

## MTP: Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>RE</b></p> <p><b>Enquiry Question:</b> <i>What is the most significant part of the Nativity story for Christians today?</i></p> <p><b>Vocabulary:</b> Incarnation, Christingle, diverse/diversity, meaningful, symbol, cultural, local, represent, worldwide, universal, religious, secular, symbol, clergy, lens/ lenses, significant, decoration</p>	<p><b>Pre-Assessment:</b> Chn to brainstorm everything they remember about Jesus.</p> <p><u>L.O.</u> To design a symbol and explain its meaning</p> <p><u>STS:</u></p> <p>I can explain what a symbol is</p> <p>I can give at least 2 examples of well known symbols</p> <p><u>Task:</u></p> <p>Chn to do one of the following:</p> <ol style="list-style-type: none"> <li>1. Choose an existing symbol, draw it and explain the symbolism and its meaning</li> <li>2. Make up a symbol that could be meaningful to them, draw it and explain its symbolism/meaning</li> </ol>	<p><u>L.O.</u> To describe a symbol which refers to the story of Jesus' birth</p> <p><u>STS:</u></p> <p>I can explain what a symbol is I can give an example of at least 2 Christmas symbols</p> <p><u>Task:</u></p> <p>Chn, in groups, to list all the Christmas symbols which refer to the nativity story and have a go at explaining what it means. (e.g. star in the sky – a sign of Jesus' birth)</p>	<p><u>L.O.</u> To identify parts of the Nativity story and explain why they may be meaningful</p> <p><u>STS:</u></p> <p>I can summarise the key events of the nativity story I can share at least one opinion from a Christian on which part of the nativity they feel is most important I can explain at least 2 parts of the nativity story in detail and explain their importance</p> <p><u>Task:</u></p> <p>Chn to rank the different stages of the nativity story in order from most significant to least. Next to their rankings, chn to note down their reasons why they think this. Use the opinions from the slides.</p>	<p><b>Mid-point assessment:</b></p> <p>Pair cards: Chn to match the pictures from the Nativity story to its symbolism.</p> <p><u>L.O.</u> To explain the symbolism within a Christingle</p> <p><u>STS:</u></p> <p>I can describe what a Christingle is</p> <p>I can describe at least 2 parts of the Christingle and explain its symbolism</p> <p><u>Task:</u></p> <p>Chn to draw a Christingle and label each part, explaining what they mean and symbolise</p>	<p>L.O. To design a symbolic Christmas decoration based on the Nativity</p> <p><u>STS:</u></p> <p>I can explain what 'symbolism' means I can summarise the key events of the Nativity story I can describe at least 2 symbolisms of Christmas</p> <p><u>Task:</u></p> <p>Chn to design a Christmas tree decoration which symbolises a significant part of the Nativity story (e.g. donkey) Chn to then write a small paragraph explaining the symbolism.</p>	<p><b>End of unit assessment:</b></p> <p>'What is <b>the most significant</b> part of the Nativity story for Christians today? Explain why.'</p> <p><u>STS:</u></p> <p>I can retell the Nativity story I can identify key parts of the Nativity story and explain why they are significant</p> <p><u>Task:</u></p> <p>Chn to answer the enquiry question, drawing on their personal opinions of why they think it's the most significant. Challenge: As a challenge, chn may want to compare and contrast two different parts of the story and explain why others may think differently.</p>

<p><b>Science</b></p> <p>Sound</p> <p><b>Enquiry Q:</b></p> <p><b>Vocabulary:</b> amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave, vibration, movement, travel, particles, pitch</p>	<p><u>L.O.</u> To describe and explain sound sources</p> <p><u>STS:</u> I can identify and describe sound sources around school I can explain how sources of sound vibrate, creating sound</p> <p><u>Task:</u> Chn to walk around school and find different things that make sounds. Chn to identify on a worksheet what sounds they can hear and what is vibrating to make those sounds. Chn to also note down the noise levels on a scale of 1-10.</p>	<p><u>L.O.</u> To explain how different sounds travel</p> <p><u>STS:</u> I can describe how vibrations make sounds I can explain how vibrations change when a sound gets louder</p> <p>I can explain how loud and quiet sounds travel to our ears</p> <p><u>Task:</u> Chn to draw a picture and label it to show their understanding of how sound travels. Then, chn to write an explanation below.</p>	<p><b>Mid-point assessment:</b> Low-stake quiz</p> <p><u>L.O.</u> To explore ways to change the pitch of a sound</p> <p><u>STS:</u> I can identify and describe high and low sounds</p> <p>I can observe and describe patterns between the pitch of a sound and features of the object that made the sound</p> <p>I can explore ways to change the pitch of a sound</p> <p><u>Task:</u> Chn explore different instruments and the pitch that they make. Chn to learn how pitch is linked to frequency. Children use ‘pan pipes challenge’ to create their own instrument with different pitches.</p>	<p><u>L.O.</u> To explain how different sounds travel</p> <p><u>STS:</u> I can identify how sounds change over distance I can identify sounds at a distance</p> <p>I can create a string telephone and explain how sound travels through it</p> <p><u>Task:</u> String telephone investigation. Chn to make string telephones of different lengths and assess which one will allow sound to travel more.</p> <p>Chn to write out their investigation into books.</p> <p><i>Scientific question:</i> <i>Independent variable:</i> <i>Dependent variable:</i> <i>Controlled variables:</i> <i>Prediction:</i></p>	<p><u>L.O.</u> To investigate ways to absorb sound</p> <p><u>STS:</u> I can explain that sound needs something to travel through I can investigate the best material for absorbing sound</p> <p>I can explain why some materials absorb sounds</p> <p><u>Task:</u> Chn to place ipad (playing music) inside a box and assess the volume of music using a 1-10 rating. Chn to use a variety of different materials inside the box to test which is the best soundproofing material.</p>	<p><b>End of unit assessment:</b></p> <p><u>Task:</u> Chn to create a musical instrument. Then, chn to describe how and why it makes different sounds and how the volume changes.</p>
<p><b>History</b></p> <p>Ancient Egypt</p> <p><b>Enquiry Q:</b> <i>Who were the Ancient Egyptians?</i></p> <p><b>Vocabulary:</b> The Nile, irrigation, mummification, sarcophagus, preserve, tomb, Tutankhamun,</p>	<p><b>Mid-point assessment:</b> Low-stake quiz.</p> <p><u>L.O.</u> To explore how evidence can give different answers about the past</p> <p><u>STS:</u> I can use different sources to build a picture of events</p>		<p><u>L.O.</u> To compare and contrast Egyptian writing systems to my own</p> <p><u>STS:</u> I can comment on the similarities between hieroglyphs and English I can comment on the differences between hieroglyphs and English</p>		<p><b>End of unit assessment:</b></p> <p>End of unit quiz – chn to answer a series of questions.</p> <p><u>L.O.</u> To compare and contrast the powers of different Egyptian gods.</p> <p><u>STS:</u></p>	

<p>Pharoah, Hieroglyph, Rosetta Stone</p>	<p>I can ask questions about where the resources have come from</p> <p>I can retell the key events of the Tutankhamun discovery</p> <p><u>Task:</u> Chn to stick in pictures of the Tutankhamun discovery and write around it.</p> <ul style="list-style-type: none"> <li>- <i>What are some important facts that can be derived from the findings?</i></li> <li>- <i>What can we learn about ancient Egyptian life from the findings?</i></li> <li>- <i>What questions would ask about the findings?</i></li> </ul>		<p>I explain how hieroglyphs were used.</p> <p><u>Task:</u> Chn to turn English words into hieroglyphic ones.</p> <p>Challenge: Chn to invent their own hieroglyphic message.</p>		<p>I can describe at least one Egyptian god</p> <p>I can match the descriptions of the gods to their picture</p> <p><u>Task:</u> Chn to research an Egyptian god using a range of resources (e.g. internet, non-fiction texts)</p>	
<p><b>Geography</b> Rivers</p> <p><b>Enquiry Q:</b> <i>What is a River?</i></p> <p><b>Vocabulary:</b> source, mouth, waterfall, tributary, evaporation, condensation, precipitation, estuary, meander, erosion, deposition, water cycle, Ox bow lake</p>		<p><b>Mid-point assessment:</b> Low-stake quiz</p> <p><u>L.O:</u> To recognise and explain how human activity affects rivers</p> <p><u>STS:</u></p> <p>I can explain how a river works</p> <p>I can name a variety of ways a river is used</p> <p>I can describe at least one way human activities can affect the river</p> <p><u>Task:</u></p>		<p><u>L.O:</u> To recognise and explain how flooding affects communities</p> <p><u>STS:</u></p> <p>I can define what a flood is</p> <p>I can give reasons for a flood</p> <p>I can explain at least one way flooding can affect a community</p> <p>I can give an example of at least one flood defence</p> <p><u>Task:</u></p>		<p><b>End of unit assessment:</b> <u>Task:</u> Chn to create a poster, answering the question ‘What is a river?’ Using a range of pictures, labelled diagrams and writing.</p> <p>They must include the following:</p> <ul style="list-style-type: none"> <li>• Define what a river is</li> <li>• Explain the stages and features of a river</li> <li>• Examples of how people use rivers</li> <li>• How human activity can affect rivers.</li> <li>• Different flood defences available.</li> <li>• Information on at least one river</li> </ul>

		Chn to look at the Three Gorges Dam case study and identify advantages and disadvantages of the dam.		<ul style="list-style-type: none"> <li>In groups, chn to match images of flood defence to the correct fact.</li> <li>Chn to then create a diamond 9 – which are the most useful? Which are the least? Chn must justify their decisions.</li> </ul>		
<b>D.T</b> Food technology (Toastie)  <b>Vocabulary:</b> name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations		<b>Mid-point assessment:</b> Brain dump on what makes a healthy snack Low stakes quiz on where food comes  <u>L.O.</u> To Select and use a range of utensils and techniques to prepare ingredients  <u>STS:</u> bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.  <u>Task:</u> All children practice the techniques needed to make the toastie		<u>L.O.</u> To make a healthy snack  <u>STS:</u> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.  <u>Task:</u> Children complete a planning sheet and make their toastie		<b>End of unit assessment:</b> Low stakes quiz on the key vocabulary: processed, seasonal, harvested healthy/varied diet  <u>L.O.</u> Evaluate the final product with reference to the design criteria and the views of others.  <u>STS:</u> Review to the design criteria Review the techniques used  <u>Task:</u> Complete evaluation sheet. Appearance Taste Health
<b>Art</b> Contour line drawing HENRY MOORE  <b>Vocabulary:</b> <u>Line:</u> contour (define edges of objects), cross contour (flow over form of object) <u>Composition:</u>	<b>Mid-point assessment:</b> Shout out a range of different drawing techniques and chn to draw an example on their WB.  <u>L.O.</u> To plan my final drawing  <u>STS:</u>		<u>L.O.</u> To draw my final piece  <u>STS:</u> I can use contour lines accurately  I can draw from an angle to give the object a three-dimensional look		<b>End of unit assessment:</b>  <u>L.O.</u> To evaluate my final drawing  <u>Task:</u> Chn to evaluate their final drawing by answering the following questions:  •Do you like it? Why? Where have you used	

<p>angles, contours, cross contours, still life, figurative, thumbnail</p>	<p>I can choose an object/still life to draw</p> <p>I can draw the still life from at least 3 different angles</p> <p>I can use contour lines to make the sketch look 3 dimensional</p> <p><u>Task:</u> Chn to decide which viewpoint they like most from previous lesson's quick sketches. Chn then draw 3 small quick sketches (thumbnail) of their object. Chn to then annotate their work – <i>what do they like or dislike? Why?</i></p>		<p><u>Task:</u> Chn to draw their final piece using contour lines, cross contour lines, hatching and cross and cross hatching to make the object look three dimensional.</p>		<p><i>contour and cross contour lines? Does it resemble the style of Henry Moore? How? If you drew it again, what would you change and keep the same? Why?</i></p>	
<p><b>PSHE</b> Celebrating Difference</p> <p><b>Vocabulary:</b> character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, judgement, bullying, friend, secret, deliberate, bystander, witness, problem solve, cyber bullying, text message, website, troll, special, unique, different, characteristics, physical features, impression</p>	<p><u>L.O.</u> To explore how people make assumptions of others based on appearance</p> <p><u>STS:</u></p> <p>I can define what the term 'assumption' means</p> <p>I can give an example of what people might base their assumptions on</p> <p><u>Task:</u> On WB's, chn to complete the sentences, e.g. 'Girls are... / Sparty people are...' to explore different assumptions.</p>	<p><u>L.O.</u> To understand what influences people to make assumptions of others</p> <p><u>STS:</u></p> <p>I can explain how personal experiences can influence assumptions made</p> <p>I can explain the <i>impact</i> personal experiences can have on assumptions made</p> <p><u>Task:</u> Chn to look at optical illusion from different angles --&gt; 'how we look at something influences what we see.' Discuss the different responses for the picture of</p>	<p><u>L.O.</u> To explore ways of noticing bullying and learn how to deal with it</p> <p><u>STS:</u></p> <p>I can define the term bullying</p> <p>I can give reasons for why people might get bullied</p> <p><u>Task:</u> Share Maya's story with the class. Chn to explore the following: 1. How did it start? 2. Why was the bullying hard to spot? Then more generally, chn to discuss the following:</p>	<p><u>L.O.</u> To understand the reasons why witnesses to bullying may join in. To understand how to stay safe online</p> <p><u>STS:</u></p> <p>I can define the term 'bystander' in the context of bullying</p> <p>I can give reasons for why people may bully others</p> <p>I can give suggestions as to how to stay safe online</p> <p><u>Task:</u></p>	<p><u>L.O.</u> To identify and value what is special and unique about myself</p> <p><u>STS:</u></p> <p>I can make a positive comment about my physical appearance</p> <p>I can make a positive comment about my personality</p> <p><u>Task:</u> Using a mirror, chn to identify 2 things they like about their physical appearance.</p>	<p><u>L.O.</u> To explore scenarios where the wrong assumption of someone was made</p> <p><u>STS:</u></p> <p>I can explain why people may make wrong assumptions of others</p> <p>I can explain the difference between 'first impression' and assumptions</p> <p>I can describe the impact of when wrong assumptions are made</p> <p><u>Task:</u></p>

	<p>Chn then to look at a series of photos through a coloured lens and answer questions about the individuals, e.g. 'how old am I? What is my hobby?'</p> <p>Compare answers with peers. Chn then given character answer cards to read whilst looking through clear lens.</p>	<p>the dog --&gt; 'experience with dogs will lead to different assumptions.'</p> <p>Chn to then complete a series of boxes. E.g.</p> <ol style="list-style-type: none"> <li>1) Favourite celebrity</li> <li>2) Thoughts of them</li> <li>3) Influencing factors</li> </ol>	<ol style="list-style-type: none"> <li>1. Why might someone bully?</li> <li>2. How can a one-off incident turn into bullying?</li> <li>3. Should every one-off incident be reported or wait until it becomes bullying?</li> </ol>	<p>Remind chn of Maya's story.</p> <p>Class discussion - what would they have done if they were a bystander?</p> <ul style="list-style-type: none"> <li>- Find ways to help</li> <li>- Ignore it</li> <li>- Join in</li> </ul> <p>Chn to design and create a poster about internet safety for young chn.</p>	<p>Explore why some people find it difficult to be positive about themselves. Chn to frame their photos and write about it.</p> <ul style="list-style-type: none"> <li>- What are your special qualities?</li> <li>- What makes you unique?</li> </ul> <p>It can also include qualities about their personality and character.</p>	<p>Class discussion about experiences when wrong assumptions were made about others.</p> <p>Chn to read a series information cards about other children. With the first card, chn note down their 'first impressions.'</p> <p>Then, chn get a chance to read on and find out more about the individuals. Chn note their new thoughts of them.</p>
<p><b>MFL</b> Les Saisons (The Seasons)</p> <p><b>Vocabulary:</b> l'hiver Winter le printemps Spring l'été Summer l'automne Autumn il neige it's snowing il fait froid it's cold il fait chaud it's hot les fleurs poussent the flowers grow les oiseaux chantant the birds sing il y a du soleil there is the sun les arbres perdent leurs feuilles trees lose their leaves</p>	<p><b>Pre-assessment:</b></p> <p><u>L.O.</u> To learn the 4 seasons in French</p> <p><u>STS:</u> I can say the four seasons using the following language: Les saisons = The seasons L'hiver = Winter Le printemps = Spring L'été = Summer L'automne = Autumn Il y a quatre saisons = There are four seasons</p> <p><u>Task:</u> Children to listen to the audio files of the pronunciation of the seasons and repeat. Children to look at the trees from each season and repeat what the season is. Match the</p>	<p><u>L.O.</u> To learn the weathers associated with Winter in French</p> <p><u>STS:</u> I can say the four seasons in French. I can say phrases associated with Winter in French. I can say sentences about Winter in French.</p> <p><u>Task:</u> Recap all four seasons and match them on the screen. Spin the wheel which will land on Winter. Discuss everything that is associated with Winter. Learn phrases associated with Winter. Look at these phrases written down and then repeat phrases in sentence. Say in French what they see in each box (associated with Winter)</p>	<p><b>Mid-point assessment:</b></p> <p><u>L.O.</u> To learn the weathers associated with Spring in French</p> <p><u>STS:</u> I can say the four seasons in French. I can say phrases associated with Spring in French. I can say sentences about Spring in French.</p> <p><u>Task:</u> Recap all four seasons and match them on the screen. Spin the wheel which will land on Spring. Discuss everything that is associated with Spring. Learn phrases associated with Spring. Look at these phrases written down and then repeat phrases in sentence. Say in French what they see in each box (associated with Spring)</p>	<p><u>L.O.</u> To learn the weathers associated with Summer in French</p> <p><u>L.O.</u> To learn the weathers associated with Summer in French</p> <p><u>STS:</u> I can say the four seasons in French. I can say phrases associated with Summer in French. I can say sentences about Spring in French.</p> <p><u>Task:</u> Recap all four seasons and match them on the screen. Spin the wheel which will land on Summer. Discuss everything that is associated with Summer. Learn phrases associated with Summer. Look at these phrases written down and then repeat phrases in sentence. Say in</p>	<p><u>L.O.</u> To learn the weathers associated with Autumn</p> <p><u>L.O.</u> To learn the weathers associated with Spring in French</p> <p><u>STS:</u> I can say the four seasons in French. I can say phrases associated with Autumn in French. I can say sentences about Spring in French.</p> <p><u>Task:</u> Recap all four seasons and match them on the screen. Spin the wheel which will land on Spring. Discuss everything that is associated with Autumn. Learn phrases associated with Autumn. Look at these phrases written down and then repeat phrases in sentence. Say in French</p>	<p><b>End of unit assessment:</b> LO: To revise all language covered in this unit and complete assessment materials</p> <p>Complete pupils' self-assessment and complete end of unit assessment. Use the slides to guide through assessment folders.</p>

	picture to the season. Listen to sounds and decide which season the sound matches to. Look at how to spell the seasons and match these to the spellings on the screen.		Winter or Spring? Activity. Children to choose whether what they hear is connected to Winter or Spring.	French what they see in each box (associated with Summer)	what they see in each box (associated with Autumn) Children choose favourite season and work with a partner to discuss favourite season, using phrases from that season.	
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**Music**

**Social question:** How Does Music Connect Us with Our Past?

**Vocabulary:** Keyboard, electric guitar, bass, drums, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, piano, organ, acoustic guitar, percussion

**PE**

**iPractise:** control, shoot, dribble, bat, strike, jog, vault, competitive, intercept, accuracy, reaction, response, limitations, challenge

**Basketball:** self-guided, personal, adapt, revise, feedback, strive, dedicate, competitive, intercept, accuracy, reaction, response, limitations, challenge

<p><b>Computing</b> Audio editing</p> <p><b>Vocabulary:</b> microphone, speakers, audacity, waveforms, podcast, jingles, sound effects, background music, sound recording, playback, headphone, Spotify, arrangement</p>	<p><b>Pre-assessment:</b> Chn to identify all the difference devices which can record audio.</p> <p><u>L.O.</u> To identify that sound can be recorded</p> <p><u>STS:</u> I can identify the input and output devices used to record and play sound</p> <p>I can use a computer to record audio</p> <p>I can explain that the person who records the sound can say who is allowed to use it</p> <p><u>Task:</u></p>	<p><u>L.O.</u> To explain that audio recordings can be edited</p> <p><u>STS:</u> I can re-record my voice to improve my recording</p> <p>I can inspect the soundwave view to know where to trim my recording</p> <p>I can discuss what sounds can be added to a podcast</p> <p><u>Task:</u> Using audacity, chn to have a go at recording and trimming their audio. Once trimmed, chn can have a go at moving the audio so it plays in whichever order they wish.</p>	<p><u>L.O.</u> To recognise the different parts of creating a podcast project</p> <p><u>STS:</u> I can explain how sounds can be combined to make a podcast more engaging</p> <p>I can save my project so the different parts remain editable</p> <p>I can plan appropriate content for a podcast</p> <p><u>Task:</u> Chn to have a go at practicing the following:</p> <ul style="list-style-type: none"> <li>- Layering their recordings</li> <li>- Importing an audio file and moving it</li> </ul>	<p><b>Mid-point assessment:</b> Chn to verbally explain to one another how to layer and trim their audios and how to increase/decrease sound.</p> <p><u>L.O.</u> To apply audio editing skills independently</p> <p><u>STS:</u> I can record content following my plan</p> <p>I can review the quality of my recordings</p> <p>I can improve my voice recordings</p> <p><u>Task:</u> - Record the voice tracks for the podcast.</p>	<p><u>L.O.</u> To combine audio to enhance my podcast project</p> <p><u>STS:</u> I can open my project to continue working on it</p> <p>I can arrange multiple sounds to create the effect I want</p> <p>I can explain the difference between saving a project and exporting an audio file</p> <p><u>Task:</u> Chn to import sound effects/background music and align the additional audio with their recording from the previous lesson.</p>	<p><b>End of unit assessment:</b></p> <p><u>L.O.</u> To evaluate the effective use of audio</p> <p><u>STS:</u> I can listen to an audio recording to identify its strengths</p> <p>I can suggest improvements to an audio recording</p> <p>I can choose appropriate edits to improve my podcast</p> <p><u>Task:</u> Using a tick list, chn to evaluate their own podcast recording.</p>
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	<p>Chn to write down one or two sentences and then record themselves reading it aloud on an ipad/laptop (Audacity)</p> <p>Chn practise recording, playing and then deleting.</p>		<ul style="list-style-type: none"> <li>- Increasing/decreasing the volume of a track</li> </ul> <p>'School news' → Chn to plan their own podcast. What will be said? What additional sounds will be included?</p>	<ul style="list-style-type: none"> <li>- Review recordings and re-record if necessary</li> <li>- Edit, trim and align tracks</li> <li>- Save Audacity podcast</li> </ul>		<p>Chn then to write a sentence explaining how they think they could improve the podcast.</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 bullying</b></p> <p><b>Vocabulary:</b>  <b>Media, speech, text, picture, video, livestreaming, virtual, reality</b></p>	<p><u>L.O.</u> I can recognise when someone is upset or angry online</p> <p><u>STS:</u> I understand bullying behaviour can make someone feel upset, hurt or angry</p> <p>I am aware of online behaviours that may show that someone is feeling upset, hurt or angry</p> <p>I understand that someone may try to pretend they are not upset, hurt or angry online</p>	<p><u>L.O.</u> I can explain how people can be bullied through a range of ways online</p> <p><u>STS:</u> I know what are different types of media online.</p> <p>I can explain the different features of different media</p> <p>I can simply describe what bullying online may look like on these different forms of media</p>				