

MTP: Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE Christianity</p> <p>Enquiry Question: Is the Christmas story true?</p> <p>Vocabulary:</p> <p>Gospels, Gospel ‘writers’, Disciples, Truth, account, eye-witness, historical, lens, media, personal, scientific, scholar, source, substance, version, communion, confirmation, denomination, rites of passage, belief, historical, incarnation</p>	<p>Pre-assessment: What do I remember about Christianity?</p> <p><u>L.O.</u> To understand how there can be different versions of events</p> <p><u>STS:</u> Understand that there may be different versions of the same events all containing things that are only true Understand that different people will identify and remember different aspects from the same events</p> <p><u>Task:</u> Explore the different articles on Jigsaw. Think about different interpretations of the events and how people have a different opinion after reading them.</p>	<p><u>L.O.</u> To retell a version of the Christmas story from the Bible</p> <p><u>STS:</u> Know that there are different versions of the Christmas Story Explore a version of the Christmas story and identify key events Consider how there are differences and similarities within the versions.</p> <p><u>Task:</u> Explore different images of the Christmas story. What can the children identify within each picture? Children to read and explore the versions from Luke or Matthew. Identify key events, particularly who arrived when, and record in their books using a story map</p>	<p>Mid-point assessment: Using images that represent different aspects of the Christmas story, order them and explain their importance</p> <p><u>L.O.</u> To compare and contrast different accounts of the Christmas story</p> <p><u>STS:</u> Know that there are different versions of the Christmas Story Explore a version of the Christmas story and identify key events Consider how there are differences and similarities within the versions.</p> <p><u>Task:</u> Children to retell their version of the story with another child that has a different version. What is the same? What is different?</p>	<p>LO: To start to explain what a Christian might believe is true from the Christmas story</p> <p><u>STS:</u> Know that different people have different views about the same event Know that people with similar beliefs may have different views about the same event</p> <p><u>Task:</u> Children to explore the views of the Christmas story written by different people that are Christian. Complete a diamond 9 activity about how likely the events are to be true.</p>	<p>End of unit assessment: Task for the lesson to demonstrate an understanding of the learning that has taken place.</p> <p><u>L.O.</u> To begin to explore incarnation in Christianity</p> <p><u>STS:</u> Know that Christians believe that Jesus’ birth being the incarnation Know what incarnation means</p> <p><u>Task:</u> Write a definition of the word, ‘Incarnation’.</p> <p>Mind map - What do you know about the story of Jesus’ birth?</p> <p>Children to record their answers to these questions in their books.</p> <p>What does Jesus’ birth mean to Christians? Is the Christmas story true? Does this matter to Christians?</p>	<p><u>L.O.</u> To understand how to identify the truth in stories</p> <p><u>STS:</u> Identify what is true within a story Consider different aspects that may be true Know lessons that can be learnt from stories</p> <p><u>Task:</u> Chn to choose a story and present the truthful elements from it on a poster (e.g. Red Riding Hood – don’t talk to strangers).</p>
<p>Science Earth and Space</p> <p>Enquiry Question:</p> <p>Vocabulary: Earth, Sun, Moon, Mercury, Venus, Mars,</p>	<p>Pre-assessment Children complete a mind map with knowledge that they already know about space.</p> <p><u>L.O.</u> To explain why we know the Sun, Earth and Moon are spherical</p>	<p><u>L.O.</u> To order and describe features of the planets</p> <p><u>STS:</u> Name the planets of the solar system. Know the order of the planets.</p>	<p><u>L.O.</u> To explain how planets move in our solar system</p> <p><u>STS:</u> Explain how planets orbit the sun Distinguish between heliocentric and geocentric planetary movements</p>	<p>Mid-point assessment Low stakes quiz of the order of the planets, the names of the planets and 1 significant thing about each planet.</p> <p><u>L.O.</u> To explain day and night and describe the movement of the sun across the sky</p>	<p><u>L.O.</u> to collect evidence and report and present the findings</p> <p><u>STS:</u> Make predictions about night and day in different places</p>	<p>End of unit assessment: quiz about key learning points from assessment grid.</p> <p><u>L.O.</u> To explain the movement of the Moon</p> <p><u>STS:</u></p>

<p>Jupiter, Saturn, Uranus, Neptune, planets, axis, rotation, constellation, crescent, lunar, waxing, waning, orbit, axis, rotate, spherical, geocentric, heliocentric, solar system</p>	<p><u>STS:</u> Understand what something is when it is spherical or flat. Understand the importance for evidence to support Scientific ideas. Consider how different evidence supports theories Use evidence to support scientific theories. Know that the Sun, Earth and Moon are spherical.</p> <p><u>Task:</u> Chn to explore different ideas about the whether the Earth is flat or spherical. Write sentences explaining how they support each theory.</p>	<p>Know what the different features of the planets are.</p> <p><u>Task:</u> Chn to create a poster on the order of the planets</p>	<p>Explain theories about how the planets move Use evidence to support theories</p> <p><u>Task:</u> Use pictures to explain and describe the movement of the planets in the solar system</p>	<p><u>STS:</u> Explain that day and night is due to rotation of the Earth. Explain how day and night occur and use evidence to support this.</p> <p><u>Task:</u> Children to create a poster and present to another group about how day and night are created and describe the movement across the sky</p>	<p>Support the idea that different places on Earth experience night and day at different times with evidence Explain why night and day occur at different times in different places Report findings and explain how they prove the ideas</p> <p><u>Task:</u> Investigation into Time Zones. Create a prediction. Use the internet to explore different times in different places. Consider what this shows about how day and night are created. Create a conclusion and report</p>	<p>Explain that the moon orbits the Earth not the Sun Explain how the moon moves relative to the Earth Explain how the Earth and Moon move relative to the Sun</p> <p><u>Task:</u> Children to create a model of the movement of the moon model and use scientific vocabulary to describe it.</p>
<p>History Early Islamic Civilisation Enquiry question:</p> <p>Vocabulary: Islamic Empire, caliph, House of Wisdom, civilisation, vegetal, calligraphy, Silk Road, scholar, arabesque, democracy</p>	<p>Mid-point assessment: Low-stakes quiz about early Baghdad and the House of Wisdom</p> <p><u>L.O.</u> To understand the role of the caliphate in early Islamic civilisation</p> <p><u>STS:</u> I can explain who Prophet Muhammad is I can name at least 2 caliphs I can explain at least 2 roles or responsibilities of the caliphs</p> <p><u>Task:</u> Children to write a paragraph about the following area:</p> <p>Background information about Muhammad</p>		<p><u>L.O.</u> To explain how early Islamic civilisation became a major power</p> <p><u>STS:</u> I can describe the significance of the Silk Road in trade I can recall at least 2 items which were commonly traded I can explain the method used by Islamic chemists to make perfume</p> <p><u>Task:</u> Children to identify significant places along the Silk Road on a map.</p> <p>Give children images of items that were traded. Children to make notes about what they</p>		<p>End of unit assessment: create a poster containing all of the information learnt that incorporates Islamic art.</p> <p><u>L.O. identify and talk about different forms of Islamic art</u></p> <p><u>STS:</u> Identify geometric patterns, vegetal patterns and calligraphy. Identify and explain where different forms of art work was used</p> <p><u>Task:</u> Create a poster containing all of the information learnt</p>	

	<p>The birth of Islam The Battle of Badr</p> <p>Explore what a Caliph is. Children to read information about the 1st four. Record their name and a significant fact about them.</p>		<p>are, where they came from, why they would be traded and if it is still used today.</p>		<p>that incorporates Islamic art.</p>	
<p>Geography North America</p> <p>Enquiry Question:</p> <p>Vocabulary: 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>Mid-point assessment: 3 facts about the Rockies</p> <p><u>L.O.</u> To describe how the volcanic eruption of Mount St Helens impacted the surrounding areas</p> <p><u>STS:</u> Know what happens when there is a volcanic eruption Know what the surrounding areas of Mount St Helens are Consider the impact of the eruption on the surround areas</p> <p><u>Task:</u> Chn to use the world map to locate Cascades mountain range (Mount St Helens within). Chn to answer a series of questions and then draw a before and after of Mount SH's 1980 eruption.</p>		<p><u>L.O.</u> To investigate and evaluate the key features of a US State</p> <p><u>STS:</u> Know the significant features of a state Identify significant aspects of its climate, location, facilities, and landscape.</p> <p><u>Task:</u> Allocate a different state to each group. Research: - Climate - Location - facilities (human features) - landscape (physical features) Chn to present their findings to rest of class. Vote for which they would like to live in.</p>		<p>End of Unit Assessment Low Stakes Quiz</p> <p><u>L.O.</u> To compare and contrast New York with my home area</p> <p><u>STS:</u> Identify key aspects of New York. Identify key physical features Identify key human features Consider the key aspects of my local area</p> <p><u>Task:</u> Chn to watch a clip on New York and answer a series of questions about the city and its main features. Create a venn diagram comparing New York State to our local area</p>
<p>DT</p> <p>Vocabulary: ingredients, yeast, dough, bran, flour, wholemeal,</p>	<p>Mid-point assessment: Brain dump: ingredients for bread Matching up ingredients to seasons</p>		<p><u>L.O.</u> To make a bread and evaluate the product</p> <p><u>STS:</u> Write a step-by-step recipe, including a list of</p>		<p><u>L.O.</u> Evaluate product in relation to design brief</p> <p><u>STS:</u> Review the evaluations completed</p>	

<p>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><u>L.O.</u> To make a bread</p> <p><u>STS:</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><u>Task:</u> Make the product</p>		<p>ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><u>STS:</u> What was the design brief? Did your product meet the brief?</p> <p><u>Task:</u> Make the product and children taste the bread</p> <p>Children complete a chart to grade the final product against the design criteria</p>		<p>Create a chart to reflect the evaluations.</p> <p><u>Task:</u> Children create a bar chart and write a conclusion using the evaluations created.</p> <p>End of unit assessment: Dual coding- vocabulary to create pictures</p>	
<p>Art Drawing (perspective) Dali</p> <p>Vocabulary: perspective, scale, proportion, natural and made forms.</p> <p>Composition - Viewfinders. Viewpoint, contrasts, differences. Optical illusion, distance, variation, surrealism</p>		<p>Mid-point assessment: what is perspective? How can it be shown in art? Review of sketching skills.</p> <p><u>L.O.</u> to identify themes and plan my final piece</p> <p><u>STS:</u> Explore pieces of art work and identify common themes Decide upon themes for their final piece Practise drawing different items that fit with the theme for their final piece.</p> <p><u>Task:</u> Explore and annotate examples of work with surrealism and perspective.</p>		<p><u>L.O.</u> sketching using perspective and surrealism</p> <p><u>STS:</u> Know a range of sketching skills and when they are effective Know how to draw with perspective Know how to include aspects of surrealism</p> <p><u>Task:</u> Children to create their final piece using surrealism and perspective. Begin by sketching the background and then adding the foreground. Use pen for the final outlines. Sketching skills include cross hatching and contouring.</p>		<p>End of unit assessment: final piece to combine sketching skills and perspective <u>L.O.</u> evaluate my art work</p> <p><u>STS:</u> To identify strengths Identify areas for improvements Consider the success in comparison to the task set – have they used perspective. Can Dali’s influence be seen?</p> <p><u>Task:</u> Complete a self-evaluation of their work by answering key questions.</p> <p>Class art gallery – children to share their work and leave comments for their peers</p>

		Children to plan and sketch their ideas for their final piece Annotate with their thoughts		Use pencil crayon or craypas to complete their final pieces.		about the success in their art work.
PSHE Celebrating differences Vocabulary: culture, conflict, difference, similarity, belong, culture, racism, colour, race, discrimination, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, direct, indirect, happiness, celebration, artefacts developing world, display, representation	Pre-unit assessment: what does it mean if something is different? <u>L.O.</u> To explore how cultural differences can cause conflict <u>STS:</u> Know what conflict is Know what differences are Explore how differences can lead to conflict Know what reframing is Know how to use reframing to avoid conflicts <u>Task:</u> Children to complete a culture wheel about themselves. Children to explore different scenarios and look at how reframing could be used to avoid conflict	<u>L.O.</u> To understand what racism is <u>STS:</u> Know what racism is Know that any form of racism is not acceptable Understand how people may feel as a result of racism <u>Task:</u> Discussion – what is racism? Children to explore the stories of 2 children and the experiences they have had. Record ideas in books. Create a ribbon that demonstrates the need to remove racism.	<u>L.O.</u> To explore bullying behaviours <u>STS:</u> Know what bullying is know what to do if you are being bullied know where to go for help <u>Task:</u> Children to respond to the scenario about a new child starting school. How could they have improved thing?	Mid-point assessment: What is bullying? Children to define what bullying is. <u>L.O.</u> To understand direct and indirect bullying <u>STS:</u> Know the different types of bullying Know what direct bullying is Know what indirect bullying is <u>Task:</u> Sort events by whether they are direct or indirect examples of bullying.	<u>L.O.</u> To explore differences and similarities between my life and those in the developing world <u>STS:</u> Know what a stereotype is Know what life is like for someone living in a developing country Be able to make comparisons with someone that lives in a developing country <u>Task:</u> Explore the life of a child that lives in a developing country using the information provided. Children to reflect and then record their answers to the questions about whether money can bring happiness.	End of unit assessment: Culture wheels – can the bring together everything they have learnt within the unit? <u>L.O.</u> To understand other cultures different to mine <u>STS:</u> Know different aspects of different cultures Know what a culture is <u>Task:</u> Revisit their culture wheel from week 1, reflect on their own experience. Children to create culture wheels for someone that lives on a cocoa plant and ‘Joseph’. Children to think about potential challenges that the children may face if they moved to a different country.
MFL Au salon de the (At the Tea Room) Vocabulary: un croissant a croissant une crêpe a crepe un pain au chocolat a pain au chocolat	<u>L.O.</u> To recognise and spell masculine nouns for foods and drink in French <u>STS:</u>	<u>L.O.</u> To recognise and spell feminine nouns for foods and drinks in French <u>STS:</u> I can name some food that would be	<u>L.O.</u> To learn how to ask for foods and drink in French <u>STS:</u> I can say the name of food and drink in French.	<u>L.O.</u> To learn how to request the bill in French <u>STS:</u> I can learn how to say ‘the bill please’ in French. I can say please and thank you in French.	<u>L.O.</u> To consolidate understanding of French numbers and French currency <u>STS:</u> I can say what the French currency is.	<u>L.O.</u> To revise and consolidate language around ordering at a café in French Pupil self-assessment task and end of unit assessment task.

<p>une salade a salad un sandwich au jambon a ham sandwich une omelette an omelette un sandwich au fromage a cheese sandwich une tartelette a small tart croque-monsieur a ham and cheese toastie une limonade a lemonade un café a coffee une grenadine a grenadine un café au lait a coffee with milk un thé a tea Bonjour ! Hello! Au revoir ! Goodbye! un jus d'orange an orange juice Vous désirez ? What would you like? un coca-cola a coca-cola Je voudrais... I would like... un chocolat chaud a hot chocolate merci thank you une part de gâteau au chocolat a slice of chocolate cake s'il vous plaît please une part de quiche a slice of quiche et and une brioche a brioche l'addition the bill</p>	<p>I can name some food that would be found in a café in French. I can name some drinks that would be found in a café in French. I can change singular nouns to plurals in French.</p> <p><u>Task:</u> Pupils go inside the salon on the screen and are introduced to different food items in French. Learn what a cognate is (a word that is similar in both languages). Listen to different food and drinks and then children are to try and say them. Look at how nouns change from singular to plural in French.</p>	<p>found in a café in French. I can name some drinks that would be found in a café in French. I can focus on the indefinite article/ determiner to understand the concept of gender.</p> <p><u>Task:</u> Pupils are introduced to more food and drink items in French in French. (feminine) Recap of what a cognate is (a word that is similar in both languages). Listen to different food and drinks and then children are to try and say them. Children say what they would like to eat and drink in the café.</p>	<p>I can hold a short conversation in French asking for food and drink. I can use the conjunction and in French.</p> <p><u>Task:</u> Children learn new phrases on the screen on how to have a short conversation in a café, ordering food and drink. Children to then practise saying this. Introduction of the conjunction and. Children to listen to a conversation on the screen and tick which food and drink the characters order.</p>	<p>I can say goodbye in French.</p> <p><u>Task:</u> Read the food orders on the screen and unscramble to see the order of food and drink. Children will hear new transactional language. Role play activity with supporting work sheets and word banks. Final task: Tell the character what they would like to order in the tea room.</p>	<p>I can add up money in French. I can say how much something is in French.</p> <p><u>Task:</u> Learn French currency and write down in jotters what the currency is. Role play activity with children telling their partner how much the bill is and the other telling them how much.</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

iCommunicate: communicate, persuade, debate, negotiate, clarify, instruct, perspective, motivate positive mindset, collaborate, complex, adaptation, tactics, spatial awareness, evaluate

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

<p>Computing Video editing</p> <p>Vocabulary: zoom, pan and tilt, import, reshoot, split, export, storyboard, static camera Framing: close up, mid-range, long shot, side by side, high angle, low angle, normal angle, moving subject</p>	<p>Pre-assessment: Chn to brainstorm 3 editing skills they learnt from the Y4 audio unit.</p> <p><u>L.O.</u> To explain what makes a video effective</p> <p><u>STS:</u> I can explain that video is a visual media format</p> <p>I can identify features of videos</p> <p>I can compare features in different videos</p> <p>I know what to do if I see any content online that makes me feel uncomfortable</p> <p><u>Task:</u> Chn to watch a video and answer a series of questions. Chn to then compare the DanTDM video to Dixi music video.</p>	<p><u>L.O.</u> To use a digital device to record video</p> <p><u>STS:</u> I can identify and find features on a digital video recording device</p> <p>I can experiment with different camera angles</p> <p>I can make use of a microphone</p> <p><u>Task:</u> Chn practice recording on a device a range of framing positions and filming techniques.</p> <p><i>Which framing position has the best audio playback?</i></p> <p>Chn to fill in the table – match the shot description with the accurate technique.</p>	<p><u>L.O.</u> To capture video using a range of techniques</p> <p><u>STS:</u> I can suggest filming techniques for a given purpose</p> <p>I can capture video using a range of filming techniques</p> <p>I can review how effective my video is</p> <p><u>Task:</u> Chn to use the storyboard on the handout to film three scenes. Chn to then evaluate their recordings.</p> <ul style="list-style-type: none"> - How helpful was the storyboard? - How effective was each scene? - What would you do differently if you had the chance to repeat the activity? 	<p>Mid-point assessment: Low-stakes quiz on filming techniques.</p> <p><u>L.O.</u> To plan and create a storyboard</p> <p><u>STS:</u> I can outline the scenes of my video</p> <p>I can decide which filming techniques I will use</p> <p>I can create and save video content</p> <p><u>Task:</u> Chn, in groups, to plan their own storyboard.</p> <ul style="list-style-type: none"> - Theme - Script - Filming techniques - Storyboard <p>Chn to then record their storyboard.</p>	<p><u>L.O.</u> To identify that video can be improved through reshooting and editing</p> <p><u>STS:</u> I can store, retrieve, and export my recording to a computer</p> <p>I can explain how to improve a video by reshooting and editing</p> <p>I can select the correct tools to make edits to my video</p> <p><u>Task:</u> Chn to finish recording their video. Chn to then import their video and edit it (<i>remove and delete, trim, split, undo, reorder</i>)</p>	<p>End of unit assessment: <u>L.O.</u> To consider the impact of the choices made when making and sharing a video</p> <p>Chn to evaluate their videos and learning and share their edited videos with others.</p> <ul style="list-style-type: none"> - <i>What was easy about making a video?</i> - <i>What was difficult?</i> - <i>What was the most valuable lesson learnt?</i>
<p>Online Safety</p> <p>Two lesson to be taught at the start of the half term</p>	<p><u>L.O.</u> I can recognise that online bullying might different to bullying in the physical world</p>	<p><u>L.O.</u> I can explain how to get help when being bullied online</p> <p><u>STS:</u> I can identify a range of ways to report concerns</p>				

<p>Online bullying</p> <p>Vocabulary: Online, face to face bullying, harmful, upstander</p>	<p><u>STS:</u> I can explain some differences between online and offline bullying I know some of the different ways people can be hurtful to others online I know how to be an 'upstander' online</p>	<p>I would know who to speak to if someone I know was being bullied online. I can identify different support that is available to someone who is being bullied online. I understand if someone is at risk of harm I need to tell a responsible adult.</p>	
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