

World War One CONFLICT AND RELATIONSHIPS

Year 5

MAIN FOCUS - cross curricular WW1			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<p>ENGLISH Understanding Texts:</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>HISTORY To investigate and interpret the past:</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>To understand chronology:</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <p>To communicate historically:</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. <p>ART To master techniques:</p> <p>Paint</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>KEY TEXT 'Stories of WW1' Tony Bradman (collection of short stories by renowned authors)</p> <p>World War One poetry (including Carol Ann Duffy 'The Christmas Truce' 'Private Peaceful' Michael Morpurgo</p> <p>'War Game' Michael Foreman</p> <p>ARCHIE DOBSON'S WAR (see music plan)</p> <p>CHICHESTER CATHEDRAL VISIT People on the Move exhibition and workshops about refugees 23/9/16</p> <p>Local village source material / history society / village memorial</p>	<p>Read and appreciate a range of war poetry</p> <p>Write poems in varied forms</p> <p>Piece together portraits of West Chilt people who served in WW1</p> <p>Research, devise and construct large scale timeline in school</p> <p>Produce own propaganda posters</p>	<p>Behave like historians when interrogating sources of evidence</p> <p>Know how detailed studies relate to key events on timeline</p> <p>Develop mastery of graphic techniques combining typography, perspective and colour to manipulate emotions</p>

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<p><u>To take inspiration from the greats</u></p> <ul style="list-style-type: none">• Show how the work of those studied was influential in both society and to other artists.• Create original pieces that show a range of influences and styles.	<p>Visit to Pallant House to examine how artists portray emotion in portraits (linked to PHSE themes of relationship building and developing an understanding of difference)</p>		
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COMPUTING – Coding intro, eSafety			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<p>COMPUTING</p> <p>CODE (with Scratch)</p> <ul style="list-style-type: none"> • Motion • Look • Sound • Draw • Events • Control • Sensing • Variables and Lists • Operators <p>COMMUNICATE</p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications <p>CONNECT</p> <ul style="list-style-type: none"> • eSafety • Collaborate with others online on sites approved and moderated by teachers. • Understand the effect of online comments and show responsibility and sensitivity when online. <p>COLLECT</p> <p>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	<p>Scratch/Code.org programs</p> <p>BBC history sites</p>	<p>Create an interactive multimedia legacy document to capture understanding of a personal story researched around the theme WW1</p>	<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

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SCIENCE – To work scientifically; To understand light and seeing; To understand the Earth's movement in space			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<p>Understand that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night.</p>	<p>Plan, carry out and record a whole investigation</p>	<p>Create a model/simulation that demonstrates that light travels in straight lines</p>	<p>Behave like a scientist and articulate their understanding using specific scientific language</p>

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MFL - Sprachen			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<p>FRENCH</p> <p>To Read Fluently Read and understand the main points in short written texts.</p> <p>Begin to use the context of a sentence or a dictionary to work out the meaning of unfamiliar words.</p> <p>To write imaginatively Write short texts on everyday topics.</p> <p>Use dictionaries or glossaries to check words.</p> <p>To speak confidently Begin to use more varied vocabulary in spoken language.</p> <p>Take part in conversations to seek and give information.</p>	<p>Revision - All about me</p> <p>Numbers (1-100 +)</p>	<p>Be able to complete some maths problems in French. Begin to tell the time in French.</p> <p>To write/share some information about themselves.</p>	<p>Able to ask and respond to questions about themselves in French.</p> <p>Able to recognise and to use the French number system 60 – 100 and beyond and begin to tell the time in French.</p> <p>Able to use a translation dictionary accurately.</p> <p>Able to read a short text to a partner. To work out and discuss its meaning from the context.</p> <p>Able to compose a short but coherent narrative with dialogue.</p>

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PE To develop practical skills in order to participate, compete and lead a healthy lifestyle			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<p><u>GYMNASTICS</u></p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p><u>DANCE</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. 	<p>Watch professional clips while in the hall</p> <p>Film each other in order to show improvement</p>	<p>Archie Dobson's War (see music) performance</p>	<p>Children can: use their imaginations as they become part of the situation and act out aspects of the story</p> <p>develop their own choreography in response to stimuli</p> <p>Join in with some/all acting activities</p> <p>Develop creative responses to each other's performance</p>

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MUSIC / PERFORMANCE- BBC Archie Dobson's War			
Programme of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice? ASSESSMENT (Learning)
<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Learn songs from the trenches</p>	<p>BBC Archie Dobson's War</p> <p>Performance combining song, dance and performance</p>	<p>Children show increasing awareness of a range of musical styles</p> <p>They can perform with increasing confidence and skill</p> <p>Children can link their learning in music to history dance, drama, writing and reading</p>

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MAIN FOCUS Personal & Practical Skills Development			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>PERSONAL DEVELOPMENT</p> <p>Practical tasks / independent learning skills:</p> <ul style="list-style-type: none"> • Learn the layout of the classroom and where paper and other equipment is. • Learn to use the photocopier, trimmer, and laminator. • Learn how to use, wash and put away art equipment. • Learn how to take out, use and put away laptops with care. • Categorise the reading books in the reading corner. • Learn daily routines and expectations. • Choose a productive task that will show learning or consolidation of a previously learnt skill. • When stuck or finished, know what could be done next. • Learn to use manage digital devices including charging, syncing and updating <p>Personal goals:</p> <ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Focus on activities. • ‘Tune out’ some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. • Keep trying after a first attempt. • Show some enthusiasm for the ideas of others. • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). 		<ul style="list-style-type: none"> • A more mature child able to cope with the demands and expectations of life in year 5 	<ul style="list-style-type: none"> • Improvement in listening, empathising, perseverance and understanding. • Stability in friendships. • Independent learning skills being applied. • Self-motivation. • A calm and productive classroom environment.

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MATHEMATICS Place Value and Number and REASONING & FLUENCY			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • Know times tables to 12x12 with division facts (triangular tables) 	<p>Nrich investigations</p> <p>Black Douglas task skills</p>	<p>Create a maths journal with daily fluency practise and new learning</p> <p>Create a book to help learn and practise times tables to 12x12 (triangular tables)</p>	<p>Children behave mathematically and develop reasoning beyond 'Because..' by:</p> <ul style="list-style-type: none"> • Play and talk about high quality rich tasks • Look for patterns and explanations • Use problem solving strategies • Apply prior learning • Ask questions • Communicate findings • Go back and see if there are other ways

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ENGLISH			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>WRITING</p> <p>POETRY</p> <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write poems that convey an image (simile, word play, rhyme and metaphor) <p>NARRATIVE</p> <ul style="list-style-type: none"> Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. <p>READING</p> <ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>DRAMA</p> <ul style="list-style-type: none"> <i>participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</i> <i>adopt, create and sustain a range of roles, responding appropriately to others in role.</i> <i>improvise, devise and script drama for one another</i> <i>and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully</i> 	<p>KEY TEXT</p> <p>‘Stories of WW1’ Tony Bradman (collection of short stories by renowned authors)</p> <p>World War One poetry (including Carol Ann Duffy ‘The Christmas Truce’ Michael Morpurgo</p> <p>‘War Game’ Michael Foreman</p> <p>‘Private Peaceful’ Michael Morpurgo</p> <p>Archie Dobson’s War (BBC)</p>	<p>Read and appreciate a range of war poetry</p> <p>Write poems in varied forms</p> <p>Create short vignettes in character based on historical understanding and drama</p>	<p>Children develop poetic voice linked to their historical learning</p> <p>They use their imaginations as they become part of the situation and act out aspects of the story</p> <p>Show empathy with the characters and their situation</p> <p>Join in with acting activities</p> <p>Are able to translate the ideas that arise from discussion into drama and poetry</p> <p>Use the information they have gained from their cross curricular learning to appropriately inform their work – e.g. with regard to language or historical context?</p>

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PHSE - RELATIONSHIPS			
Programme Of Study	DO/GO/MEET/ READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>	<p>Develop a series of skills relating to 'how to speak to others' – to be test run with new green class partners</p> <p>Visit to Pallant House Art Gallery to examine how artists portray emotion in portraits (linked to PHSE themes of relationship building and developing an understanding of difference)</p> <p>MEDITATION & YOGA sessions to develop personal skills of self-control, stress release and mindfulness</p> <p>KNITTING LADIES – develop interpersonal skills that will allow for mutually interesting conversation with a different generation. Learn to knit!</p>	<p>Emotional language wall – with visual cues</p> <p>Jointly produced art/construction pieces with green class partners</p>	<p>Enhanced intrapersonal skills for self-management in class</p> <p>Enhanced interpersonal skills required for positive relationships in a wide variety of settings</p> <p>Improved skills of enquiry</p> <p>Reduced conflict at undirected times (play, lunch)</p>