

### MTP: Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>RE</b> Islam  <b>Enquiry question:</b> <i>What is the best way for a Muslim to show commitment to God?</i>  <b>Vocabulary:</b> Allah, Qur'an, Makkah, Akhirah, Mosque, commitment, belonging, Ramadan, Qur'an, Zakat, Charity, Purify, Sawm (Fasting), compassionate, merciful, Muslims, dedication, effort	<p><b>Pre-assessment:</b> Y2 learning of Muslim Prayer, Prayer Routine, God (Allah) and the Holy Book (Qur'an).</p> <p><u>L.O.</u> To understand what a commitment is and how you can show it</p> <p><u>STS:</u> Explore different ways that people show commitment Consider commitments within my own life Think about challenges around showing commitment</p> <p><u>Task:</u> Chn to explore commitments that they have within their lives. How are they able to show commitment? Identify 3 key ingredients of commitment.</p>	<p><u>L.O.</u> To explore how commitment to God can be shown through prayer</p> <p><u>STS:</u> Know how regularly Muslims pray Know different aspects about prayer for Muslims Understand that there are different prayers for different times</p> <p><u>Task:</u> Chn to watch a video about the 5 pillars and then one about Muslim prayer. Complete a true or false quiz about Muslim prayer. Children to consider how prayer impacts on daily life and what challenges may be faced.</p>	<p><b>Mid-point assessment:</b> low-stake quiz of the 5 pillars and what they involve</p> <p><u>L.O.</u> To explore how commitment to God can be shown through Zakah</p> <p><u>STS:</u> Know what Zakah is Know different ways that Zakah can be completed Think about how Zakah can show commitment</p> <p><u>Task:</u> Chn to discuss information about Zakah. Consider how it shows commitment to God and discuss it as a duty.</p>	<p><u>L.O.</u> To explore how commitment to God can be shown through Hajj and Sawm</p> <p><u>STS:</u> Know how Hajj is and how this can be carried out Understand what happens during a pilgrimage Know what Sawm is and when it happens Understand that</p> <p><u>Task:</u> Chn to watch videos about Hajj and Sawm. Discuss and consider how these could show commitment to God.</p>	<p><b>End of unit assessment: task for the lesson.</b></p> <p><u>L.O.</u> To explain some of the ways that Muslims might show commitment to God</p> <p><u>STS:</u> Know different ways that Muslims show commitment to God Consider how each one demonstrates commitment</p> <p><u>Task:</u> <b>End of unit assessment:</b> 'What is the best way for a Muslim to show commitment to God?' Chn to explain why different pillars show commitment. To explain which pillar they think is the best way to show commitment and justify their thinking.</p>	<p><u>L.O.</u> To identify commitments within my life</p> <p><u>STS:</u> Understand what a commitment is Think about ways that commitments can be shown Consider commitments within your own life and think about the reasons that help you to remain committed.</p> <p><u>Task:</u> Chn to think about their commitments and why they are so committed. Chn to write an affirmation or short mission statement to reinforce their commitment to their chosen task.</p>
<b>Science</b> Properties and Changes of Materials  <b>Enquiry Question:</b>  <b>Vocabulary:</b>	<p><b>Pre-assessment</b> <b>Low stakes quiz using a mixture of knowledge of properties from Y2 and states of matter from Y4</b></p>	<p><u>L.O.</u> To investigate thermal conductors and insulators</p> <p><u>STS:</u> Explain what thermal conductors and insulators are</p>	<p><b>Mid-point assessment</b> <b>define different properties of materials</b> <b>explain what it means if something is a thermal conductor or insulator. Give examples of materials</b></p>	<p><u>L.O.</u> To investigate and identify materials which dissolve</p> <p><u>STS:</u> Describe what happens when something dissolves</p>	<p><u>L.O.</u> To describe a variety of processes to separate mixtures</p> <p><u>STS:</u> Identify different ways materials can be mixed together</p>	<p><b>End of unit assessment:</b> <b>hexagon task – what is the connection between the key aspects of the properties of materials. Can they work out which aspect is being shown in the hexagons?</b></p>

	<p><u>L.O.</u> To compare materials according to their properties</p> <p><u>STS:</u> Know what the different properties of materials are Explain the uses of materials based on their properties Sort and compare materials according to their properties</p> <p><u>Task:</u> Investigate different materials What are their properties? Are they magnetic? Transparent? Flexible? Permeable? Hardness (measure of the resistance of a material to surface indentation or abrasion) Record in their books</p>	<p>Identify materials that are thermal conductors or insulators Investigate thermal conductors and insulators Consider how the material uses has an impact on whether a material is a thermal conductor or insulator</p> <p><u>Task:</u> Carry out a whole class quiz about thermal insulators and conductors Investigate whether a material is suitable for a lunch box based on whether it is a thermal conductor or insulator – focus on controlling the variables. Create a conclusion to suggest a suitable material</p>	<p><u>L.O.</u> To investigate a variety of electrical conductors</p> <p><u>STS:</u> Identify electrical conductors and insulators Explain that some materials are better conductors than others and give reasons why Investigate which materials are the best conductors</p> <p><u>Task:</u> Use a simple circuit for a bulb. Use different materials within the circuit and explore the effect on the brightness of the bulb. Make a conclusion about which material is the best conductor using the level of brightness displayed.</p>	<p>Explain the different between melting and dissolving Identify materials that dissolve in water Know what will slow down or increase the speed at which something dissolves</p> <p><u>Task:</u> Investigate whether materials are soluble or insoluble by putting different materials in water and observing any changes.</p> <p>Investigate dissolving and whether different factors affect the speed at which a property will dissolve. Focus on controlling variables – allow the children to choose their own dependent and independent variables to explore.</p> <p>Children to generate a conclusion about the speed</p>	<p>Use sieving, filtering, evaporating and other methods to separate materials Know when to use which method of separation</p> <p><u>Task:</u> Children to separate different materials that have been mixed in different ways, including a suspension and a solution.</p> <p>Children to learn about a different method of separating a mixture and then use that method to separate the mixture. Children to consider why that method works and others may not. Record ideas in books.</p>	<p><u>L.O.</u> To identify and explain irreversible chemical changes</p> <p><u>STS:</u> Identify irreversible chemical changes Explain what an irreversible chemical change is Describe the new materials created in a chemical change</p> <p><u>Task:</u> Sort changes by whether they are reversible or irreversible.</p> <p>Children to mix milk and vinegar and soda and vinegar. Observe the change that takes place and write a description using key scientific words.</p>
<p><b>History</b> Early Islamic Civilisation</p> <p><b>Enquiry Question:</b></p> <p><b>Vocabulary:</b> Islamic Empire, caliph, House of Wisdom, civilisation, vegetal, calligraphy, Silk Road, scholar, arabesque, democracy</p>	<p><b>Pre-assessment: What do you remember about your learning about the Vikings from Y4? 3 significant facts.</b></p> <p><u>L.O.</u> To understand the importance of Baghdad in early Islamic Civilisation</p> <p><u>STS:</u> know key facts about Baghdad. Explain why Baghdad was such an important city in the Islamic Empire.</p>		<p><u>L.O.</u> To understand how the House of Wisdom became a centre for learning</p> <p><u>STS:</u> Explain what the House of Wisdom was and what happened there. Know why people would want to study there.</p> <p><u>Task:</u> Children to read through the information about the House of Wisdom. Give children a print out of the pictures on the</p>		<p><u>L.O.</u> To explore the significant discoveries made by early Islamic Scholars</p> <p><u>STS:</u> Know what medicine was like in the early Islamic civilisation and in Europe. Describe how the work of the early Islamic doctors has had an impact on modern medicine. Name some important Muslim scholars</p>	

	<p>Identify similarities and differences between Baghdad and London in AD 900.</p> <p><u>Task:</u> Identify key information about Baghdad in the early Islamic civilisations. Sort given facts so that they are organised by Compare the lives of people living in the Islamic World and Europe around the 10<sup>th</sup> – 11<sup>th</sup> Century.</p>		<p>PowerPoint. Children to create an information page about The House of Wisdom and its significance.</p>		<p><u>Task:</u> Children to read the information about Razi and Al-Zahrawi. Identify the field of medicine, the significance of their discovery and the impact that they think it has had on modern medicine.</p>	
<p><b>Geography</b> North America</p> <p><b>Enquiry Question:</b></p> <p><b>Vocabulary:</b> USA, state, longitude, latitude, continental climate, polar climate, time zones, prime Greenwich, Meridian, North America, Central America, Mississippi River, mountain range rural, urban</p>		<p><b>Pre-assessment:</b> Recap continents around the world.</p> <p><u>L.O.</u> To locate North America on a map through using latitude and longitude</p> <p><u>STS:</u> Know what latitude is Know what longitude is Use this knowledge to locate the continents and oceans</p> <p><u>Task:</u> Chn to use lines of latitude and longitude to locate continents and oceans.</p>		<p><u>L.O.</u> To locate the USA on a map and explain its name</p> <p><u>STS:</u> Know where the USA is Understand why it is called the USA</p> <p><u>Task:</u> Chn to watch a video 'Get a bird's eye view of the USA' and note down their first impressions. Chn to use maps to locate selected US cities. As a class, discuss the name 'United States of America'</p>		<p><u>L.O.</u> To understand the human and physical geography of the Rockies</p> <p><u>STS:</u> Know what the Rockies are Know what human features are Know what physical features are Identify some of the human and physical features of the Rockies.</p> <p><u>Task:</u> Chn to read the brochure 'Tour of the Rockies' → Guided reading. Investigate its key features.</p> <p>Chn to then outline the features, human and physical.</p>

<p><b>D.T</b> Food technology (Bread)</p> <p><b>Vocabulary:</b> ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</p>	<p><b>Pre-assessment:</b> knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.</p> <p><u>L.O.</u> Explore and investigate existing products</p> <p><u>STS:</u> Evaluate breads Appearance Taste Smell</p> <p><u>Task:</u> Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. The ingredients could include those that could be added to a basic recipe such as herbs, spices, vegetables or cheese. These could be locally sourced, seasonal,</p>		<p><u>L.O.</u> To know the techniques needed to make bread</p> <p><u>STS:</u> measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.</p> <p><u>Task:</u> Practice the techniques taught</p>		<p><u>L.O.</u> To design a final product linked to user and purpose.</p> <p><u>STS:</u> To consider seasonality Appearance Taste Smell</p> <p><u>Task:</u> Discuss the purpose of the products that the children will be Generate a range of ideas Agree on design criteria that can be used to guide the development and evaluation of the children’s product. Children to record the steps, equipment, utensils and ingredients for making the food product</p>	
<p><b>Art</b> Drawing (perspective)</p> <p>Artist Focus – Dali</p> <p><b>Vocabulary:</b> perspective, scale, proportion, natural and made forms.</p> <p><b>Composition</b> - Viewfinders. Viewpoint, contrasts, differences. Optical illusion, distance, variation, surrealism</p>		<p><b>Pre-assessment: range of previous sketching skills and terminology. Can they match the technique to the example?</b> Previously taught sketching skills.</p> <p><u>L.O.</u> To explore first impressions of the work of Salvador Dali</p> <p><u>STS:</u> Know who Dali is Identify significant aspects of his work.</p>		<p><u>L.O.</u> To practise drawing with perspective</p> <p><u>STS:</u> understand what perspective is Identify perspective on pictures Be able to create a sketch with perspective using key markers</p> <p><u>Task:</u> Explore the images by Van Gogh with a focus on perspective.</p>		<p><u>L.O.</u> To draw using perspective and in the style of Dali</p> <p><u>STS:</u> Know how to use sight lines Know what perspective is Know what the style of Dali is</p> <p><u>Task:</u> Children to add to their drawing from last week by incorporating surreal items.</p> <p>Children to practice drawing items on a separate page and</p>

		<p>Identify colours and techniques used</p> <p><u>Task:</u> Chn to explore the work of Dali What do they notice about the colours? What has happened to the images? Can they recall anything about Dali from Y2?</p> <p>Children to annotate images and have a go at creating thumb print sketches of items they see or items in the style of Dail</p>		<p>Chn to watch a video and have a go drawing into their sketchbooks a picture with perspective.</p> <p>End of the lesson, look at Da Vinci's drawing of the Last Supper without the lines of perspective. Who is at the vanishing point?</p>		<p>annotate their thoughts about their sketches.</p>
<p><b>PSHE</b> Being me in my world</p> <p><b>Vocabulary:</b> challenge, goal, attitude, actions, rights and responsibilities, United Nations Convention on The Rights of the Child, citizen, choices, consequences, views, opinion, collaboration, collective, decision, democracy</p>	<p><b>Pre-unit assessment:</b> chn to share a previous goal that they have achieved.</p> <p><u>L.O.</u> To understand how to face new challenges positively and set my own personal goals</p> <p><u>STS:</u> Know how to set achievable challenges and goals Know what my priorities are for the year ahead</p> <p><u>Task:</u> Set a goal for the year thinking about education, appreciation, motivation, opportunities, hopes and challenges.</p>	<p><u>L.O.</u> To understand children's rights and responsibilities in the UK</p> <p><u>STS:</u> Know what a refugee is Know what war and conflict are Know what persecution is Know that all children have rights.</p> <p><u>Task:</u> Discussion – what is the difference between a migrant, an asylum seeker and a refugee? Show a government help its own citizens before it helps refugees? Is it the government's responsibility to ensure that every citizen in our country can have their rights met?</p>	<p><u>L.O.</u> To understand children's rights and responsibilities at Flanderwell</p> <p><u>STS:</u> Know what rights are Know that everyone has the right to learn Know that everyone has a responsibility to ensure that others are able to receive their rights.</p> <p><u>Task:</u> Work as a group to create a list of 6 responsibilities that all children must have in order for everyone to learn.</p>	<p><b>Mid-point assessment: What rights do children have?</b></p> <p><u>L.O.</u> To understand the rewards and consequences associated with my own behaviours</p> <p><u>STS:</u> To understand what a reward is To understand what a consequence is To know that individual behaviour cannot result in a right being taken away</p> <p><u>Task:</u> Using their list of 6 responsibilities from last week, children to add possible consequences and rewards for when each one is met.</p>	<p><u>L.O.</u> To explore how an individual's behaviour can impact a group</p> <p><u>STS:</u> To know that there can be different roles within a team To know that each individual must play their part to ensure that the team is successful. Reflect on our role within a team situation</p> <p><u>Task:</u> Complete the newspaper tower task without roles at first and then with roles. Children to have a discussion about how they found each round and why they thought there were differences.</p>	<p><b>End of unit assessment: to combine their knowledge from the unit to give good advice in the task.</b></p> <p><u>L.O.</u> To explore the way democracy benefits the school community</p> <p><u>STS:</u> To know what democracy is To know when it is useful to use</p> <p><u>Task:</u> Give children different scenarios. Chn to act in the role of Agony Aunt to give advice. Record in their books.</p>

		Children to look at different rights. What does it mean to them? What is their responsibility for ensuring that it happens?				
<p><b>MFL</b> Quelle est la date aujourd'hui? (What is the date?)</p> <p><b>Vocabulary:</b> <b>La date</b> the date <b>Las jours de la semaine</b> the days of the week <b>lundi</b> Monday <b>mardi</b> Tuesday <b>mercredi</b> Wednesday <b>jeudi</b> Thursday <b>vendredi</b> Friday <b>samedi</b> Saturday <b>dimanche</b> Sunday <b>Aujourd' hui c'est quel jour?</b> What day is it today? <b>Aujourd' hui c'est...</b> Today it is.... <b>janvier</b> January <b>fevrier</b> February <b>mars</b> March <b>avril</b> April <b>mai</b> May <b>juin</b> June <b>juillet</b> July <b>aout</b> August <b>septembre</b> September <b>octobre</b> October <b>novembre</b> November <b>decembre</b> December 1-un 2-deux 3-trois 4-quatre 5-cinq 6-six 7-sept 8-huit 9-neuf 10-dix 11-onze 12-douze 13-treize 14-quatorze 15-quinze 16-seize 17-dix-sept 18-dix-huit 19-dix-neuf 20-vingt 21-tvingt-et-un 22-vingt-deux 23-vingt-trois 24-vingt-quatre 25-vingt-cinq 26-vingt-six 27-vingt-sept 28-vingt-huit 29-vingt-neuf 30-trente 31-trente-et-un</p>	<p><u>L.O.</u> To recognise and spell the days of the week in French</p> <p><u>STS:</u> I can say the seven days of the week in French. I can recall the days. I can spell the days of the week in French I can say use the following language: Les jours de la semaine = The days of the week lundi* = Monday mardi* = Tuesday mercredi* = Wednesday jeudi* = Thursday vendredi* = Friday samedi* = Saturday dimanche* = Sunday Aujourd'hui c'est quel jour ? = What day is it today? Aujourd'hui c'est... = Today it is...</p> <p><u>Task:</u> Listen to the days of the week. Match the days of the week in French to the days of the week in English. Put the days of the week (in French) in order. Spell the days of the week in jotters.</p>	<p><u>L.O.</u> To recognise and spell the months of the year in French</p> <p><u>STS:</u> I can say the 12 months of the year in French. I can recall the months of the year in French. I can spell the months of the year.</p> <p><u>Task:</u> Listen to the months of the year. Match the months of the week in French to the months of the year in English. Put the months of the year (in French) in order. Spell the months of the year in jotters.</p>	<p><u>L.O.</u> To recognise and spell numbers 1-31 in French</p> <p><u>STS:</u> I can say numbers 1-31 in French. I can recall these numbers in French. I can spell numbers 1-31 in French.</p> <p><u>Task:</u> Revise numbers 1-20. Children to listen to numbers 21-31 and chorally say these numbers. Children to say the numbers covered up and on the calendar. Match the number to the correct spelling. Fill in the gaps on screen to complete the spelling of each number. Then repeat activity of filling in the gaps for spelling in jotters.</p>	<p><u>L.O.</u> To practise saying the full date in French</p> <p><u>STS:</u> I can ask what the date is in French. I can say what the full date is in French. I can use the following language: Quelle est la date aujourd'hui ? = What is the date today? Aujourd'hui c'est... = Today it is...</p> <p><u>Task:</u> Breakdown of the date. Question and answer. There will be questions of what the date is and children are to answer verbally and in their jotter.</p>	<p><u>L.O.</u> To practise saying my birthday in French</p> <p><u>STS:</u> I can ask when someone's birthday is. I can reply when my birthday is, using the full date. I can use the following language: C'est quand ton anniversaire ? = When is your birthday? Mon anniversaire est le... = My birthday is the...</p> <p><u>Task:</u> Children to chorally repeat the date. Write down the questions in jotter and children are to answer when their birthday is. Children to match the date to the birthday and chorally repeat. Children to interview each other to ask when their birthday is.</p>	<p><u>L.O.</u> To revise and consolidate dates in French</p> <p>Assessment</p> <p><u>Task:</u> Pupils complete the pupil self-assessment sheet and then complete the assessment following the PowerPoint.</p>

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**Music**

**Social question:** How does music bring us together?

**Vocabulary:** Rock, bridge, backbeat, amplifier, chorus  
 Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude  
 synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics

**PE**

**iPractise:** target, plan, enhance, overcome, commit, advice, resilience, evaluate  
 positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate

**Outdoor adventurous activity:** tactical, collaborate, collective, control card, orienteering, navigation, symbol, strategy

<p><b>Computing</b> Sharing information</p> <p><b>Vocabulary:</b> systems, digital system, smart locker, communicating, IP addresses, shared bank of information, scratch</p>	<p><b>Pre-assessment:</b> Chn to brainstorm what they learnt about the Internet in Y4.</p> <p><u>L.O.</u> To explain that computers can be connected together to form systems</p> <p><u>STS:</u> I can explain that systems are built using a number of parts</p> <p>I can describe the input, process, and output of a digital system</p> <p>I can explain that computer systems communicate with other devices</p>	<p><u>L.O.</u> To recognise the role of computer systems in our lives</p> <p><u>STS:</u> I can identify tasks that are managed by computer systems</p> <p>I can identify the human elements of a computer system</p> <p>I can explain the benefits of a given computer system</p> <p>I can explain how to keep my personal information safe online</p> <p><u>Task:</u></p>	<p><u>L.O.</u> To identify how to use a search engine</p> <p><u>STS:</u> I can make use of a web search to find specific information</p> <p>I can refine my web search</p> <p>I can compare results from different search engines</p> <p>I can explain why I should search trustworthy websites and not share any personal information online</p> <p><u>Task:</u></p>	<p><b>Mid-point assessment:</b> Low-stake quiz.</p> <p><u>L.O.</u> To describe how search engines select results</p> <p><u>STS:</u> I can explain why we need tools to find things online</p> <p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p> <p><u>Task:</u> Chn explore search engine's index → they use programs</p>	<p><u>L.O.</u> To explain how search results are ranked</p> <p><u>STS:</u> I can order a list by rank</p> <p>I can explain that a search engine follows rules to rank results</p> <p>I can give examples of criteria used by search engines to rank results</p> <p><u>Task:</u> Chn to create their own web page with a webpage address and heading. Chn to then search for their website online: the higher the page</p>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To recognise why the order of results is important, and to whom</p> <p><u>STS:</u> I can describe some of the ways that search results can be influenced</p> <p>I can recognise some of the limitations of search engines</p> <p>I can explain how search engines make money</p> <p><u>Task:</u> Chn to look at a range of scenarios and have a go at</p>
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	<p><u>Task:</u></p> <p>Chn to design a talking teddy. It must include an input, process and an output.</p> <p>Chn, by the end of the lesson, to explain what a system is.</p>	<p>Chn, using the sheet, to compare a crossing with sensors to a timed crossing.</p> <p>→ How does the system use sensors to make the crossing better?</p> <p>Chn to explore how systems help protect us online and how to keep safe.</p>	<p>Chn to explore how to refine their search when searching for information.</p> <p>Chn to then explore the results from the different search engines.</p>	<p>called 'web crawlers' to create an index.</p> <p>Chn to create an index for the classroom. Chn to choose 5 different items and then list all the places they can be found.</p>	<p>scores, the higher it would rank.</p> <p>(Refer to the scoring page on PPT)</p>	<p>the searches (e.g. 'how helpful was the first search term 'pasta recipes')</p> <p>Chn to explore what comes up during searches (e.g. 'sponsored' or 'AD')</p>
<p><b>Online Safety</b></p> <p><b>Two lesson to be taught at the start of the half term</b></p> <p><b>Online relationships</b></p> <p><b>Vocabulary: online communication, benefits, language, emoji, gif, meme, formal, informal, interpret, misinterpret</b></p>	<p><u>L.O.</u> I can give specific examples of technology-specific forms of communication</p> <p><u>STS:</u> Understand that communication online does not have to be text-based.</p> <p>Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes.</p> <p>Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.</p>	<p><u>L.O.</u> I understand that some people I communicate with online may want to do me or my friends harm</p> <p><u>STS:</u> I can describe what is meant by harm.</p> <p>I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart</p> <p>I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.</p>				