

<b>Class:</b> JW/SC	<b>Term:</b> Spring 2	<b>Year Group:</b> 5
<b>Prime Learning Challenge</b>	History - Why should gunpowder, plot and treason never be forgotten? Science - What is a force and how does it impact on the way things move?	

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b>History-</b> The children have looked at Guy Fawkes, Bonfire Night and the gunpowder plot in key stage one as well as in various assemblies during the month of November each year. They have also learnt and explored the Great Fire of London in Key Stage One.</p> <p><b>Science -</b> The children have already studied forces and magnets in year 3. Learning will move on from this and will include mechanisms. The children identified and compared how things moved on different surfaces. They noticed that some forces need contact between 2 objects, but magnetic forces can act at a distance. They observed how magnets attracted or repelled each other and attracted some materials and not others. They compared and grouped together a variety of everyday materials on the basis of whether they were attracted to a magnet, and identified some magnetic</p>	<p><b>History-</b> The pupils will be able to find out how the gunpowder plot was prevented. They will explore various British Monarchs that were significant in British History during this era including Henry VIII and Elizabeth I. They will learn and explore the Civil War between the Roundheads and the Cavaliers. They will also explore the Great Fire of London and how the impact it had on London changed history forever.</p> <p><b>Science -</b> The children will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will identify the effects of air resistance, water resistance and friction that act between moving surfaces. They will recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>History- The children will discover the history of Britain and how it has shaped their way of life today.</p> <p><b>Science -</b> The children in year 5 will have previously learnt about forces and magnets. They will work scientifically and build on their previous knowledge.</p>

<p>materials. The children described magnets as having 2 poles and they predicted whether 2 magnets would attract or repel each other, depending on which poles were facing.</p>		
--	--	--

<p><b>By the end of this prime learning challenge...</b></p>	<p><b>Some: More Able</b></p>	<p>History - As below but know how and why Henry VIII changed the way we worship. To understand the impact Elizabeth I's reign had and what was explored and discovered. To make links between the Great Fire of London and COVID-19.  <u>Science</u> - Children should understand and describe the effects of simple forces that involve contact (air and water resistance, friction) (year 5), that act at a distance (magnetic forces, including those between like and unlike magnetic poles) (year 3), and gravity (year 5) They should identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force (year 5) •</p>
	<p><b>Most: Core</b></p>	<p>History - As Below but know key dates and events to do with the Gunpowder Plot. To know what the words gunpowder, plot and treason mean. To know what the Civil War was about and what each side was fighting for. To explore the impact the Great Fire of London had on London forever.  Science – Describe the moon's phases. Describe who Neil Armstrong was and why he was so important. Investigate What makes the biggest impact- size or height of craters on the surface of planets by planning and carrying out an investigation.</p>
	<p><b>All: Less able</b></p>	<p>History - Children will know what the gunpowder plot was, who Elizabeth I and Henry VIII were. Know that the civil war was between the Roundheads and Cavaliers.  <u>Science</u> - Children should understand the effects of simple forces that involve contact (air and water resistance, friction) (year 5), that act at a distance (magnetic forces, including those between like and unlike magnetic poles) (year 3), and gravity (year 5) They should identify simple mechanisms, including levers, gears and pulleys (year 5) •</p>

<p><b>Pre-Learning</b></p>	<p><b>Wow!</b></p>	<p><b>Reflection</b> How will you reflect &amp; evaluate?</p>
----------------------------	--------------------	---

How will you make sure you are pitching appropriately?		
Children to complete a pre-learning task and write their own questions as to what they want to find out about each topic. Questions to be used for the classroom display board. Children to complete these as the topic evolves.	<u>Science</u> - Hook - Malteser Gravity	Children to complete a post-learning task, answer the questions on their pre-Learning task and record some reflection sentences on Seesaw blogs.

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	Roads End - Oracy	Roads End - Sentence Banking	Roads End - Recount	Gunpowder Plot - Diary Entry	Gunpowder Plot - Diary Entry
<b>Rainbow Grammar</b>	Expanded Noun phrases Fronted Adverbials Adverbial Clauses Relative Clauses Parenthesis	Fronted Adverbials Adverbial Clauses Relative Clauses Parenthesis <b>Non-Finite Clauses</b>	<b>Assessment Week</b>	Fronted Adverbials Adverbial Clauses Relative Clauses Parenthesis <b>Non-Finite Clauses</b>	Expanded Noun phrases Fronted Adverbials Adverbial Clauses Relative Clauses Parenthesis
<b>Spellings</b>	Words where 'ei' can make an /ee/ sound	Words where 'ough' makes an /or/ sound.	Words containing 'ough'	Words that are adverbs of possibility and frequency	Words that are homophones or near homophones

<b>Handwriting</b>	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2
<b>Maths (JW/SC)</b>	Multiplication and Division B	Multiplication and Division B	Assessment Week	<b>Fractions B</b>	<b>Fractions B</b>
<b>Maths (AH PPA)</b>	<b>Shape - Step 1: Understand and use degrees</b>	<b>Shape - Step 2: Classify Angles</b>	<b>Shape - Step 3: Estimate Angles</b>	<b>Shape - Step 4: Measure Angles</b>	<b>Shape - Step 5: Draw lines and angles</b>
<b>WCGR</b>	Bizarre Laws (Non-Fiction)	Invictus (Fluency Factory)	Assessment Week	How To Make a Mummy (Insturction Text)	Readers Theatre Write-A-Rap Rap  Let No One Steal Your Dreams
<b>WCGR (AH PPA)</b>	<b>The Clockwork Crow Chapter 6</b>	<b>The Clockwork Crow Chapter 7</b>	<b>The Clockwork Crow Chapter8</b>	<b>The Clockwork Crow Chapter 9</b>	<b>The Clockwork Crow Chapter 10</b>
<b>Mastering Number</b>	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Science</b>	<u>LO: To understand what gravity and air resistance are and their effects on objects.</u>  <u>LC1 - What is gravity and what is</u>	<u>LO: To know what pulleys and how they are used.</u>  <u>LC2 - What are pulleys and how</u>	<u>LO: To understand what water resistance is and how it effects moving objects in the water.</u>	LO: To know what friction is and how it acts between different surfaces. <u>LC4 - What is friction and what effect does it have?</u>	LO: To know how gears and other machines work to generate a force and movement  <u>LC5 - How do gears allow a</u>

	<u>its impact on our lives?</u> <u>LC3 - What is air resistance, what is the effect of air resistance?</u>	<u>do they reduce the force needed to lift a heavy object?</u>			<u>smaller force to have a greater effect?</u>
<b>History</b>	<u>To know the events of the gunpowder plot.</u>	To understand how Henry VIII changed the way we worship.	To understand why Elizabeth I's reign was known as time of exploration and discovery.	To explore the civil war between the Roundheads and Cavaliers	To understand the impact the Great Fire had on London.
<b>Music</b>	Charanga - The Fresh Prince of Bell Air	Charanga - The Fresh Prince of Bell Air	Charanga - The Fresh Prince of Bell Air	Charanga - The Fresh Prince of Bell Air	Charanga - The Fresh Prince of Bell Air
<b>PSHE</b>	<b>Healthy Me</b>  Smoking - To understand the health risks of smoking.  <i>How does smoking damage health?</i>	<b>Healthy Me</b>  Alcohol - To understand some of the risks with misusing alcohol.  <i>How does alcohol affect health and behaviour?</i>	<b>Healthy Me</b>  Emergency Aid - To understand and put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.  <i>How can I help someone in an emergency situation?</i>	<b>Healthy Me</b>  Body Image - To understand how the media, social media and celebrity culture promotes certain body types.  <i>What is body image?</i>	<b>Healthy Me</b>  Relationship with Food - To be able to describe the different roles food can play in people's lives.
<b>Art</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>

	<b>Painting and Mixed Media</b>	<b>Painting and Mixed Media</b>	<b>Painting and Mixed Media</b>	<b>Painting and Mixed Media</b>	<b>Painting and Mixed Media</b>
	<p>Lesson 1:Poem Portrait</p> <p><i>To explore how a drawing can be developed.</i></p>	<p>Lesson 2: Developing Drawings</p> <p><i>To be able to combine materials for effect.</i></p>	<p>Lesson 3: Self-Portraits</p> <p><i>To be able to identify the features of self portraits</i></p>	<p>Lesson 4: Changing Faces</p> <p><i>To be able to develop ideas towards an outcome by experimenting with materials and techniques</i></p>	<p>Lesson 5: Mixed-media portraits</p> <p><i>To be able to apply knowledge and skills to create a mixed media self-portrait.</i></p>
<b>RE</b>	To find out about the creation story in Genesis 1	To find out what Christians see as important in Genesis 1	To explore what relationships scientists have with religious worldviews.	To understand why some Christians see both science and religion as important.	To explore different Christian views about the relationship between science and religion.
<b>MFL</b>	<p>Chez Moi</p> <p><b>WEEK 1: Phonetics revision if needed / L1 - to say whether you live in a house or apartment and where it is based on 5 locations.</b></p>	<p>Chez Moi</p> <p><b>WEEK 2: L2 - recognise, recall and spell 5 different rooms in the house.</b></p>	<p>Chez Moi</p> <p><b>WEEK 3: L3 - recognise, recall and spell another 5 rooms in the house.</b></p>	<p>Chez Moi</p> <p><b>WEEK 4: L4 - revisit negative structures to talk about the rooms that they do not have.</b></p>	<p>Chez Moi</p> <p><b>WEEK 5: L5 - consolidate and apply their new learning.</b></p>

<b>Indoor PE</b>	Gymnastics - Flight	Gymnastics - Flight	Gymnastics - Flight	Gymnastics - Flight	Gymnastics - Flight
<b>Outdoor PE</b>	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
<b>Computing</b>	E-Safety - My Online Life - Lesson 4	Youtuber - What is a Youtuber	Youtuber - What is it like being a Youtuber	Youtuber - Risks of posting online and checking information.	Youtuber - Planning our videos.
<b>Class Novel</b>	<b>Time Travel Twins: The Viking Attack by Josh Lacey</b>	<b>Time Travel Twins: The Viking Attack by Josh Lacey</b>	<b>Time Travel Twins: The Viking Attack by Josh Lacey</b>	<b>Time Travel Twins: The Viking Attack by Josh Lacey</b>	<b>Time Travel Twins: The Viking Attack by Josh Lacey</b>