Year: 5 Term: Autumn 2 Topic: Challenging Stereotypes

Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: Goodnight Mr Tom, Poppy Field – Michael Morpurgo, Christmas Truce (clip)
Writing Styles and Genres: Newspaper reports, letters (formal and informal), setting description, character description (show not tell), diary entry

Maths
White Rose Unit: Multiplication & Division A (continued)
Fractions A

See the Long Term Plan for detailed small steps which set out the specific planned content.

Subject : History
The children will learn to:
Use sources of evidence to deduce information about the past, understanding that no one source gives a full picture.
Read letters and diaries about the varied experiences of women across the centuries.
Describe the main changes in a period of history
Use dates and terms accurately in describing events; order on a timeline.
Use appropriate historical vocabulary to communicate, including dates, era, chronology, continuity, change, legacy.

Specific Planned Content Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 8 → 14)

Music - Kapow - Unit: South & West Africa

PSHE - You, Me and PSHE - Unit: Identity, society and equality

Computing – Purple Mash – Unit: 5.2 Online Safety & 5.3 Spreadsheets

French – Twinkl – Getting to know you

Subject: D.T - Textiles (pencil cases)
The children will learn to:
*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
*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.
*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
*understand how key events and individuals in design and technology have helped shape the world.

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our school values are **respect, determination & resilience,** and **inclusion**	Our knowledge organisers will be focused on History It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit.	We will look at the influence of Emmeline Pankhurst and Mary Wollstonecraft and their role in promoting equal rights for women.	We will be exploring the Hindu community and their beliefs and behaviours linked to God

Assessment of Threshold Concepts

Science: Threshold Concepts – N/A

Scientific Concepts:	Working Scientifically:

Computing: Threshold Concepts – Online Safety - Spreadsheets

Computer Science:	Information Technology:	Digital Literacy:
• I know the importance of computer networks and how they help solve problems and enhance communication.	• I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results. • I can explain in detail how accurate, safe and reliable the content is on a webpage.	• I have a secure knowledge of online safety rules taught at school. • I can demonstrate the safe and respectful use of different online technologies and online services. • I always relate appropriate online behaviour to my right to have personal privacy.

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• I recognise the main dangers that can be perpetuated via computer networks. • I can explain what personal information is and know strategies for keeping this safe. • I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards.	• I can make appropriate improvements to digital work I have created. • I can comment on how successful a digital solution is that I have created. • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code	• I know how to not let my mental wellbeing or others be affected by use of online technologies and services.

Design and Technology: Threshold Concepts – Textiles - Pencil Cases

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs	• Understand how key events and individuals in design and technology have helped shape the world (History of pencil cases) • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)

History: Threshold Concepts -The Changing Role of Women

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:

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• Use *sources of evidence to deduce information about the past.* • *Select suitable sources of evidence, giving reasons for choices.* • *Seek out and analyse a wide range of evidence in order to justify claims about the past.* • *Show an awareness of how historians must understand the social context of evidence studied.* • *Understand that no single source of evidence gives the full answer to questions about the past.*	• *Describe the social, ethnic, cultural or religious diversity of past society.* • *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.*	• *Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).* *Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.* *Use dates and terms accurately in describing events.*	• *Use appropriate historical vocabulary to communicate, including:* • *dates* • *time period* • *era* • *chronology* • *continuity* • *change* • *century* • *decade* *legacy.*

Languages (French): Threshold Concepts – Getting to know you

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far • Listen attentively to spoken language and show understanding by joining in and responding; in the context of	• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. • Broaden their vocabulary and develop their ability to	• Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable. .	• Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • To use the simple future tense

talking about what they want to do when they grow up. • Describe people, places, things and actions orally and in writing in the context of describing themselves. • I can select key words for descriptions	understand new words that are introduced into familiar written material, including through using a dictionary; in the context of describing emotions. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations. • I can remember appropriate language to express my ideas. • Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions		• In the context of describing emotions • In the context of predicting what's going to happen • To use the near future tense • To select the appropriate form of a word for the context.

Music: Threshold Concepts – South & West Africa

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Singing songs in two or more parts, in a variety of musical styles from memory with accuracy, fluency, control and expression	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and	Improvise coherently within a given style		Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Comparing, discussing and evaluating music using detailed musical vocabulary Developing confidence in using detailed musical vocabulary (relate to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

	communicating with the group Using staff notation to record rhythms and melodies				

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

Agility	Balance	Co-ordination
Body Awareness	Balancing Equipment	Combination of Skills
Dodging and Evading	Dynamic Balance	Differentiating Force
Flexibility and Movement	Generating Force Through Transfer of Weight	Organising Limbs
Reaction	Points of Contact	Receiving
Rotation	Static Balance	Sending
Travelling	Understanding Base	Timing

KS2

Cognitive	Manipulation	Physical
Anticipation	Accuracy	Agility
Evaluation	Dribbling	Control
Peer Mentoring	Fielding and Catching	Physical Processing
Tactical Variation	Passing	Power
Team Work	Shooting	Speed
Understanding Rules	Striking	Strength

PHSE: Threshold Concepts

Theme: Physical Health and Wellbeing:

Pupils learn: to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture -can recognize and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

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RE: Threshold Concepts: CU2.1 What do different Hindu people believe about God?		
Pupils working *towards* the age-related expectations for their year group will be able to:	Pupils working *at* the age-related expectations (ARE) for this year group will be able to:	Pupils who are *deepening and widening* their knowledge and understanding will be able to:
• Know that Hindus worship God in different ways. • Can describe how different Murtis represent different aspects of God.	• Describe some examples of what different Hindus do to show their faith. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.	• Explore further how different murtis are used as a focus for prayer.