

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	ICT- Application of skills	Assessment
Science	Properties and changes of materials: Compare and group materials, investigate dissolving (work scientifically) Separate mixtures States of Matter	A range of practical experiments Using scientific equipment (developing understanding of scales in measuring cylinders)	Science reports, recording data, diagrams / labels Improving short aspects of writing such as precise results.	Making predictions, recording and presenting results in a range of formats Reading scales (links to Maths work this term)	Presentation of results	Retrieval practice and ongoing work in books to reveal understanding and progress
STEM	See DT activity Vex Go	Building towards day with external instructor Vex Go competition		Right angles Measuring distances	Use Scratch Code	
History	Historical events Describe features of past events and make links between them English Civil War Interpret and evaluate a key historical event from more than one perspective or view point Finding out about the past (enquiry) Select, combine and present information from more than one source	Parliament, Charles I and Cromwell Reason for war in 1642 (power, money and religion) ECW and Restoration The battle of Edgehill. Gunpowder plot Great Fire of London The battle of Edgehill. Execution of Charles I Cromwell (hero or villain?) Great Fire of London, Plague.. Exploring sources from different aspects of battles, plague, fire and diary...	Throughout the topic there are enormous writing opportunities. Chronological Reports, newspaper articles, dramatic scenes, imaginative writing from the perspective of different people, balanced or persuasive arguments (hero or villain?), letter writing (gunpowder plot) and explanations where sources are gathered and viewpoints given.	Dates, chronology, Roman numerals	Presentation of work in a variety of ways. Research Green Screen / Drama activities	Double page spread Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work.

	<p>Make a reasonable judgement about the validity of the different representations of the past - (analyse artefacts, images, diaries - purpose and intention)</p> <p>Talk about why some written sources may give negative view or account - perspective or motive.</p> <p>Finding out about the past (chronology)</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historic periods - Timelines of dates, events, Monarchs et .</p> <p>Compare and contrast features of historical periods, identifying similarities and differences...</p>	<p>John Pym parliament Gunpowder plot</p> <p>Gunpowder Plot National archives</p> <p>Gunpowder Plot National archives</p> <p>Causes of the ECW Timeline of Gunpowder plot Great Fire of London Plague and Restoration</p> <p>Fire brigade</p> <p>Charles I, Guy Fawkes, Oliver Cromwell, Charles II Samuel Pepys</p>	<p>Biographies and comparisons.</p> <p>Speeches</p>			
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	<p>Significant Historical People</p> <p>Use a wide range of evidence to compare and analyse the lives of significant people from a historical period.</p>					
Geography	<p>Where does our energy come from? (Kapow Unit)</p>	<p>Investigating where would be the best place for a solar panel in the school (STEM)</p> <p>Deciding how best to meet the energy needs of a city</p>	<p>Report writing skills/ Information text on energy</p>	<p>Exploring sunlight hours</p>	<p>Data exploration</p>	<p>End of unit assessment</p>
Art	<p>Drawing and Painting (landscapes and still life)</p> <p>Investigating and Exploring</p> <p>Make a range of drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>https://www.tate.org.uk/art/artists/british-school-17th-century-57</p> <p>Joan Carlile (Links to Charles I)</p> <p>John Michael Wright (Charles II)</p> <p>Vermeer - Girl with a pearl earring.</p> <p>Rembrandt - the Return of the Prodigal Son and The Storm on the Sea of Galilee</p> <p>Divide picture/ art work up for pupils</p>	<p>Biographical details / comparing styles</p>			<p>Compare and contrast similarities and difference between form, colour and with individual responses in the subject, give open-ended feedback and use effective questioning techniques which cover</p> <p>Making skills.</p> <p>Formal elements.</p> <p>Generating ideas.</p> <p>Knowledge of artists.</p> <p>Evaluating.</p>

	<p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p> <p>Kapow Unit: Sculpture and 3D: Interactive installation.</p> <p>explore a range of installation artist and create their own artistic installation.</p>	<p>Plan and create an art installation that conveys a message or meaning.</p>	<p>Writing about how their art installation can be interactive - describing the message it communicates.</p>			
Music	<p>Whole class to play a musical instrument - use iPads to introduce the keyboard.</p> <p>Chrome lab to create music electronically.</p> <p>Singing with peripatetic teacher</p>		<p>Explanations of musical terms</p>	<p>Patterns and repeats</p>	<p>Use of Music Lab to simulate a keyboard</p>	<p>Peer assessment (reflect and improve performance)</p>
D/T	<p>Kapow unit Mechanical systems - Making a Pop up Book</p> <p>Electrical systems - Doodlers</p>	<p>Combining artistic drawing skills, novel studied and DT skills</p>	<p>Evaluation of design. Opportunity to add text to page design</p>	<p>Measuring accurately Angles</p>		<p>Self-assessment (comparison to plan and reflection of how to improve process)</p>
PE	<p>Real PE / games / sports hall athletics when class teacher</p> <p>Y5T Y5W class has coach - sports hall athletics</p>	<p>Sportshall athletics competition for Y5/6 on 30th November</p>		<p>Scoring, problem solving, average and measure of performance</p>		<p>Ongoing formative assessment to improve performance</p>

RE	What do Sikhs believe? Why do Sikhs go to the Gurdwara? What do the Gospels tell us about the birth of Jesus?	Visit from Jaswinder to explain his faith Nativity activities and link to French as well	Examining Khanda, expressing opinions and views. Demonstrating understanding of the Sikh faith. Compare and contrast.		Research, interactive resources to support.	Written task to evaluate understanding.
PSHCE Me, You and the World	Growth mindset - Austin's Butterfly. Children will create their own plan of action to promote a healthy mindset.	Drawing and improving a butterfly, designed to promote a healthy attitude towards constructive criticism and improvements.	Writing a plan of action and describing their different comfort zones.			Children will be able to problem solve using healthy mindset.
Computing	Coding - Children will use Purple Mash to further develop their understanding of coding and debugging as preparation for this term's Vex Go.		Reading comprehension - interpreting and following precise instructions.	Understanding directional language and angles.	Make links to other areas of the curriculum e.g use of search engines, research and as part of network saving work in Google Drive.	Children will be able to construct and operate Vex Go system.
French	French Monster Pet French Christmas	Body parts French adjectives and extended sentences in creation of 'monsters'	Scripts for ordering/ short drama French carols / Christmas culture			Pronunciation, participation and reading/ writing skills Describe people, places, things and actions orally

						and in writing Write phrases from memory, and adapt to create new sentences, to express ideas clearly
Global links	Trade links with the UK. -Fair Trade Plastic pollution Science	Investigate and explore the nature of fair trade in terms of supply/ demand and what we can do Newsround	letters Posters Explanation texts	Data used for letter/ poster	Research / presentation of this	
Career links	Consideration of roles in past to the present e.g Samuel Pepys Secretary to Navy Visit to Cathedral, Newsround regularly watched to encounter a range of professions such as authors, scientists	External visits such as Theatre Royal and possibly Newcastle University library	Creative writing in English			