



Unit planner: Word Autumn Term  
Year Group: 5

**WOW End Product: Two Performances - 1) Rap Performance's work based on Karl Nova's book 'Rhythm and Poetry' which explores the beauty of rap lyricism and Hip Hop influenced poetry - English links. 2) <https://www.youtube.com/watch?v=QvW61K2s0tA> Slow motion video played behind children reading stories they have written based on Greek Mythology. The video could feature different parts of the story - highlighting dramatic moments, e.g models of words being smashed, powder paint / liquid paint being dropped on other words. English, music, computing, art links.**

**Hook: Greek Visit/ Workshop or Karl Nova Workshop?**

Children are introduced to Greek history and mythology through English lessons and creative history lessons. Also explore the Greek alphabet and written word.

**Character Attributes for term:** S: Confidence W: Communication A: Stamina N: Empathy

**Science**

National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p>Animals, including humans</p>	<p><b>Investigate living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- To describe the life cycle of mammals, amphibians, insects and birds</li> <li>- To describe the process of reproduction in some plants and animals</li> <li>- To classify living things based on characteristics and explain it</li> </ul> <p><b>Understand animals and humans</b></p> <ul style="list-style-type: none"> <li>- To explain how humans change as they develop into old age</li> </ul> <p><b>S.W.A.N</b></p>	<p>food chain, mammal, amphibian, vertebrate, invertebrate, insect, bird, reproduction, classification, characteristics, habitat, ecosystem.</p>

<p>Pupils should be taught to:</p> <p>describe the changes as humans develop to old age</p>		
<b>History</b>		
National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>The lives of significant individuals in Britain’s past</b></p> <ul style="list-style-type: none"> <li>- To explain how Greek life impacts us today</li> <li>- To name the achievements of the Ancient Greeks</li> </ul> <p><b>S.W.A.N</b></p>	<p>alphabet, alpha, omega, Greece, Greek,</p> 
<b>Geography</b>		
National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Pupils should be taught to:</p> <p>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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>	<p><b>To investigate location and places</b></p> <ul style="list-style-type: none"> <li>- To locate the worlds countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics and major cities</li> <li>- To name and locate countries and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time.</li> </ul>	<p>Europe, North America, Europe, regions, environment, physical features, human features, characteristics, cities, towns, countries, topographical, mountain, lake, coast, river</p>

<p>characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<ul style="list-style-type: none"> <li>- To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a region within North or South America</li> </ul> <p><b>S.W.A.N</b></p>	
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**Art**

National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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.</p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Use brush techniques and the qualities of paint to create texture</li> <li>- Develop a personal style of painting, drawing upon ideas from other artists</li> <li>- Combine colours, tones and tints to enhance the mood of a piece</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>- To use a choice of techniques to depict movement, perspective, shadows and reflection</li> </ul>	<p>texture, technique, style, colour, tone, tint, reflection, shadow, light, shading, perspective, influence</p>

	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p><b>To take inspiration from the greats (classic and modern)</b></p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p><b>S.W.A. N</b></p>	
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**D.T**

National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p><b>Cooking and Nutrition</b></p> <p>To explain why food must be stored and handled correctly (using knowledge of micro-organisms).</p> <p>To measure accurately and calculate ratios to scale up or down.</p> <p>To design for a user.</p> <p>To refine products from prototypes through design phases, using computer aided design and cross-sectional diagrams.</p> <p>To create a product with a high-quality finish</p> <p><b>S.W. A. N</b></p>	<p>design, quality, micro-organisms, hygiene, prepare</p>

<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>		
<b>P.S.H.E/ R.H.E and British Values</b>		
National Curriculum Objectives	Skills Overview	Key Vocabulary
<ul style="list-style-type: none"> <li>• Unit 1 Being Me in my World</li> <li>• Unit 2 Celebrating Differences</li> </ul>	<p>Unit 1 : Being Me In My World</p> <p>I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal</p> <p>I understand my rights and responsibilities as a British citizen and member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual’s behaviour can impact a group.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>Unit 2 : Celebrating Difference</p> <p>I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>challenge, rights, responsibilities, British Values, citizen, consequence, rewards, community, bullying, behaviour</p>

I can give some examples of bullying behaviours including direct and indirect types. I can tell you why bullying is hurtful and wrong.

**S.W.A.N**

**Computing**

National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>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> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>To select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p> <p>To choose the most suitable applications and devices for the purposes of communication.</p> <p>To use many of the advanced features in order to create high quality, professional or efficient communications.</p> <p>To collaborate with others online on sites approved and moderated by teachers.</p> <p>To set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> <p>To change the position of objects between screen layers (send to back, bring to front).</p> <p>To upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>To combine the use of pens with movement to create interesting effects.</p> <p>To set events to control other events by 'broadcasting' information as a trigger.</p>	<p>data, database, manipulate, construct, graph, analysing, evaluating, collecting, variables, coding</p>

To use IF THEN ELSE conditions to control events or objects.

To use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.

To use lists to create a set of variables.

To use the Boolean operators

() < ()

() = ()

() > ()

()and()

()or()

Not()

To define conditions.

To use the Reporter operators

() + ()

() - ()

() \* ()

() / ()

To perform calculations.

Pick Random () to ()

Join () ()

Letter () of ()

Length of ()

() Mod () This reports the remainder after a division calculation

Round ()

() of ().

**S.W.A.N**

**R.E**

National Curriculum Objectives

Skills Overview

Key Vocabulary

<p>Identify and describe the core beliefs and concepts studied</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>What does it mean if Christians believe God is holy and loving? (Christians.)</p> <p>Values: What matters most to Humanists and Christians? (Christians and non-religious people, with opportunities to include other faiths studied)</p> <p><b>S.W.A.N</b></p>	<p>God, Father, Son, Holy Spirit, Christianity, values, beliefs</p>
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**Music**

National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and</p>	<p>To sing or play from memory with confidence</p> <p>To sing or play expressively and in tune.</p> <p>Use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Use and understand simple time signatures.</p> <p><b>S.W.A.N</b></p>	<p>tempo, fast, slow, pulse, beat, rhythm, rhythmic patterns, loud-forte, getting louder - crescendo, quiet - piano, getting quieter - diminuendo, striking, hitting, shaking, scraping, composing, rehearsing, performing, tablature, picking, plucking, chord, strings</p>

musicians develop an understanding of the history of music.		
<b>Enterprise</b>		
National Curriculum Objectives	Skills Overview	Key Vocabulary
<p>To know how to measure the financial risk of a project (Maths)</p> <p>To understand how an individual's behaviour can impact on a group (PSHE)</p> <p>To understand how democracy and having a voice benefits the group and know how to participate in this (PSHE)</p> <p>Strategy</p> <p>Ambition</p> <p>Risk-aware</p> <p>Application</p> <p>Resourcefulness (Attribute linked)</p> <p>Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively (SMSC)</p>	<p>To work as a group in a group to share and decide on roles.</p> <p>To listen to and discuss other people's ideas considering pros and cons.</p> <p>To combine a range of ideas to create a final product with a clear purpose.</p> <p>To create a budget plan. (Finance)</p> <p>To calculate costs of each product and calculate profit made. (Finance)</p> <p>To calculate the impact buying materials will have on the class bank accounts. (Finance)</p> <p><b>S.W.A.N</b></p>	<p>budget, profit, costs, product, judgement, risk, purpose</p>
<b>Enrichment:</b>		
<ul style="list-style-type: none"> <li>● Food Workshop - Greek Food?</li> <li>● Greek History workshop?</li> </ul>		
<b>Outdoor Learning:</b>		

Investigation of living things are their habitats  
Scavenger Hunt - places in Britain

SWAN