

UKS2 Year A Autumn 1

How Mining Changed Harrington



	History and Geography	SPaG	English	Science	Maths	RE	DT	Art
	A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			Forces	White Rose	Hindu Worship	Mine Pulleys and Levers	Artist Study: Norman Cornish Painting
	Democracy Rules Week – What is Parliament? Learn about the House of Commons, House of Lords and Youth Parliament							
ENGAGE DEVELOP INNOVATE EXPRESS	In Geography, we will learn about: PATTERNS We will: respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features relative to others PLACES describe how human and physical processes can lead to similarities/differences in the environments of places and in the lives of people who live there CHANGES OVER TIME explain how things change by referring to the physical and human feature of the landscape PERSPECTIVES explain what human and physical processes may have occurred in a place by studying an aerial image of it. In History, we will learn about: SIMILARITIES AND DIFFERENCES We will: make connections between two periods of history to begin to develop historical perspective. Are there key studies linked to the Local History Study objective? CAUSE AND CONSEQUENCE describe the negative or positive impact of a period of history on contemporary society. HISTORICAL ENQUIRY acknowledge different points of view expressed and explain why these are important for understanding and interpreting history.	See Pie Corbett – This will potentially change SPaG based on new book genres. Year 5: Y4 Revision: Determiners, Pronouns, Possessive pronouns, Adverbials, Direct Speech “.” Comma placement, Apostrophes for plural possession, Fronted adverbials Homophones(isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Year 6: Y5 Revision: Word Classes, Modal Verbs, Relative clauses (relative pronoun), Parenthesis, Cohesion, Ambiguity, - () -, Commas to clarify meaning, Pronouns, Adverbials of place, number, time -tenses Adding suffixes beginning with vowels to words ending -fer	We will be reading and talking about: The Highwayman We will be writing: To entertain (description) and inform (newspaper articles and Coal Mining Non-Chronological reports We will be learning a class poem off by heart for our Off By Heart Choral Performance	We will: 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 greater effect. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object WORKING SCIENTIFICALLY identify scientific evidence that has been used to support or refute ideas or argument	Year 5 Number: Place Value Number: Addition and Subtraction Year 6 Number: Place Value Number: Addition, Subtraction Multiplication and Division	We will learn that: Hindus believe in a spiritual self or soul called the Atman. Hindus believe in a 'Supreme Sprit' called Brahman. There are different aspects to each character. Hindus use different forms of the 'Supreme Spirit' as a focus for worship. Hindus have a special place of worship at home for performing puja. Hindus can perform puja in a place of worship called a Mandir. many Hindus have a special place at home for performing puja once a day. puja helps many Hindus to be quiet enough to 'hear' God guiding them from within.	We will learn about: TOOLS We will: use more complex tools with increasing precision EXISTING PRODUCT INFORMATION investigate the design features of a familiar existing product and explain its function and form STRUCTURES build a framework using a range of materials to support mechanisms MECHANISMS use pulleys , cams or gears in products	We will learn about: SELECTION We will: describe how the techniques and themes used by other artists and genres have been developed in their own work. EVALUATING compare and comment on ideas/methods/approaches in own and others' work (relating to context). APPRECIATING describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre. USING A SKETCHBOOK Use a sketch book to record and experiment with ideas PAINTING use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques). COLOUR mix and use colour to reflect mood and atmosphere.

		Strategies for learning words: rare GPCs from statutory word list				the concept of the Hindu belief in Dharma.		
--	--	---	--	--	--	--	--	--

UKS2 Year A Autumn 1

How Mining Changed Harrington



Physical Education	PSHE	ICT	French	Music
Multi Skills Gymnastics	Autumn 1 Relationships and Respect	Internet safety & Web research	On Holiday	Charanga Unit 1 Livin' On a Prayer Music Genre: Rock Anthems Songs: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles
<p><u>We will learn to:</u></p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Year 5 link skills, techniques and ideas accurately & appropriately</p> <p>use criteria to analyse motifs/sequences & suggest improvements</p> <p>ask for help from others & use information given to improve further</p> <p>use principles of exercise activities when warming up</p> <p>Year 6 how balance/speed/agility/co-ordination affect our physical activity</p> <p>always try our best individually, with a partner, & as part of a team.</p> <p>that state of mind can effect performance of self & others</p> <p>organise ourselves to warm up & safely & lead a simple one for others</p> <p>develop flexibility, strength, technique, control and balance</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>RELATIONSHIPS AND RESPECT some of the different beliefs and values of society, demonstrating respect and tolerance towards people different from themselves.</p> <p>CONFIDENCE AND RESPONSIBILITY Show responsibility in managing daily tasks and learning and evaluate strengths and achievement in all areas of our lives.</p> <p>CITIZENSHIP Explain how we might make a positive contribution to a world issue, - organising McMillan Charity Coffee morning</p> <p>THROUGH KOOTH WORKSHOP</p> <p>EMOTIONAL WELL BEING Give quality, constructive feedback and support to benefit ourselves and others when working collaboratively.</p> <p>Consider reasons why someone may want to bully another person and suggest ways to support them</p> <p>RELATIONSHIPS AND FEELINGS Explain how a social and personal relationship might change over time including transition, loss, divorce, separation and bereavement.</p>	<p>We will learn and revisit:</p> <p>What is the Internet? What is the WWW?</p> <p>Internet safety: Discussion & video</p> <p>Create a minimum of 6 slides in PowerPoint entitled Internet Safety</p> <p>Search engines and using key words, ranking of web pages</p> <p>We will carry out local history research and create a history mining quiz</p> <p>Create a minimum of 6 slides entitled 'Mining in Harrington'</p>	<p>We will learn to:</p> <p>recognise some basic holiday vocabulary.</p> <p>understand some sentences about animals at the zoo.</p> <p>prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse with ease. Thinking about the message of songs and comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listening carefully and respectfully to other people's thoughts about the music. Talking about the musical dimensions working together in the Unit songs and how it makes use feel</p> <p>Sing Singing in unison including backing vocals. Exploring singing solo and listening to the group when singing. Following a leader when singing. Rapping and solo singing. Listening to each other and be aware of how you fit into the group and singing with awareness of being 'in tune'.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Perform Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them. Recording the performance and compare it to a previous performance. Discussing and talking musically about it – "What went well?" and "It would have been even better if...?"</p>

compare their performances with previous ones
and demonstrate improvement to achieve their
best.