

Discrete session planning Autumn 2020			
PE	Computing	Religious Education	PHSCE - Heart Smart
<p>Coordination with ball skills, Agility focussed on reaction and response</p> <p>Children will play a variety of ball games such as Handball to develop their skills of throwing a catching, along with understanding different patterns of play and reacting to opponents.</p> <ul style="list-style-type: none"> · Develop methods to outwit opponents. · Recognise and suggest patterns of play which will increase chances of success. · Have a clear idea of how to develop their own and others' work. · Identify specific parts of performance to work on. · Understand ways (criteria) to judge performance. · Use awareness of space and others to make good decisions. 	<p><u>Year 5/6</u> Children will create a detailed 2 player game that includes racing cars around a track.</p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • • To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Children will create their own website. • To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Creation and Fal Creation and Science: Conflicting or complementary?</p> <p>Outline the importance of <i>Creation</i> on the timeline of the big story of the Bible.</p> <p>Identify what type of text some Christians say <i>Genesis 1</i> is, and its purpose.</p> <p>Taking account of the context, suggest what <i>Genesis 1</i> might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between <i>Genesis 1</i> and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of <i>Genesis 1</i> and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the <i>Genesis 1</i> creation narrative is in conflict or is complementary, with a scientific account.</p>	<p>Get HeartSmart Don't Forget to let love in.</p>

Spirituality opportunities	Value opportunities		
	<p>Compassion</p> <p>Being aware of people around school. Waiting patiently in lines. Asking people how they are and listening.</p>	 Raising Aspirations	
	<p>Love</p> <p>Helping people in class. Thinking of others and taking into account their feelings.</p>	 Developing Character	
		 Celebrating Achievement	

Geography

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Geographical skills and fieldwork

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Link: Viking discovery of the world - finding of Greenland and Newfoundland.

History Vikings

To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)

This could include: Viking raids and invasion
Resistance by Alfred the Great and Athelstan, first king of England
Further Viking invasions and Danegeld
Anglo-Saxon laws and justice
Edward the Confessor and his death in 1066

English - coverage and genres

Book ideas:

How to Train your Dragon Cressida Cowell
Odd and the Frost Giants - Neil Gaiman
Viking Boy - Tony Bradman
Jotun - Literacy Shed
Viking Creation Story - retell

Genre Coverage:

Narrative writing
Non-fiction
Non-Chronological reports
Saga poems

Year 5 and 6

Vikings

Term 1: Who were the Vikings?

Term 2: Is it right to invade another country?

English NC objectives

Writing

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors

Reading

- maintain positive attitudes to reading and an understanding of what they read by:
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve, record and present information from non-fiction

Spelling, Punctuation and Grammar

- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.

Topic related maths

Distance and speed
Costings to make a Viking longship.
Symmetry, translation, rotation, reflection - on shields.

Science

Working Scientifically

Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

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

Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Using test results to make predictions to set up further comparative and fair tests.

Forces (Year 5)

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a great effect.

Properties and changes of Materials (Year 5)

Requirement: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Understand that some material will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decided how mixtures might be separated including through filtering, sieving and evaporating.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials and not usually reversible. - burning and action of acid on bicarbonate of soda.

Art / D&T

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Runes

Viking – Celtic art

Drawing of Viking gods and goddesses.

Making Viking costumes – broaches for girls' dresses and Hammer of Thor pendants for boys.

Music

Improvise and compose music for a range of purposes using the interrelated dimensions of music
Develop an understanding of the history of music

Viking Saga Songs
Music for each god/goddess.