

25/26 – Autumn 1 – Year 5

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know...
Science Unbalanced forces	<p><b>New Core Knowledge</b> I know how to describe gravity and its effects.</p> <p>Revisiting Core Knowledge Prior unit recap</p> <p><b>Key Vocabulary</b> Gravity – a pulling force that acts between any two objects with mass</p> <p><b>Outline of Main Tasks</b> Compare different objects and why they fall at different speeds.</p>	<p><b>New Core Knowledge</b> I know how to describe the relationship between mass and gravity.</p> <p>Revisiting Core Knowledge I know how to describe gravity and its effects.</p> <p><b>Key Vocabulary</b> Mass-</p> <p><b>Outline of Main Tasks</b> Mass and gravity test – does the heavier or lighter one fall faster</p>	<p><b>New Core Knowledge</b> I know how to describe air resistance and its effects. I know how to describe friction and its effects.</p> <p>Revisiting Core Knowledge I know how to describe the relationship between mass and gravity.</p> <p><b>Key Vocabulary</b> Air resistance – a force that opposes an object moving through the air</p> <p><b>Outline of Main Tasks</b> Complete slide test</p>	<p><b>New Core Knowledge</b> I know how to describe water resistance and its effects.</p> <p>Revisiting Core Knowledge I know how to describe air resistance and its effects. I know how to describe friction and its effects.</p> <p><b>Key Vocabulary</b> Water resistance- a force that opposes an object moving through water</p> <p><b>Outline of Main Tasks</b> Water resistance test</p>	<p><b>New Core Knowledge</b> I know how to describe the relationship between surface area and air and water resistance.</p> <p>Revisiting Core Knowledge I know how to describe water resistance and its effects.</p> <p><b>Key Vocabulary</b> Surface area-</p> <p><b>Outline of Main Tasks</b> Water push test</p>	<p><b>New Core Knowledge</b> I know how to explain how to make an object aerodynamic or streamlined.</p> <p>Revisiting Core Knowledge I know how to describe the relationship between surface area and air and water resistance.</p> <p><b>Key Vocabulary</b> Streamlining – designing objects to move through the air or water more easily by making their shape smooth and sleek to reduce resistance from air or water.</p> <p><b>Outline of Main Tasks</b> Design and make a streamlined object</p>	<p><b>New Core Knowledge</b> I know how to describe the effects of levers, pulleys and simple machines on movement.</p> <p>Revisiting Core Knowledge I know how to explain how to make an object aerodynamic or streamlined.</p> <p><b>Key Vocabulary</b> Lever – a stiff bar that moves around a pivot to lift more easily Pulley – a wheel with a groove around it for a rope, making it easier to lift heavy things by pulling down on the rope</p> <p><b>Outline of Main Tasks</b> Make an object with a lever and pulley and describe</p>	<p><b>Outline of Main Tasks</b></p> <p>Recap of unit and complete end of unit assessment</p>	<p><b>Core Knowledge</b> I know how to describe gravity and its effects. I know how to describe the relationship between mass and gravity. I know how to describe air resistance and its effects. I know how to describe friction and its effects. I know how to describe water resistance and its effects. I know how to describe the relationship between surface area and air and water resistance. I know how to explain how to make an object aerodynamic or streamlined. I know how to describe the effects of levers, pulleys and simple machines on movement.</p> <p><b>Core Vocabulary</b></p>
Geography Would you like to live in the desert?	<p><b>New Core Knowledge</b> I know that biomes are areas with a similar climate and landscape, where similar plants and animals live. I know that a desert is a place with very little rainfall and sparse vegetation and wildlife.</p> <p>Revisiting Core Knowledge Prior unit recap</p> <p><b>Key Vocabulary</b> Biome - an area of the world with a similar climate and landscape, where similar plants and animals live</p> <p><b>Outline of Main Tasks</b> Postcard home activity</p>	<p><b>New Core Knowledge</b> I know that the Mojave Desert is located in North America.</p> <p>Revisiting Core Knowledge I know that biomes are areas with a similar climate and landscape, where similar plants and animals live. I know that a desert is a place with very little rainfall and sparse vegetation and wildlife.</p> <p><b>Key Vocabulary</b> Arid – too little rain to support lots of vegetation</p> <p><b>Outline of Main Tasks</b> Research Mojave Desert and note down key facts</p>	<p><b>New Core Knowledge</b> I know that the Sahara is the largest hot desert in the world. I know that hot deserts are hot, dry, and arid for most of the year.</p> <p>Revisiting Core Knowledge I know that the Mojave Desert is located in North America.</p> <p><b>Key Vocabulary</b> Desert – any stretch of land with little to no rainfall and extremely sparse vegetation or wildlife</p>	<p><b>New Core Knowledge</b> I know that Death Valley National Park is a popular tourist attraction in the Mojave Desert.</p> <p>Revisiting Core Knowledge I know that the Sahara is the largest hot desert in the world. I know that hot deserts are hot, dry, and arid for most of the year.</p> <p><b>Key Vocabulary</b> Desert – any stretch of land with little to no rainfall and extremely sparse vegetation or wildlife</p> <p><b>Outline of Main Tasks</b></p>	<p><b>New Core Knowledge</b> I know that mushroom rocks are formed by wind blowing sand against the lower parts of the rock over thousands of years.</p> <p>Revisiting Core Knowledge I know that Death Valley National Park is a popular tourist attraction in the Mojave Desert.</p> <p><b>Key Vocabulary</b> Climate – long-term weather conditions in a specific region</p> <p><b>Outline of Main Tasks</b> Draw a picture of each desert feature and write a short caption underneath</p>	<p><b>New Core Knowledge</b> I know that desertification is when land near a desert becomes dry and arid.</p> <p>Revisiting Core Knowledge I know that mushroom rocks are formed by wind blowing sand against the lower parts of the rock over thousands of years.</p> <p><b>Key Vocabulary</b> Barren – land that cannot grow vegetation</p> <p><b>Outline of Main Tasks</b> Write a description about what desertification is and why this happens – cause and effects</p>	<p><b>New Core Knowledge</b> I know that people use deserts for tourism, farming, mining, and renewable energy like wind and solar power.</p> <p>Revisiting Core Knowledge I know that desertification is when land near a desert becomes dry and arid.</p> <p><b>Key Vocabulary</b> Ranching – keeping animals on a large farm Renewable energy – energy generated from a continuous source, such as wind or water</p> <p><b>Outline of Main Tasks</b> Write a letter to the family, giving their opinion on</p>	<p><b>New Core Knowledge</b></p> <p>Revisiting Core Knowledge</p> <p><b>Key Vocabulary</b></p> <p><b>Outline of Main Tasks</b></p>	<p><b>Core Knowledge</b> I know that biomes are areas with a similar climate and landscape, where similar plants and animals live. I know that a desert is a place with very little rainfall and sparse vegetation and wildlife. I know that hot deserts are hot, dry, and arid for most of the year. I know that the Sahara is the largest hot desert in the world. I know that the Mojave Desert is located in North America. I know that Death Valley National Park is a popular tourist attraction in the Mojave Desert. I know that mushroom rocks are formed by wind</p>

			<p><b>Outline of Main Tasks</b> Design information poster about the Sahara</p>	<p>Answer questions about the Mojave desert and compare with local area</p>	<p>explaining how each feature is formed</p>		<p>whether the family should move to the Mojave Desert</p>		<p>blowing sand against the lower parts of the rock over thousands of years. I know that desertification is when land near a desert becomes dry and arid. I know that people use deserts for tourism, farming, mining, and renewable energy like wind and solar power.</p> <p>Core Vocabulary</p>
<p>Art Painting – Portraits</p>	<p><b>New Core Knowledge</b> I know that mixed media means artwork made using more than one material.</p> <p><b>Revisiting Core Knowledge</b> Prior unit recap</p> <p><b>Key Vocabulary</b> <b>Mixed media</b> – art made from a combination of different materials.</p> <p><b>Outline of Main Tasks</b> Create a mixed media picture in book</p>	<p><b>New Core Knowledge</b> I know that a self-portrait is an artwork an artist makes of themselves.</p> <p><b>Revisiting Core Knowledge</b> I know that mixed media means artwork made using more than one material.</p> <p><b>Key Vocabulary</b> <b>Self-portrait</b> – a portrait of the artist, by the artist.</p> <p><b>Outline of Main Tasks</b> Draw a self-portrait</p>	<p><b>New Core Knowledge</b> I know that Vincent van Gogh painted a famous self-portrait. I know that a portrait is an artwork that represents a particular person.</p> <p><b>Revisiting Core Knowledge</b> I know that a self-portrait is an artwork an artist makes of themselves.</p> <p><b>Key Vocabulary</b> <b>Portrait</b>- a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders</p> <p><b>Outline of Main Tasks</b> Research Van Gogh and his artwork</p>	<p><b>New Core Knowledge</b> I know that Chila Kumari Singh Burman has used materials like jewellery, magazine cuttings, and fairy lights in her mixed-media artworks.</p> <p><b>Revisiting Core Knowledge</b> I know that Vincent van Gogh painted a famous self-portrait. I know that a portrait is an artwork that represents a particular person.</p> <p><b>Key Vocabulary</b> <b>Collage</b> – cutting, arranging and sticking materials like paper, fabric etc to a background</p> <p><b>Outline of Main Tasks</b> Create a self-portrait in the style of that Chila Kumari Singh Burman</p>	<p><b>New Core Knowledge</b> I know 'Auto-portrait' is made from 100 small portraits of herself.</p> <p><b>Revisiting Core Knowledge</b> I know that Chila Kumari Singh Burman has used materials like jewellery, magazine cuttings, and fairy lights in her mixed-media artworks.</p> <p><b>Key Vocabulary</b> <b>Photomontage</b> – collage made from photographs</p> <p><b>Outline of Main Tasks</b> Create an auto portrait</p>	<p><b>New Core Knowledge</b> I know that colour choices in a self-portrait can represent how the artist is feeling.</p> <p><b>Revisiting Core Knowledge</b> I know that her artwork 'Auto-portrait' is made from 100 small portraits of herself.</p> <p><b>Key Vocabulary</b> <b>Self-portrait</b> – a portrait of the artist, by the artist.</p> <p><b>Outline of Main Tasks</b> Draw multiple self-portraits and experiment with colour</p>	<p><b>New Core Knowledge</b> I know that photos can be used in a mixed-media self-portrait by combining them with other materials like paint, collage, or drawing to express identity and emotion.</p> <p><b>Revisiting Core Knowledge</b> I know that colour choices in a self-portrait can represent how the artist is feeling.</p> <p><b>Key Vocabulary</b> <b>Mixed media</b> – art made from a combination of different materials.</p> <p><b>Outline of Main Tasks</b> Create a mixed media self portrait by using different styles and materials</p>	<p><b>New Core Knowledge</b> Assessment end of unit quiz</p>	<p>By the end of the unit children will... I know that mixed media means artwork made using more than one material. I know that a self-portrait is an artwork an artist makes of themselves. I know that Vincent van Gogh painted a famous self-portrait. I know that a portrait is an artwork that represents a particular person. I know that Chila Kumari Singh Burman has used materials like jewellery, magazine cuttings, and fairy lights in her mixed-media artworks. I know that her artwork 'Auto-portrait' is made from 100 small portraits of herself. I know that colour choices in a self-portrait can represent how the artist is feeling. I know that photos can be used in a mixed-media self-portrait by combining them with other materials like paint, collage, or drawing to express identity and emotion.</p>

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<p><b>Music Composition notation</b></p>	<p>LO: To understand the history of musical theatre.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can identify at least three features of musical theatre.</li> <li>I can describe some of the roles involved in making musical theatre.</li> <li>I can place types of musicals accurately on a timeline.</li> </ul> <p>Key vocabulary: book musical choreographer composer director jukebox musical librettist lyricist lyrics musical director opera operetta performer rock/hiphop musical</p> <p>Task: Arrange the children into pairs and allocate each pair a few of these roles. Ask them to discuss what the jobs might entail.</p> <p>Take feedback from the class and summarise that the main roles in a musical theatre production</p>	<p>LO: To identify character songs and action songs.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can identify a character song.</li> <li>I can identify an action song.</li> <li>I can justify my opinions by giving examples.</li> </ul> <p>Key vocabulary: action song character song</p> <p>Task: Ask the groups to write a definition of an action song and a character song. Explain that they can include examples, but there should be enough in the definition to help someone else identify a song, without listening to an example.</p>	<p>LO: To create a musical theatre scene.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can work as part of a group.</li> <li>I can plan a musical scene to tell the story of a journey.</li> <li>I can think of or write a song that tells the story.</li> </ul> <p>Key vocabulary: book musical jukebox musical</p> <p>Task: Most able and confident musicians in the class to create a book musical theatre scene, thinking about what the story behind it will be and how to create the right feeling.</p> <p>where the children would find this too difficult, suggest that the group creates a jukebox musical theatre scene, using existing songs.</p>	<p>LO: To create a musical theatre scene.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can work as part of a group.</li> <li>I can plan a musical scene to tell the story of a journey.</li> <li>I can think of or write a song that tells the story.</li> </ul> <p>Key vocabulary: book musical jukebox musical</p> <p>Task: Most able and confident musicians in the class to create a book musical theatre scene, thinking about what the story behind it will be and how to create the right feeling. Where the children would find this too difficult, suggest that the group creates a jukebox musical theatre scene, using existing songs.</p>	<p>LO: To rehearse a musical theatre scene.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can work as part of a group.</li> <li>I can perform in time with my group.</li> <li>I can ensure that there are smooth transitions between spoken dialogue, singing and dancing.</li> </ul> <p>Key vocabulary: backdrop props timbre</p> <p>Task: Give the children time to rehearse the elements that they need to, whether focusing on spoken dialogue, dance or song. Circulate around the groups and offer feedback, giving them frequent time updates to ensure that they can plan their rehearsal effectively and cover everything they need to in this lesson, ready to perform next time.</p>	<p>LO: To perform a musical theatre scene.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can perform in time with others in my group.</li> <li>I can sing in tune and make sure my voice is loud and clear.</li> <li>I can perform with expression to help convey emotion.</li> <li>I can work as part of a group to make our scene a success.</li> <li>I can ensure that there are smooth transitions between each element (speech, dance, song).</li> </ul> <p>Task: Give the children a few last minutes to rehearse their scenes.</p> <p>Before setting the first group performance off, remind the audience of what to look out for and recap the points discussed in the Attention grabber (everyone singing in tune and in time, dancing in time, nobody forgetting their lines and no interruptions in the performance).</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> <li>Explain what musical theatre is and be able to recall at least three features of this kind of music.</li> <li>Categorise songs as action songs or character songs.</li> <li>Select appropriate existing music for their scene to tell the story of a journey.</li> <li>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</li> </ul>
<p><b>PE Gymnastics</b></p>	<p>LO: to create and perform a range of group phrases based on the idea of being on the beach and apply the compositional principles of question/answer.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition</p> <p>Task</p>	<p>LO: To create and perform a range of group phrases based on the idea of being on the beach and apply the compositional principles of question/answer and formation</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition formation</p>	<p>LO: To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/emotions</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition Contact</p>	<p>LO: To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/emotions.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition Basic actions</p>	<p>LO: To perform a group dance using rhythm, timing, levels, dynamics, gesture, formation and question and answer on the theme of 'on the beach'</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition Improvise</p>	<p>LO: To evaluate performance and use the information to suggest improvements</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>How to make a dance based on a theme and the different components</li> </ul> <p>Key vocabulary: Dance Composition</p> <p>Task Perform and evaluate dance</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> <li>I can demonstrate precision, control and fluency in response to stimuli</li> <li>I can vary dynamics and develop actions with a partner or as part of a group</li> <li>I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness</li> </ul>

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	<p>Introduce the dance idea and discuss different activities on the beach e.g. in the water, sunbathing, beach cricket/Frisbee/football etc.</p> <p>§ Teach a short phrase based on the idea of putting suntan lotion on.</p>	<p>Task</p> <p>Combine and practise all elements of the dance from last lesson, e.g. sun lotion/bathing, running across hot sand, entry into the sea and question/answer phrase</p>	<p>Task</p> <p>combine, practise and perform all sections of the dance focusing on contrasting movements/dynamics, timing and transitions between the different sections.</p>	<p>Task</p> <p>discuss what other different activities that can be played on the sand e.g. making sand castles, playing cricket/football/frisbee, burying someone in the sand etc.</p>	<p>Task</p> <p>Practise and perform whole dance to date.</p> <p>Perform section 1: on the beach, applying sun tan lotion and sunbathing;</p> <p>Perform section 2: going in to the sea and swimming, getting dry;</p> <p>Perform section 3: playing games on the beach, packing up to go.</p>		<ul style="list-style-type: none"> <li>I can modify my performance and that of others. I can organise myself to warm up safely</li> </ul>
<p><b>French</b></p> <p><b>French monster pets</b></p>	<p>LO: To investigate a text for clues to understand new words.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can recognise a text type from its key features.</li> <li>I can decode a text using a range of detective skills.</li> <li>I can use detective skills to help identify key facts about Komodo dragons.</li> <li></li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li><b>un carnivore</b></li> <li><b>un mammifère</b></li> <li><b>un prédateur</b></li> <li><b>un reptile</b></li> <li><b>un varan de Komodo/un dragon de Komodo</b></li> </ul> <p>Task:</p> <p>Children to make notes (in English), annotate and highlight the text. The children can use bilingual dictionaries, provided that they do not attempt a direct translation.</p>	<p>LO: To identify nouns by their gender, number and meaning.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can match a written word to how it sounds.</li> <li>I can describe how and why the article of a noun might change.</li> <li>I can identify clues to determine the gender of a noun.</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li><b>la tête</b></li> <li><b>les épaules (f)</b></li> <li><b>les genoux (m)</b></li> <li><b>les pieds (m)</b></li> <li><b>les yeux (m)</b></li> <li><b>un oeil</b></li> </ul> <p>Task:</p> <p>Sort the nouns into the correct part of the Carroll diagram (masculine, feminine, singular or plural). Children to use language clues like cognates, near cognates and context (number and colour) to identify the names of any other body parts, e.g. <b>les dents</b> – the teeth. The children might guess that this word is linked with dentist. In pairs or groups, ask the children to construct a paragraph about monster number five. They could use the descriptions of monsters 1-4 to aid them. This could be written onto their activity sheets.</p>	<p>LO: To apply knowledge of French nouns and gender agreement to a short piece of writing.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can write short sentences in French to make a presentation.</li> <li>I can build a sentence using the correct articles for masculine and feminine nouns.</li> <li>I can write a sentence in the third person (il/elle a) (he/she has).</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li><b>qu'est-ce-que c'est?</b></li> <li><b>c'est un/une...</b></li> <li><b>il a</b></li> <li><b>elle a</b></li> <li><b>le corps</b></li> <li><b>le corps de...</b></li> <li><b>la queue</b></li> </ul> <p>Task:</p> <p>Children now create their own 'monster mash-up'. There are two ways that this could be done. Individually or in pairs/groups, the children could:</p> <ul style="list-style-type: none"> <li>Use the <i>Activity: Monster mash-up animals</i> to cut out pieces of different animals and create a new one.</li> <li>Draw their own mash-up, making sure that they have a different animal for the head, body and feet.</li> </ul>	<p>LO: To develop understanding of adjectival rules in French.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can recognise how and why adjectives change.</li> <li>I arrange adjectives in the correct order within a sentence.</li> <li>I can apply my knowledge of French spelling rules to spell adjectives with accuracy.</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li><b>pointu(s) (m)</b></li> <li><b>pointue(s) (f)</b></li> <li><b>beau (m)</b></li> <li><b>beaux (m.pl)</b></li> <li><b>belle (f)</b></li> <li><b>belles (f.pl)</b></li> </ul> <p>Task:</p> <p>Play the game 'Running dictation'. You will need a large space such as a hall or playground.</p> <ol style="list-style-type: none"> <li>Organise the children into pairs. One child is the 'runner' and the other is the 'scribe'.</li> <li>At one end of the hall or playground, display a printout of page 1 of the Activity: Running dictation – simple sentences, enlarged to A3.</li> <li>The runners run to a sentence, read it and then run back to their scribe at the other end of the space.</li> </ol>	<p>LO: To apply knowledge of vocabulary and grammar to a piece of writing.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can adapt phrases to build an extended piece of writing.</li> <li>I can use a dictionary to help find or check new vocabulary I want to write.</li> </ul> <p>Key vocabulary:</p> <p>Same as previous lessons</p> <p>Task:</p> <p>children that they are going to create their own 'Fantastic French beast' fact file, based on the creature that they created in Lesson 3</p>	<p>LO: To apply knowledge of vocabulary and grammar to a piece of writing.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can adapt phrases to build an extended piece of writing.</li> <li>I can use a dictionary to help find or check new vocabulary I want to write.</li> </ul> <p>Key vocabulary:</p> <p>Same as previous lessons</p> <p>Task:</p> <p>children that they are going to create their own 'Fantastic French beast' fact file, based on the creature that they created in Lesson 3</p>	<p>By the end of the unit children will....</p> <ul style="list-style-type: none"> <li>Notice cognates and near cognates in the text.</li> <li>Recognise some previously known words.</li> <li>Use a dictionary to research the meaning of relevant vocabulary.</li> <li>Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</li> <li>Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.</li> </ul>

			Children to create a short presentation in French about their monster mash-up, following the sentence structure of the stylish paragraph modelled in the lesson.	4. When the runner reaches the scribe, they dictate the message and the scribe writes it down on a whiteboard. The scribes must try their best to use accurate spelling and to make sure that the nouns and adjectives agree.  5. This continues until you call stop. Display the messages from page 1 on the wall or screen and award one point to each pair for every adjective that agrees correctly with the noun.  6. Next, the children swap roles and repeat with the messages on page 2 of the Activity: Running dictation.			
<b>Computing Programming Music</b>	<p>LO: To tinker with scratch music elements.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can identify that Scratch is a coding application with music elements.</li> <li>I can predict what I think different code blocks will do.</li> <li>I can explore Scratch independently.</li> <li>I can explain what I found from tinkering.</li> </ul> <p>Key vocabulary:</p> <p>basic command, debug, program language, Scratch, tinker</p> <p>Task:</p> <p>Create a sprite using a musical instrument and use it to tinker with Scratch</p>	<p>LO: to create a program that plays themed music.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can use Scratch’s basic sound commands.</li> <li>I can include a loop in my program.</li> <li>I can debug simple errors in my code.</li> </ul> <p>Key vocabulary:</p> <p>debug loop pitch program rhythm</p> <p>Task:</p> <p>Create a sound loop</p>	<p>LO: To plan a soundtrack program.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can decompose a story.</li> <li>I can plan my program by tinkering.</li> <li>I can explain how my program will add to the story.</li> </ul> <p>Key vocabulary:</p> <p>decompose pitch rhythm soundtrack tempo timbre</p> <p>Task:</p> <p>Work in pairs to plan what the soundtrack will sound like and play around with different sounds and loops.</p>	<p>LO: To program a soundtrack.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can work from a plan.</li> <li>I can use a range of programming commands.</li> <li>I can explain how my program enhances the scene.</li> </ul> <p>Key vocabulary:</p> <p>Bug, loop, repeat</p> <p>Task:</p> <p>combine their coded sprites and music creation to represent a scene from their chosen story.</p>	<p>LO: To program music for a specific purpose.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>I can combine known commands.</li> <li>I can code music with a purpose.</li> <li>I can use repetition in a program.</li> <li>I can use various forms of output [sound].</li> </ul> <p>Key vocabulary:</p> <p>music output</p> <p>Task:</p> <p>task is to tinker with the code for both sprites to remix the project, focusing on using the musical elements in Scratch and incorporating loops into their compositions.</p>	End of block assessment	<p>By the end of the unit children will...</p> <ul style="list-style-type: none"> <li>Iterate ideas, testing and changing throughout the lesson. Explain what the basic commands do.</li> <li>Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes.</li> <li>Explain their scene in the story. Link musical concepts to their scene. Include a repeat and explain its function to enhance music.</li> <li>Code a piece of music that combines a variety of structures. Use loops in their programming.</li> <li>Recognise that programming music is a way to apply their skills</li> </ul>
<b>RE Jews: how does remembering maintain Jewish identity?</b>	<p>LO: I can describe different ways Rosh Hashanah is celebrated and the symbolism of some traditions.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>Rosh Hashanah marks the beginning of the Jewish new year.</li> </ul>	<p>LO: I can explain why Rosh Hashanah and Yom Kippur are so important to most Jews.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>Rosh Hashanah is followed by ten days of penitence, leading to the</li> </ul>	<p>LO: I can explain why the story of Esther is important for Jews.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>The Jewish festival of Purim remembers Esther, queen of Persia, who was secretly Jewish.</li> </ul>	<p>LO: I can describe different ways Purim is celebrated and the symbolism of some traditions.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>During Purim the story of Esther is read at the synagogue.</li> </ul>	<p>LO: I can retell the story of Hanukkah and explain how it is interpreted by different Jews.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>Hanukkah is a Jewish festival.</li> </ul>	<p>LO: I can describe how traditions associated with Hanukkah support Jewish identity.</p> <p>Core learning:</p> <ul style="list-style-type: none"> <li>Hannukah is celebrated by lighting the menorah each night.</li> </ul>	<p>By the end of the unit children will know ...</p> <ul style="list-style-type: none"> <li>Rosh Hashanah marks the beginning of the Jewish new year.</li> <li>People reflect on the past year asking forgiveness</li> </ul>

## 25/26 – Autumn 1 – Year 5

	<ul style="list-style-type: none"> <li>• Customs and celebrations associated with Rosh Hashanah vary among Jewish communities.</li> <li>• Sweet foods, such as apples and pomegranates, are eaten during Rosh Hashanah symbolising a sweet new year.</li> <li>• We can use data and interviews to understand Rosh Hashanah better.</li> </ul> <p>Key vocabulary Challah-</p> <p>Shana Tovah</p> <p>Rosh Hashanah</p> <p>Resolution</p> <p>Task: Discuss how Rosh Hashannah is celebrated.</p>	<p>festival of Yom Kippur, the Day of Atonement.</p> <ul style="list-style-type: none"> <li>• People reflect on the past year asking forgiveness for things that they have done wrong.</li> <li>• They also think about the year ahead and what is important.</li> <li>• Special readings and prayers are said at services and the shofar horn is blown.</li> </ul> <p>Key vocabulary Penitence Shofar Yom Kippur Rosh Hashannah</p> <p>Task: Definition of penitence and write a description about Yom Kippur</p>	<ul style="list-style-type: none"> <li>• Haman, the king's chief minister, hated Jews and plotted to have all the Jews killed.</li> <li>• Esther bravely told the king that she was Jewish and pleaded with him.</li> <li>• The story symbolises the survival of Jews in the face of adversity.</li> <li>• Interpretations of the Purim story helps us to understand Jewish identity.</li> </ul> <p>Key vocabulary Antisemitism</p> <p>Purim</p> <p>Identity</p> <p>Persecution</p> <p>Task: Discuss and explain the story of Esther and Haman</p>	<ul style="list-style-type: none"> <li>• There are different local customs connected to Purim such as acting out the story and wearing fancy dress.</li> <li>• Special foods are eaten including symbolic pastries.</li> <li>• The festival reminds Jews of God's power to save them and overcome evil.</li> <li>• It is traditional to give to charity and to give gifts of food.</li> </ul> <p>Key vocabulary Hamantaschen</p> <p>Purim-</p> <p>Mitzvah</p> <p>Charity</p> <p>Task: Explain how Purim is celebrated</p>	<ul style="list-style-type: none"> <li>• It recalls the victory and freedom of Jews when they were oppressed by the Greek Empire.</li> <li>• King Antiochus demanded that Jews bowed down to statues of him. Judah Maccabee and other Jews fought back.</li> <li>• They repaired the temple and lit the oil lamp in the holiest place.</li> <li>• The festival traditionally lasts for eight days to celebrate the miracle of the oil lasting eight days.</li> </ul> <p>Key vocabulary Hanukkah</p> <p>Oppressed</p> <p>Sacred</p> <p>Desecrate</p> <p>Menorah</p> <p>Task: Retell the story of Hanukkah using the pictures and key words</p>	<ul style="list-style-type: none"> <li>• Special food, fried in oil, may be eaten such as doughnuts and latkes.</li> <li>• Games are played such as dreidel and songs may be sung.</li> <li>• Often gifts or money are given on each night.</li> <li>•</li> </ul> <p>Key vocabulary Hanukkah-</p> <p>Dreidel-</p> <p>Latke-</p> <p>Gelt</p> <p>Task: Discuss and explain how Hanukkah is celebrated today.</p>	<p>for things that they have done wrong.</p> <ul style="list-style-type: none"> <li>• The Jewish festival of Purim remembers Esther, queen of Persia, who was secretly Jewish.</li> <li>• Hanukkah is a Jewish festival.</li> <li>• Hannukah is celebrated by lighting the menorah each night.</li> <li>•</li> </ul>
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