



## Sequence of Teaching. Year 5. Term: Autumn 2022 (First Half Term)

Curriculum Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<b>Place Value -</b> <ul style="list-style-type: none"> <li>Roman numerals to 1,000,</li> <li>Numbers to 10,000,</li> <li>Numbers to 100,000,</li> <li>Numbers to 1,000,000</li> <li>Read and write numbers to 1,000,000</li> </ul>	<b>Place Value –</b> <ul style="list-style-type: none"> <li>Number line to 1,000,</li> <li>Compare and order numbers to 100,000</li> <li>Powers of 10</li> <li>10/100/1,000/10,000/100,000 more or less</li> <li>Partition numbers to 1,000,000</li> </ul>	<b>Place Value –</b> <ul style="list-style-type: none"> <li>Compare and order numbers to 1,000,000</li> <li>Round to the nearest 10, 100 or 1,000</li> <li>Round within 100,000</li> <li>Round within 1,000,000</li> </ul>	<b>Addition and subtraction –</b> <ul style="list-style-type: none"> <li>Mental strategies</li> <li>Add whole numbers with more than four digits</li> <li>Subtract whole numbers with more than four digits</li> <li>Round to check answers</li> </ul>	<b>Addition and subtraction –</b> <ul style="list-style-type: none"> <li>Inverse operations (addition and subtraction)</li> <li>Multi-step addition and subtraction problems</li> <li>Compare calculations</li> <li>Find missing numbers</li> </ul>	<b>Multiplication and division A –</b> <ul style="list-style-type: none"> <li>Multiples Common multiples Factors</li> <li>Common factors</li> <li>Prime numbers</li> </ul>	<b>Multiplication and division A –</b> <ul style="list-style-type: none"> <li>Square numbers</li> <li>Cube numbers</li> <li>Multiply by 10, 100 and 1,000</li> </ul>
English Firework maker's Daughter Little freak Alchemist letter	Write to convey an appreciation of effective story starts and endings in a range of fiction.  <b>Write to</b>	Write to describe a character/ a firework in detail, based on the evidence in the text.  Write a setting description of the	Write a set of instructions on how to make and use a firework.  <b>Write to inform the reader (SPaG focus)</b>	Write a dialogue between two characters, using rules for speech punctuation.  <b>Write to</b>	Retell a given part of the story in own words, in the style of the author.  <b>Write to entertain the</b>	Use research from various sources to write a detailed biography of Mae Jemison to convey an understanding of	Write to persuade Rambash venture may not succeed (R letter).  <b>Write to persuade the reader</b>



	entertain the reader.	Indonesian Jungle.  Write to engage the reader	Write a diary entry to convey character's thoughts and feelings.  Write to write to convey the character's thoughts and feelings.	entertain the reader.  Opportunities for outdoor learning – Children roleplay outside as Rambashi and Lila, using the outdoor space to pretend they are in the Indonesian Jungle.	reader.  Writing a detailed biography of a character from the story to convey a deeper understanding. Write to inform the reader.	and celebrate her many achievements. (Black History Month focus) Write to inform the reader.	
History (Cross Curricular Links to Art and English)	Can I create a time-line Ancient Islamic Civilisation?  Draw a time line placing AD 900 in context to understand what was happening in the world at the	Can I understand how the location and design of Baghdad make it a centre of commerce?  Where is Baghdad (Geography link: Locating Islamic civilisations on a world map)	Can I understand why Baghdad became a centre of learning?  Unit enquiry: What part did Baghdad play in the development of early Islamic civilisation?	Can I understand the importance of the silk road and the spread of knowledge?  Children learn about the origins of the silk road, how it helped to spread different ideas and technology, its	Can I design my own Islamic tessellation?  Using ideas from Islamic artwork from books and websites, create own Islamic art.  Discuss primary	Can I learn about the purpose of the stories from 1001 Arabian Nights?  Children will learn about the famous folk tales of the Islamic Golden Age.  Compiled as 'One Thousand and One Nights,' children	Can I record key facts about the Mongol invasion of Baghdad?  Learn about the demise and destruction of Baghdad by the Mongols led by Genghis Khan and the rise of the Mongul Empire  Write a fact file of Genghis Khan to find out how the Mongols became so powerful.



	<p>time.</p> <p><b>Caliphate</b> to put into historical context. Why was a new capital city needed for the Abbasid dynasty?</p>	<p>Identify what a city needs (capital city).</p> <p>Introduce the <b>Abbasid</b></p> <p><b>Comparison to other timelines e.g Vikings.</b></p> <p>Children analyse the round city and explore the benefits of River Tigris (Geography link)</p>	<p>Children explore a range of sources and consider their validity. Children learn in detail about the house of wisdom and its importance.</p> <p>Focus on Al-Khawarizimi.</p> <p><b>The House of Wisdom</b></p> <p>Carry out activity on Jam Sandwich Algorithm.</p> <p>Discuss how the work of Al-Khawarizimi has impacted on the modern world.</p>	<p>protection by the Mongolian hordes and the goods that were traded between different parts of the world.</p> <p>Children recreate trade of the Silk Road, becoming different countries and trading goods from each.</p>	<p>and secondary colours and colour pencil techniques to shade in mat.</p> <p>What does <b>Islamic Art look like</b>, what patterns and styles does it use and not use?</p> <p>A great introduction to the distinct style of art developed during the Golden Age of Islam. Children will learn how it centres on geometric designs and patterns, tessellations, vegetal designs and calligraphy.</p>	<p>will learn the context of the story collection and can read 'The Fisherman and the Genie' together as a class.</p> <p>Children act out and recreate the stories, bringing them to life. A focus on vocabulary and their meanings.</p> <p>There is a challenge for children to re-write one of the stories from the collection – but watch out for the missing letter twist!</p>	
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<p>Geography Cross Curricular Link to enhance History</p>	<p><b>I can locate Baghdad and place the time we are studying.</b></p> <p>Locate Bagdad in place and time.</p> <p>Atlas- use what is known to describe it.</p>	<p>Can I identify the position and significance of the Equator?</p> <p>Can I identify the Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn and speak about their significance?</p>	<p>Can I identify the Arctic and Antarctic Circle and speak about their significance?</p>	<p>Can I understand how longitude and latitude work?</p> <p>Can I understand how the world time zones work?</p>			
<p>Art and Design</p>	<p><b>Science link: Eclipses/phases of the moon</b> Use drawing to explore line, tone, texture, form and colour. Explore the effects of charcoal/ graphite sticks and the light-use of an eraser. Select appropriate materials for a task (<i>drawing media, paper etc</i>).</p>	<p>Talk about perspective and proportion in their own work. Use drawing to plan a composition of <i>a solar/lunar eclipse or phases of the moon</i>. Use their sketchbook to collect and record visual information from different sources independently</p>	<p>Look at models of planets and the solar system: Plan a sculpture of an element of the solar system through drawing and other preparatory work.</p>	<p>Plan to create sculptures using rolled or scrunched up newspaper and masking/parcel tape. Use recycled, natural and man-made materials to plan to create sculpture.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Create sculptures using balloons and papier mache.</p>	<p>Create sculptures using balloons and papier mache.</p>	<p>Evaluate work over the unit.</p>



DT ( <i>structures- See Art/Science focus</i> )							
Music	Gustav Holst The Planets Suite Focus on contrasting pieces Mars and Venus	Mission Earth Group work to plan composition descriptors	Mission Earth Motif for composition (Beethoven's 5 <sup>th</sup> )	Mission Earth Reviewed notation and worked on composition	Mission Earth Work with instruments Structure, texture, dynamics, pitch and duration	Mission Earth continued	Mission Earth Performance and recording
PSHE with RRSA links Watch Newsround to discuss current topics(Article 17)	Class Charter  Circle Time	International day of Peace: Understanding of what Peace means:  Poetry writing  Article of the Week  Picture News	A1. They can identify and discuss family characteristics.  Article of the Week  Picture News	<b>A2.</b> That Marriage represents a commitment between two people that is intended to be lifelong.  Article of the Week  Picture News	<b>A3.</b> That marriage or civil partnership should be entered freely.  Article of the Week  Picture News	<b>A4.</b> That two people can choose to be in a committed relationship and not be married or in a civil partnership.  Article of the Week  Picture News	<b>A5.</b> How to recognise and label they associate with being unhappy and unsafe.
Science	<b>Earth and Space</b>  <b>Earth, Moon and Sun.</b>  Describe the	<b>Day and night</b>  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun	<b>Eclipses and Seasons</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar	<b>Moon phases</b>  Describe the movement of the Moon relative to	<b>Stars</b>  Describe the movement of the Earth, and other planets, relative to the	<b>Planets</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar	<b>Solar System</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar



	<p>movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Opportunities for outdoor learning – Children recreate the movement of the planets outside, using key vocabulary to explain to each other what is happening.</p>	across the sky	<p>system</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Opportunities for outdoor learning</p>	the Earth	Sun in the solar system	<p>system</p> <p>Opportunities for outdoor learning</p>	<p>system</p> <p>Describe the movement of the Moon relative to the Earth.</p>
ICT	Transmitting information in semaphore	Using Morse code	Using the Caesar cipher to create and crack codes	Substitution ciphers and frequency analysis	Password security	Security on the web	



<p>French</p>	<p>Language Awareness – celebrating and sharing the languages we hear and speak.</p> <p><b>TAFAL</b> Teach a friend a language.</p>	<p>Greet people and give personal information</p>	<p>Ask and talk about brothers and sisters.</p> <p><b>1<sup>st</sup> person <i>Avoir=to have</i> J'ai/ Je n'ai pas</b></p>	<p>To say what people have and have not.</p> <p><b>3<sup>rd</sup> person <i>Avoir=to have</i></b></p> <p><i>il a/elle a</i></p> <p><i>il n'a pas/elle n'a pas</i></p>	<p>To say what people are like using <b>3<sup>rd</sup></b> person</p> <p><b>Être=to be</b> including negatives.</p>	<p><b>National Poetry Day Thurs 6<sup>th</sup> Oct 2022</b></p> <p><b>À Paris, à Paris sur mon petit cheval gris</b></p>	<p>Revision of days of the week</p> <p><b>Solar System</b></p>
<p>RE</p>	<p><b>What do different people believe about God?</b></p> <p>Can I understand the terms theist, atheist, agnostic and give examples of statements that reflect these? Can I give reasons why a Christian believes in God but an atheist does not?</p>	<p>Can I use examples and evidence to understand a Christian's perception of God?</p> <p>Can I understand ways in which a Christian's belief in God can be both supporting and challenging?</p>	<p>Can I express ideas about the impact of believing or not believing in God on someone's life?</p> <p>Can I understand the reasons as to why some Christians disagree about what God is like?</p>	<p>Can I understand what theists, atheists and agnostics say about God, expressing their own ideas and arguments using evidence and examples?</p>	<p>Can I understand the Hindu belief in Brahman and how it is expressed through the Trimmurti?</p> <p>Can I use accurate vocabulary to explain the idea of Tawhid?</p>	<p>Can I refer to the Muslim use of the 99 names of Allah in explanation of the Muslim understanding of God?</p>	<p>Describe the similarities and differences in beliefs about God held by Christians, Hindus And Muslims.</p>



<p>Indoor PE</p>	<p><b>Rising Stars: Gym Sequences:</b></p> <p><b>To identify and practise body shapes and balances.</b></p> <p>Perform new gymnastic moves with control and accuracy.</p> <p>Recap on linking moves and understand how they will be used in developing sequences.</p>	<p><b>To identify and practise symmetrical and asymmetrical body shapes.</b></p> <p>Learn how to work co-operatively with a partner to produce a sequence.</p> <p>Learn how to link moves together with fluency and good body tension.</p>	<p><b>To use and refine the following skills; flexibility, strength, balance, power and mental focus.</b></p> <p><b>To develop skills for movement, including rolling, bridging and dynamic movement.</b></p> <p>Learn how to work co-operatively with a partner.</p> <p>Learn how to link moves together with fluency and good body tension.</p>	<p><b>To use counterbalances and incorporate them into a sequence of movements.</b></p> <p>Learn new counterbalance skills with a partner.</p> <p>Include counterbalance skills in a short sequence.</p> <p>Understand the value of posture and body tension when performing.</p>	<p><b>To perform movements in canon and unison.</b></p> <p>Complete the sequence of balances and moves at the same time as a partner, in unison.</p> <p>Complete a sequence of balances and moves before or after a partner, in canon.</p>	<p><b>To perform movements in canon and unison. (continued)</b></p> <p>Complete the sequence of balances and moves at the same time as a partner, in unison.</p> <p>Complete a sequence of balances and moves before or after a partner, in canon.</p>	<p><b>To perform and evaluate own and others' sequences.</b></p> <p>Make up longer sequences and perform them with fluency and clarity of movement. Develop the skill of critique, including the ability to identify strengths and areas of improvement.</p>
<p>Outdoor PE</p>	<p><b>Rising Stars: Striking and fielding.</b></p> <p><b>To develop skills in batting and fielding.</b></p> <p>Hold the bat correctly and</p>	<p><b>To choose fielding techniques.</b></p> <p><b>To run between the wickets.</b></p> <p>Choose which type of fielding technique to use.</p>	<p><b>To run, throw and catch.</b></p> <p>Return the ball accurately.</p>	<p><b>To develop a safe and effective overarm throw.</b></p> <p>Develop a technique for overarm throwing and know when to use it.</p>	<p><b>To learn batting control.</b></p> <p>To practise batting technique.</p> <p>To know how to direct the ball.</p>	<p><b>To use all the skills learned by playing in a mini tournament.</b></p> <p>Score and play a game in a sporting manner.</p>	<p><b>To use all the skills learned by playing in a mini tournament.</b></p> <p>Score and play a game in a sporting manner.</p>



	place the ball accurately.  Return the ball accurately.						
Trips/visitors/events	<b>V&amp;A Museum and science museum</b>						
Whole School Events							

Science resource: <https://www.hamilton-trust.org.uk/browse/science/y5/earth-and-space-year-5/86860>

<https://www.hamilton-trust.org.uk/browse/science/y5/forces-year-5/86859>