

Alverton Curriculum Sequence Autumn Term B - Years 5 and 6



Invaders and Settlers

<p>Launch</p> <p>A morning all about how to become a Roman soldier and understand the timeline chronology of Romans. There was drill training, shield making, a timeline treasure hunt and team games.</p> <p>At the end of the first week the children practise roman Army formations with their shields.</p>	<p>ART/DT</p>	<p>COMPUTING</p>	<p>HISTORY Autumn 1</p>	<p>HISTORY Autumn 2</p>	
<p>Reading Opportunities across the Curriculum</p> <p>Research about famous scientists. Reading recipes. Artist biographies. Vindolanda tablets Writings of Tacitus and Pliny Bayeux Tapestry Venerable Bede</p> <p>Research into Roman life On Dangerous Ground Reading test</p> <p>Holes by Louis Sachar Kensuke's Kingdom by Michael Morpurgo. Percy Jackson and Lightning Thief by Rick Reordan.</p>	<p>Art Prior Learning</p> <p>Use sketch books to collect record, review, revisit and evaluate ideas. Use a variety of</p>	<p>Autumn 1 Prior Learning</p> <p>Recognise unacceptable behaviour online. Know how to deal with and report inappropriate content and contact. Design and write programs and understand computer networks including the internet.</p>	<p>Prior Learning</p> <p>Developed a chronologically secure knowledge and understanding of British, local and world history. Know the difference between primary and secondary sources. Can ask historical questions and recognise why people did things. Identify significant historical people or events and use historical terms.</p>	<p>Prior Learning</p> <p>Developed a chronologically secure knowledge and understanding of British, local and world history. Know the difference between primary and secondary sources. Can ask historical questions and recognise why people did things. Identify significant historical people or events and use historical terms.</p>	
<p>Overarching Final Outcome / Composite</p> <p>The term's final outcome</p>	<p>Autumn 1 - 3D Art</p> <p>Intent-Use sketch books to collect, record, review, revisit and evaluate ideas. Explore and create images and objects with an extended range of materials</p>	<p>Autumn 1 VR Worlds /Online Safety</p> <p>Intent - To explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR</p>	<p>Autumn 1 Invaders and Settlers Intent (Children will learn)</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<p>Autumn 1 Invaders and Settlers Intent (Children will learn)</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	
<p>Art Sequence of Lessons:</p> <ol style="list-style-type: none"> Look at a range of Norse and Celtic shields. Choose designs to recreate and find objects to make some 3D patterns. Design your own Norse/Celtic shield using previous learning considering colours and patterns. Critique each others' work. Use design to make your shield using found objects. 	<p>Autumn 1 Sequence of Lessons:</p> <ol style="list-style-type: none"> What is VR? What is an online account? What are scenes in my VR world? How can we record our script and add it to our VR world? How do we review our VR worlds? Reflect, feedback in improve. 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> Where do the Romans fit into the timeline of World History? Where did the Romans come from? Why and when did the Romans invade Britannia? How did the Romans defeat the Celts? Did the Celts fight back? How did the Romans change Britannia? How do we know about the Romans? Why did the Romans leave? 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> Who were the Anglo-Saxons and Vikings and why did they invade? Where in Britannia did the Anglo-Saxons settle? What was life like in Roman and Anglo-Saxon Britain? What happened when Edward the Confessor died and how did that lead to the Battle of Hastings? What was feudalism and how did it work? What was life like in Norman Britain? 		
<p>Art Outcome / Composite</p> <p>Each child will design a Celtic pattern and create a 3D image of it to make a Celtic shield.</p>	<p>Autumn 1 Outcome / Composite</p> <p>Create own VR world</p>	<p>Outcome / Composite</p> <p>Children will be able to talk with confidence about the history of our island and understand how our culture has been affected by invaders and settlers from other places.</p>	<p>Outcome / Composite</p> <p>Children will be able to talk with confidence about the history of our island and understand how our culture has been affected by invaders and settlers from other places.</p>		
<p>Autumn 2 -Food -Celebrate culture and seasonality</p> <p>Intent Children will look at how food is used to celebrate key festivals and events.</p>	<p>Autumn 2 Crossy Roads (Y6)</p> <p>Intent - to explore coding and use Hopscotch to create a game that can be shared online.</p>	<p>DT Sequence of Lessons:</p> <ol style="list-style-type: none"> Taste a variety of biscuits. Design a recipe for your own biscuit. Make biscuits using melting, combining, mixing, rolling, shaping, moulding, finishing. Design packaging for the biscuit 	<p>Autumn 2 Sequence of Lessons:</p> <ol style="list-style-type: none"> What is coding? What is the key vocabulary you need to use? How are games made using visual coding? What extra elements should we code into our game? How can I share my game? 	<p>DT Outcome / Composite</p> <p>Design and make an edible advent calendar.</p>	<p>Autumn 2 Outcome / Composite</p> <p>Child will be able to play and share their own Crossy Roads game</p>

MFL

Art Prior Learning

Y4 - Phonics and being able to listen attentively and show understanding by joining in and responding.

Autumn 1 - Phonics 3 & 4

Intent - Introduce the different e sounds in French, develop pronunciation and recognise those sounds in reading French.

French Sequence of Lessons:

In this unit each lesson will involve the children practising their pronunciation of the e vowels and reading a range of words with these sounds in. Each lesson, builds on and consolidates these sounds using songs, PPTs and speaking and listening activities.

French Outcome / Composite

Confidently speak with correct pronunciation.

Autumn 2 - My Home

Intent - Children will be able to say where they live and what they live in, what rooms they have and recognise and spell 10 nouns and articles.

French Sequence of Lessons:

1. Say what we live in- J'habite
2. Recognise 5 nouns for rooms of the home.
3. Learn 5 more nouns for home and consolidate language covered.
4. Develop further progression using negative - il ny a pas...
5. Put new language into sentences in a role play activity.
6. Revise and assess.

French Outcome / Composite

To be able to confidently ask questions and speak in simple sentences about their home.

MUSIC

Prior Learning

In LKS2 children will use their voices and instruments with increasing accuracy, improvise and compose music, use symbols to represent sounds and develop an appreciation and understanding of music.

Life Cycles Y5 (Music Express)

Intent (Children will learn)

Children will explore life cycles with music from Brahms, Berio and Monteverdi.

Autumn 1 Sequence of Lessons:

1. Sing in 3 parts and accompany a song with tuned and untuned percussion.
2. Compose and perform together.
3. Create a performance using voices and instruments in parts.
4. Explore extended vocal techniques.
5. Create musical effects.
6. Learning about music of an early opera

Autumn 1 Outcome / Composite Sing in parts and perform own compositions.

Intent

Autumn 2: Livin' On a Prayer (Charanga)
To sing, play, improvise and compose with this song and understand the genre.

Autumn 2 Sequence of Lessons:

Each lesson children listen and appraise a song. An integrated approach with a range of games teaches the dimensions of music (pulse, rhythm, pitch etc), singing, improvising and playing instruments.

1. Livin' on a Prayer
2. We will Rock You
3. Smoke on the Water
4. Rocking All Over the World
5. Johnny Be Goode
6. I Saw Her Standing There

Autumn 2 Outcome / Composite Performing song with accompaniment of instruments.

PSHE

P.S.H.E. Prior Learning

Y 4- Democracy 1 and SRE on challenging stereotypes, children's rights and responsibilities and identities.

Autumn 1 - Discrimination

Intent - children will develop understanding of the term discrimination, consider what makes them unique and know about the Equality Act.

P.S.H.E. Sequence of Lessons:

1. Understand the term 'discrimination'.
2. Be able to describe and identify examples of discrimination.
3. Explore the impact of discrimination on individuals and society.
4. Understand the Equality Act and its protections.

P.S.H.E. Outcome / Composite

To be able to confidently recognise discrimination and how it can be challenged and overcome.)

Spring 2 - Health and Wellbeing Day

Intent - To explore and understand what we mean by healthy lifestyle and some of the risks of an unhealthy lifestyle to our wellbeing.

P.S.H.E. Sequence of Lessons:

1. What is meant by healthy lifestyle.
2. Recognise risks to wellbeing.
3. Understand what constitutes a healthy diet.
4. How to plan and prepare a range of healthy meals.
5. Understand importance of sleep.

DT Outcome / Composite

Follow a recipe to cook a healthy meal and try a range of healthy snacks.

RE

Autumn 1 Prior Learning

Unit L2.4 What kind of world did Jesus want? L2.6 For Christians, what was the impact of Pentecost?

Autumn 1 U2.4 How do Christians decide how to live?

Intent -To examine Jesus' teaching about the two greatest commandments - to love God and love your neighbour.

Autumn 1 Sequence of Lessons:

1. Identify features of the Gospel texts.
2. Understand the use of metaphors in Jesus' teachings.
3. Understand how Christians use Jesus' teaching to tackle problems in real life.
4. Relate the message of forgiveness in the Bible to real lives.
5. Understand how prayer is used by Christians.
6. Connect how Christians

Autumn 1 Outcome / Composite

Write their own prayer that reflects what they have learned about Jesus' teachings for Christians.

Autumn 2 U2.6 For Christians, what kind of king is Jesus?

Intent - This unit is about trying to transform the world. Talk about what a better world would be like and find out about some people who have made a difference to the world

Autumn 2 Sequence of Lessons:

1. Find out about people who have made a difference to the world.
2. To understand the meaning of The Lord's Prayer.
3. Explore parables about Jesus as king and how they portray Jesus as king.
4. Explore how Christian songs say about Jesus as king .
5. Explore how Christians bring the Kingdom of god on Earth.
6. Consider how local communities can make the world a better

Autumn 2 Outcome / Composite

Produce a sheet about a Christian project which aims to make the world better.

SCIENCE

Autumn 1 Prior Learning

Identify and describe the functions of different parts of flowering plants. Identify requirements of plants for life and growth and how they vary from plant to plant. (Y3) Recognise that living things can be grouped in a variety of ways and give reasons for classifying plants and animals. (Y4)

Autumn 1: Living Things and Habitats (lifecycles)

Intent- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and reproduction in plants and animals.

Autumn 1 Sequence of Lessons:

1. Sexual reproduction in plants.
2. Asexual reproduction in plants
3. Animal reproduction.
4. Animal life-cycles - mammals
5. Animal life-cycles - insects, birds and amphibians.
6. Naturalists.

Autumn 1 Outcome / Composite

What the unit builds to (sort of final outcome for subject)

Autumn 2 Living things and habitats(Y6)
Intent - Describe how things are classified and give reasons based on certain characteristics.

Autumn 2 Sequence of Lessons:

1. Classification 1
2. Classification 2 (Sweets)
3. Linnaean System
4. Micro-organisms life-cycle
5. Micr-organism experiment.

Autumn 2 Outcome / Composite

What the unit builds to (sort of final outcome for subject)