Place value</u></p> <p>To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>To round any whole number to a required degree of accuracy.</p>	<p>LO: I can describe how the Vikings travelled.</p> <p>To explore the features and experiences of past societies.</p>	<p>LO: I can understand the concept and impact of positive thinking.</p> <p>To understand what positively and negatively affects health and well-being.</p>	<p>LO: I can use classification keys to sort living things according to observable characteristics.</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants &amp; animals.</p>	<p>LO: I can add and edit images to a Word document.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>LO: I can reflect upon how music makes me feel and why it is used for religious worship.</p>	<p>LO: I can build prices in French.</p> <p>To read carefully and show understanding of words and phrases.</p> <p>To explore patterns of language.</p>	<p><b>LO: I can design a new invention.</b></p> <p><b>To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p>	<p>LO: I can use a range of netball passes.</p> <p>LO: I can catch a netball in different ways.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wb 20/9</p>	<p><u>SPAG – formal style</u></p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>To use the passive verbs to affect the presentation of information in a sentence.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p><u>Place value</u></p> <p>To read Roman numerals to 1000 and recognise years written in Roman numerals.</p> <p>To count forwards and backwards with positive and negative whole numbers, including through 0.</p> <p>To use negative numbers in context (Y5) and calculate intervals across 0 (Y6).</p> <p>To solve number and practical problems that involve all of the above.</p>	<p>LO: I can order significant events of the Viking period.</p> <p>To order key historical events.</p>	<p>LO: I can recognise and manage uncomfortable feelings.</p> <p>To know how to respond appropriately to a wider range of feelings in others.</p> <p>To describe the range and intensity of feelings to others.</p>	<p>LO: I can develop classification keys.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p> <p>To record data of increasing complexity using classification keys.</p>	<p>LO: I can use word wrap with images and text.</p> <p>To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>LO: I can discuss why and how religious believers pray.</p>	<p>LO: I can name different foods in French.</p> <p>To listen attentively and show understanding by responding.</p> <p>To improve accuracy of pronunciation and intonation.</p>	<p>LO: I can create a continuous line drawing.</p> <p>To improve their mastery of drawing techniques.</p>	<p>LO: I can pivot.</p> <p>LO: I can understand the footwork rule in netball.</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5 Wb 27/9</p>	<p><u>SPAG – formal style</u></p> <p>Objectives as above</p>	<p><u>Four operations</u></p> <p>To add and subtract whole numbers with more than 4-digits, including using formal written methods.</p> <p>To solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</p> <p>To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	<p>LO: I can research significant figures from the Viking period.</p> <p>To be able to describe key figures in history.</p>	<p>LO: I can understand the importance of making good choices.</p> <p>To learn about the consequences of their actions on themselves and others.</p>	<p>LO: I can observe, research and record features of a range of leaves found in our local environment.</p> <p>To report and present findings from enquiries in oral and written forms.</p>	<p>LO: I can change the look of text within a document.</p> <p>To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>LO: I can compare expressions of worship in art.</p>	<p>LO: I can join in with and perform a short, repetitive story.</p> <p>To listen attentively to spoken language, join in and respond.</p> <p>To speak in sentences using familiar vocabulary.</p>	<p>LO: I can create a collage and draw this from observation.</p> <p><b>To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p>	<p>LO: I can aim for a target.</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>
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Newspaper reports – The True Story of the Three Little Pigs

To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

To use the perfect form of verbs to mark relationships of time and cause.

To use relative clauses.

To use a colon to introduce a list.

Four operations

To add and subtract numbers mentally with increasingly large numbers (Y5).

To solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.

To use their knowledge of the order of operations to carry out calculations involving the four operations.

LO: I can describe the events at Lindisfarne.

To be able to recall a significant events in history.

LO: I can use mindfulness techniques in my everyday life.

To understand what positively and negatively affects health and well-being.

LO: I can design a key to classify leaves found in our local environment.

To give reasons for classifying plants and animals based on specific characteristics.

To record data of increasing complexity using classification keys.

LO: I can add features to a document to enhance its looks and usability.

To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

LO: I can investigate how artefacts are used as objects of worship within different religions.

LO: I can use vocabulary to describe a quantity of different food nouns.

To communicate for practical purposes.

To broaden vocabulary and develop ability to understand new words.

LO: I can successfully upscale and drawing and paint accurately.

To improve their mastery of drawing and painting techniques, using a range of materials.

LO: I can outwit a defender to receive a pass.

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Newspaper reports – The True Story of the Three Little Pigs

Objectives as above

Four operations

To identify multiples and factors, including finding all factors pairs of a number, common factors (Y5) and common multiples (Y6).

To know and use the vocabulary of prime number, prime factor and composite number.

To establish whether a number up to 100 is prime and recall prime numbers up to 19.

To solve problems involving multiplication and division including using their knowledge of factors, multiples,

LO: I can explore Anglo-Saxon and Viking costumes.

To use historical sources to make careful observations.

LO: I can apply a growth mindset in everyday life.

To understand what positively and negatively affects health and well-being.

LO: I can describe the key characteristics of unusual living things.

To give reasons for classifying plants and animals based on specific characteristics.

To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.

LO: I can use tables within MS Word to present information.

To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

LO: I can explore what religious freedom is and how people use it.

LO: I can explore and understand an authentic French text.

To read carefully and show understanding of simple writing.

To develop the ability to understand new words.

LO: I can imagination and visualisation to create an original piece of artwork.

**To create sketchbooks to record their observations and use them to review and revisit ideas.**

LO: I can one-to-one mark an opposition player.

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

		squares and cubes.								
<p>Week 8</p> <p>Wb 18/10</p> <p>(4 days)</p>	<p><u>Newspaper reports – The True Story of the Three Little Pigs</u></p> <p>Objectives as above</p>	<p><u>Four operations</u></p> <p>To recognise and use square and cube numbers and their notation.</p> <p>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>To perform mental calculations (Y5), including with mixed operations and large numbers (Y6).</p>	<p>LO: I can find out about the Danegald.</p> <p>To understand the different features of a past society.</p>	<p>LO: I can explore how it feels to make a mistake and describe how I can make amends.</p> <p>To reflect on and identify strengths and areas for improvement to achieve personal goals.</p> <p>To learn about the consequences of their actions on themselves and others.</p>	<p>LO: I can design, describe and name a new creature that is within the Animalia classification.</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.</p>	<p>LO: I can explore templates and the PDF format.</p> <p>To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	4-day week	4-day week	4-day week	<p>LO: I can play in a netball tournament.</p> <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Half term										



**Biographies**

To use a wide range of devices to build cohesion within and across paragraphs.

To use further organisational and presentational devices to structure text and guide the reader.

To use relative clauses.

**Four operations**

To multiply numbers up to 4-digits by a 2-digit whole number using the formal written method of short (Y5) and long (Y6) multiplication.

To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

To solve problems involving addition, subtraction, multiplication and division.

LO: I can locate Viking settlements.

To use maps to identify settlements.

LO: I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.

To appreciate difference and diversity (people living in the UK).

LO: I can identify inherited characteristics and variation in offspring.

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

LO: I can consider page layout, including headings and columns.

To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

LO: I can explore the concept of forgiveness.

LO: I can recognise, read and respond to directional language.

To understand and respond to spoken language.

To develop accurate pronunciation.

LO: I can design a pop-up book.

To investigate and analyse a range of existing products.

To generate, develop, model and communicate their ideas through discussion and annotated sketches.

LO: I can perform a stag jump and split leap.

To develop flexibility, strength technique, control and balance.

**Biographies**

Objectives as above

Four operations

To divide numbers up to 4-digits by up to a 2-digit number using the formal written method of short (Y5) and long (Y6) division and interpret remainders appropriately for the context.

To solve problems involving addition, subtraction, multiplication and division.

LO: I can explore and use historical evidence.

To use a range of sources to find out about the past.

LO: I can explain what a community is and what it means to belong to one.

To understand what it means to be part of a community

LO: I can recognise variation and adaptation in animal and plant species.

Objectives as above

LO: I can see how music can be represented with colours.

To appreciate a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

LO: I can explore and discuss what Jews believe about forgiveness.

LO: I can research French-speaking countries.

To read carefully and show understanding of simple writing.

To describe places orally and in writing.

LO: I can follow my design brief to make a pop-up book.

To select from and use a wider range of tools and equipment to perform practical tasks.

To understand and use mechanical systems in their products.

LO: I can perform pike rolls.

To develop flexibility, strength technique, control and balance.

Just So stories – How the camel got his hump

In writing narratives, consider how authors have developed characters and settings in what they have read.

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

To use brackets, dashes or commas to indicate parenthesis.

Fractions

To identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.

To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number.

To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

LO: I can explore and use historical evidence.

To use a range of sources to find out about the past.

LO: I can explain how and why laws are made and identify what might happen if laws are broken.

To understand how and why rules are made.

To understand how to take part in making and changing rules.

LO: I can describe how animals and plants have adapted to survive in extreme conditions.

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

LO: I can represent a piece of music as a graphic score.

To use and understand staff and other musical notations.

LO: I can explore the significance of Yom Kippur for Jews.

LO: I can identify features of countries in the French-speaking world.

To appreciate other cultures to get a deeper understanding of the world.

LO: I can perform a squat through vault.

To develop flexibility, strength technique, control and balance.

Just So stories – How the camel got his hump

Objectives as above

Fractions

To compare and order fractions whose denominators are all multiples of the same number.

To compare and order fractions, including fractions  $> 1$ .

LO: I can explore a Viking longhouse.

To be able to understand how people from different periods of history lived.

LO: I can discuss the terms democracy and human rights in relation to local government.

To understand that human rights overrule any beliefs, ideas or practices that harm others.

LO: I can research and present evolutionary information on a specific animal.

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

To present findings from enquiries, including conclusions, causal relationships & explanations of and degrees of trust in results, in oral and written forms.

LO: I can create vocal composition based on a picture.

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

LO: I can explore what Buddhists believe about forgiveness.

LO: I can learn weather phrases.

To listen attentively to spoken language and show understanding by joining in and responding.

To explore the patterns of sound and language and link the spelling, sound and meaning of words.

LO: I can use layers and spacers to cover the workings of mechanisms

To select from and use a wider range of tools and equipment to perform practical tasks.

To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

LO: I can perform a round off.

To develop flexibility, strength technique, control and balance.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 13</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wb 29/11</p>	<p><u>Just So stories – How the camel got his hump</u></p> <p>Objectives as above</p>	<p><u>Fractions</u></p> <p>To add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p>	<p>LO: I can describe life for a child in the Viking period.</p> <p>To be able to understand how people from different periods of history lived and how societies adapted to their surroundings.</p>	<p>LO: I can discuss the terms democracy and human rights in relation to national government.</p> <p>To learn about the UN declaration on the Rights of the Child.</p> <p>To learn that harmful practices are against British law and in contradiction with human rights.</p>	<p>LO: I can research the significance of Darwin, Wallace and Anning's work.</p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>LO: To create a piece of music inspired by a single colour.</p> <p>To improvise and compose for a range of purposes using the interrelated dimensions of music.</p>	<p>LO: I can compare forgiveness in Buddhism and Judaism.</p>	<p>LO: I can investigate climate data from the French-speaking world.</p> <p>To respond to written/spoken language from authentic sources.</p> <p>To read carefully and show understanding of phrases.</p>	<p>LO: I can use layers and spacers to cover the workings of mechanisms</p> <p>Objectives as above</p>	<p>LO: I can plan a sequence of gymnastic movements that are creatively linked together.</p> <p>To develop flexibility, strength technique, control and balance.</p>
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Poetry

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

To use a thesaurus.

To use commas to clarify meaning or avoid ambiguity in writing.

Fractions

To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

To multiply simple pairs of proper fractions, writing the answer in its simplest form.

To divide proper fractions by whole numbers.

LO: I can research the Viking language and alphabet.

To use a range of sources to find out about the past.

LO: I can investigate what charities and volunteer groups do and how they support the community.

To learn about different groups/individuals that support the local community.

To learn about the role of voluntary, community and pressure groups.

LO: I can recognise how living things have changed over time and the role of fossils as evidence.

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To identify scientific evidence that has been used to support or refute ideas or arguments.

LO: To work as a group to perform a piece of music.

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

LO: I can create and explain a symbol for forgiveness.

LO: I can ask and answer questions about different countries in the French-speaking world.

To present information and ideas orally.

To ask and answer questions.

LO: I can create a high-quality product suitable for a target user.

To select from and use a wider range of materials and components according to the functional properties and aesthetic qualities.

To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

LO: I can perform a gymnastics sequence.

To develop flexibility, strength technique, control and balance.

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>Week 15</p> <p>Wb 13/12</p>	<p><u>Poetry</u></p> <p>Objectives as above</p>	<p><u>Fractions</u></p> <p>To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>To solve problems involving addition, subtraction, multiplication and division.</p>	<p><u>Project week:</u></p> <p>LO: I can find out about the events of 1066.</p> <p>To know the key figures and events of an important period of history.</p> <p>Re-enact the events of 1066.</p> <p>Explore the Bayeux Tapestry.</p> <p>Discuss how we should remember the Vikings and make our own version of the Bayeux Tapestry to reflect this view.</p> <p>Create an exhibit to show features of Viking life.</p>