

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know...
Science Earth and Space	<p>New Core Knowledge Understand historical models: geocentric (Ptolemy) vs heliocentric (Copernicus).</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary Geocentric – Heliocentric-</p> <p>Outline of Main Tasks Use balls and string to create a physical model of each system. Assign students roles (Sun, Earth, planets) and act out the movement in each model. Discuss how each model explains day/night and seasons.</p>	<p>New Core Knowledge Identify and describe the movement and shapes of celestial bodies (planets, stars, moons).</p> <p>Revisiting Core Knowledge Understand historical models: geocentric (Ptolemy) vs heliocentric (Copernicus).</p> <p>Key Vocabulary Celestial body-</p> <p>Outline of Main Tasks Label celestial bodies</p>	<p>New Core Knowledge Understand the phases of the Moon.</p> <p>Revisiting Core Knowledge Identify and describe the movement and shapes of celestial bodies (planets, stars, moons).</p> <p>Key Vocabulary Moon -</p> <p>Outline of Main Tasks Complete phases of the Moon worksheet</p>	<p>New Core Knowledge Explain how Earth's rotation causes day and night</p> <p>Revisiting Core Knowledge Understand the phases of the Moon.</p> <p>Key Vocabulary Axis – Rotate-</p> <p>Outline of Main Tasks Label a diagram of Earth showing day and night sides.</p>	<p>New Core Knowledge Understand how the Sun's position affects shadows and timekeeping.</p> <p>Revisiting Core Knowledge Explain how Earth's rotation causes day and night</p> <p>Key Vocabulary Position-</p> <p>Outline of Main Tasks Make a paper plate sundial</p>	<p>New Core Knowledge Identify uses of satellites (e.g., communication, weather).</p> <p>Revisiting Core Knowledge Understand how the Sun's position affects shadows and timekeeping.</p> <p>Key Vocabulary Satellite</p> <p>Outline of Main Tasks Design a satellite poster</p>	<p>New Core Knowledge</p> <p>End of block quiz / recap of unit</p>	<p>Outline of Main Tasks</p>	<p>Core Knowledge Understand historical models: geocentric (Ptolemy) vs heliocentric (Copernicus). Identify and describe the movement and shapes of celestial bodies (planets, stars, moons). Understand the phases of the Moon. Explain how Earth's rotation causes day and night Understand how the Sun's position affects shadows and timekeeping. Identify uses of satellites (e.g., communication, weather).</p> <p>Core Vocabulary</p>
History What changed in Britain after the Anglo-Saxon invasion?	<p>New Core Knowledge Identification of the seven Anglo-Saxon kingdoms. Understanding the causes and consequences of the invasions.</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary Invasion-</p> <p>Outline of Main Tasks Cause and consequences work sheet</p>	<p>New Core Knowledge Features of typical Anglo-Saxon villages. Daily life and roles within settlements.</p> <p>Revisiting Core Knowledge Identification of the seven Anglo-Saxon kingdoms. Understanding the causes and consequences of the invasions.</p> <p>Key Vocabulary Settlement-</p> <p>Outline of Main Tasks Draw and label an Anglo-Saxon settlement</p>	<p>New Core Knowledge Importance of artefacts in understanding Anglo-Saxon culture.</p> <p>Revisiting Core Knowledge Features of typical Anglo-Saxon villages. Daily life and roles within settlements.</p> <p>Key Vocabulary Artefact-</p> <p>Outline of Main Tasks Discuss and write about the artefacts found at Sutton Hoo</p>	<p>New Core Knowledge Impact of Christianity on Anglo-Saxon society and culture.</p> <p>Revisiting Core Knowledge Importance of artefacts in understanding Anglo-Saxon culture.</p> <p>Key Vocabulary Society Culture</p> <p>Outline of Main Tasks prepare and record a podcast about Christianity in Anglo-Saxon England.</p>	<p>New Core Knowledge Life and achievements of King Alfred the Great.</p> <p>Revisiting Core Knowledge Impact of Christianity on Anglo-Saxon society and culture.</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Discuss and explain the sources about King Alfred the Great and decide whether they are bias or not and the reasons for their decisions.</p>	<p>New Core Knowledge Events leading to the Norman Conquest in 1066.</p> <p>Revisiting Core Knowledge Life and achievements of King Alfred the Great.</p> <p>Key Vocabulary Conquest-</p> <p>Outline of Main Tasks Research the claimants' reasons for becoming king and any reasons why they should not be king, recording their answers on their sheet.</p>	<p>New Core Knowledge</p> <p>End of block quiz / recap of unit</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge Identification of the seven Anglo-Saxon kingdoms. Understanding the causes and consequences of the invasions. Features of typical Anglo-Saxon villages. Daily life and roles within settlements. Importance of artefacts in understanding Anglo-Saxon culture. Impact of Christianity on Anglo-Saxon society and culture. Life and achievements of King Alfred the Great. Events leading to the Norman Conquest in 1066.</p> <p>Core Vocabulary</p>

25/26 – Autumn 2 – Year 5

<p>DT - Textiles – stuffed toy</p>	<p>New Core Knowledge Understand the purpose and features of waistcoats.</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary Feature</p> <p>Outline of Main Tasks Look at what a waistcoat is and how they are made</p>	<p>New Core Knowledge Sketch and annotate initial design ideas.</p> <p>Revisiting Core Knowledge Understand the purpose and features of waistcoats.</p> <p>Key Vocabulary Sketch</p> <p>Outline of Main Tasks Sketch idea for waistcoat</p>	<p>New Core Knowledge Learn how to use a template to mark out fabric accurately.</p> <p>Revisiting Core Knowledge Sketch and annotate initial design ideas.</p> <p>Key Vocabulary Template</p> <p>Outline of Main Tasks Use the template and plan to mark out the size and shape of waistcoat accurately.</p>	<p>New Core Knowledge Practise running stitch and other hand-sewing techniques.</p> <p>Revisiting Core Knowledge Learn how to use a template to mark out fabric accurately.</p> <p>Key Vocabulary Running stitch-</p> <p>Outline of Main Tasks Stitch waistcoat</p>	<p>New Core Knowledge Explore different fastening options (e.g., buttons, Velcro).</p> <p>Revisiting Core Knowledge Practise running stitch and other hand-sewing techniques.</p> <p>Key Vocabulary Evaluate-</p> <p>Outline of Main Tasks Add fastening onto waistcoat</p>	<p>New Core Knowledge Evaluate the finished waistcoat against the original design criteria.</p> <p>Revisiting Core Knowledge Explore different fastening options (e.g., buttons, Velcro).</p> <p>Key Vocabulary Present-</p> <p>Outline of Main Tasks Present toy to class and discuss WWW and EBI</p>	<p>New Core Knowledge</p> <p>End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge Understand the purpose and features of waistcoats. Sketch and annotate initial design ideas. Learn how to use a template to mark out fabric accurately. Practise running stitch and other hand-sewing techniques. Explore different fastening options (e.g., buttons, Velcro). Evaluate the finished waistcoat against the original design criteria.</p>
<p>Music Blues</p>	<p>New Core Knowledge Understand the origins of blues music (African-American roots, post-slavery era).</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Explore the roots of blues in African-American history</p> <p>Listen to examples of blues songs</p> <p>Identify key features (e.g., call and response, 12-bar structure, emotional themes)</p>	<p>New Core Knowledge Learn what a chord is.</p> <p>Revisiting Core Knowledge Understand the origins of blues music (African-American roots, post-slavery era).</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Learn what a chord is</p> <p>Practise playing the chord of C</p> <p>Begin playing the first line of the 12-bar blues progression</p>	<p>New Core Knowledge Understand the structure of the 12-bar blues.</p> <p>Revisiting Core Knowledge Learn what a chord is.</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Break down the 12-bar blues chord sequence</p> <p>Practise playing the full progression</p> <p>Sing or play along with backing tracks</p>	<p>New Core Knowledge Learn the blues scale (a specific set of notes used in blues melodies).</p> <p>Revisiting Core Knowledge Understand the structure of the 12-bar blues.</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Learn a blues-style song (e.g., “Stormy Weather Blues”)</p> <p>Practise singing with emotion and dynamics</p> <p>Explore vocal techniques like slides and growls</p>	<p>New Core Knowledge Use the blues scale to improvise short musical phrases.</p> <p>Revisiting Core Knowledge Learn the blues scale (a specific set of notes used in blues melodies).</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Play the blues scale ascending and descending</p> <p>Identify the notes and patterns</p> <p>Use tuned instruments (e.g., glockenspiels, keyboards)</p>	<p>New Core Knowledge Combine skills from previous lessons to perform a blues piece.</p> <p>Revisiting Core Knowledge Use the blues scale to improvise short musical phrases.</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Use blues scale notes to improvise short phrases</p> <p>Perform solos over the 12-bar blues backing</p> <p>Reflect on musical choices and expression</p>	<p>New Core Knowledge</p> <p>End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge Understand the origins of blues music (African-American roots, post-slavery era). Learn what a chord is. Understand the structure of the 12-bar blues. Learn the blues scale (a specific set of notes used in blues melodies). Use the blues scale to improvise short musical phrases. Combine skills from previous lessons to perform a blues piece.</p>
<p>RE Jesus – how did He speak truth to power?</p>	<p>New Core Knowledge Jesus used parables to teach moral lessons.</p> <p>Revisiting Core Knowledge Previous unit recap</p>	<p>New Core Knowledge The parable inspires Christians to stand up against injustice.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge True generosity is measured by sacrifice, not amount.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Jesus navigated political and religious tensions with wisdom.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Jesus overturned tables in the temple to protest corruption</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Jesus’ death is seen by Christians as the ultimate act of speaking truth to power.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge</p> <p>End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge Jesus used parables to teach moral lessons.</p>

	<p>Key Vocabulary Parable – A story with a moral or spiritual lesson</p> <p>Samaritan – A person from Samaria; viewed with prejudice in Jesus’ time</p> <p>Outline of Main Tasks Retell the parable using storyboard frames.</p> <p>Discuss “Who is my neighbour?” in small groups.</p> <p>Create a kindness charter for the classroom.</p>	<p>Jesus used parables to teach moral lessons.</p> <p>Key Vocabulary Injustice – Unfair treatment or lack of fairness</p> <p>Prejudice – Judging someone without knowing them</p> <p>Outline of Main Tasks Role-play modern scenarios of injustice and kindness.</p> <p>Link actions to Christian values (e.g., compassion, courage).</p> <p>Write a pledge to “speak up” for others.</p>	<p>The parable inspires Christians to stand up against injustice.</p> <p>Key Vocabulary Generosity – Willingness to give or share</p> <p>Sacrifice – Giving up something valuable for a greater good</p> <p>Outline of Main Tasks Compare different types of generosity (time, money, kindness).</p> <p>Create a “generosity tree” with pupil contributions.</p> <p>Reflect on how small actions can make a big impact.</p>	<p>True generosity is measured by sacrifice, not amount.</p> <p>Key Vocabulary Authority – Power or control over others</p> <p>Taxes – Money paid to the government</p> <p>Outline of Main Tasks Drama re-enactment of the temple scene.</p> <p>Debate: “Was Jesus right to be angry?”</p> <p>Link to modern peaceful protests and pupil voice.</p>	<p>Jesus navigated political and religious tensions with wisdom.</p> <p>Key Vocabulary Temple – A place of worship</p> <p>Corruption – Dishonest or immoral behaviour</p> <p>Outline of Main Tasks Freeze-frame drama: “Who throws the first stone?”</p> <p>Discuss forgiveness and second chances.</p> <p>Create a class “forgiveness wall” with anonymous notes.</p>	<p>Jesus overturned tables in the temple to protest corruption</p> <p>Key Vocabulary Crucifixion – Roman method of execution; central to Christian belief</p> <p>Sacrifice – Giving up something for others</p> <p>Outline of Main Tasks Hot-seating: Jesus, Pilate, and bystanders.</p> <p>Write a diary entry from Jesus’ perspective.</p> <p>Discuss how pupils can speak truth respectfully in school.</p>			<p>The parable inspires Christians to stand up against injustice. True generosity is measured by sacrifice, not amount. Jesus navigated political and religious tensions with wisdom. Jesus overturned tables in the temple to protest corruption Jesus’ death is seen by Christians as the ultimate act of speaking truth to power.</p>
PE Gymnastics	<p>New Core Knowledge Perform balances individually and in pairs</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary Tension</p> <p>Outline of Main Tasks Warm-up: freeze shapes and mirror partner</p> <p>Explore balances on different body parts</p> <p>Introduce partner balances using points of contact</p>	<p>New Core Knowledge Use transitions to link balances and rolls</p> <p>Revisiting Core Knowledge Perform balances individually and in pairs</p> <p>Key Vocabulary Flow</p> <p>Outline of Main Tasks Warm-up: rolling pathways on mats</p> <p>Practise rolls with emphasis on control and safety</p> <p>Link rolls to balances from Lesson 1</p>	<p>New Core Knowledge Execute straight, tuck, star, and split jumps</p> <p>Revisiting Core Knowledge Use transitions to link balances and rolls</p> <p>Key Vocabulary Control</p> <p>Outline of Main Tasks Warm-up: jumping circuits</p> <p>Practise jumps on floor and low apparatus</p> <p>Combine jumps with rolls and balances</p>	<p>New Core Knowledge Link balances, rolls, and jumps fluently</p> <p>Revisiting Core Knowledge Execute straight, tuck, star, and split jumps</p> <p>Key Vocabulary Sequence</p> <p>Outline of Main Tasks Recap previous skills</p> <p>Plan and rehearse 3-part sequences</p> <p>Use mats and benches to enhance creativity</p>	<p>New Core Knowledge Adapt movements to apparatus safely</p> <p>Revisiting Core Knowledge Link balances, rolls, and jumps fluently</p> <p>Key Vocabulary Spatial awareness</p> <p>Outline of Main Tasks Warm-up: travelling across apparatus</p> <p>Rehearse sequences using benches, mats, and low tables</p> <p>Focus on transitions and flow</p>	<p>New Core Knowledge Perform with control, fluency, and confidence</p> <p>Revisiting Core Knowledge Adapt movements to apparatus safely</p> <p>Key Vocabulary Extension</p> <p>Outline of Main Tasks Final rehearsal and performance of sequences</p> <p>Use peer and self-assessment sheets</p> <p>Celebrate creativity and progress</p>	<p>New Core Knowledge End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge Perform balances individually and in pairs Use transitions to link balances and rolls Execute straight, tuck, star, and split jumps Link balances, rolls, and jumps fluently Adapt movements to apparatus safely Perform with control, fluency, and confidence</p>
French Space exploration	<p>New Core Knowledge Recognise and pronounce planet names in French.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Use adjectives to describe planets (e.g., chaude, froide, grande, petite).</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Begin forming sentences about space travel</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Use comparative phrases</p> <p>Revisiting Core Knowledge Begin forming sentences about space travel</p>	<p>New Core Knowledge Apply vocabulary and grammar from previous lessons creatively.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p>	<p>New Core Knowledge End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge Recognise and pronounce planet names in French.</p>

25/26 – Autumn 2 – Year 5

	<p>Previous unit recap</p> <p>Key Vocabulary Le système solaire – The solar system</p> <p>Une planète – A planet</p> <p>Outline of Main Tasks Pupils label a solar system diagram in French</p>	<p>Recognise and pronounce planet names in French.</p> <p>Key Vocabulary Chaude / froide – Hot / cold</p> <p>Grande / petite – Big / small</p> <p>Outline of Main Tasks Pupils match planets to descriptions and write simple sentences (e.g., La Terre est bleue)</p>	<p>Use adjectives to describe planets (e.g., chaude, froide, grande, petite).</p> <p>Key Vocabulary Un astronaute – An astronaut</p> <p>Une fusée – A rocket</p> <p>Outline of Main Tasks Pupils create mini comic strips with captions in French</p>	<p>Key Vocabulary Plus grande que – Bigger than</p> <p>Plus chaude que – Hotter than</p> <p>Outline of Main Tasks Pupils complete comparison sentences and sort planets by size/temperature</p>	<p>Use comparative phrases</p> <p>Key Vocabulary Une boule de feu – A ball of fire</p> <p>Un diamant glacé – An icy diamond</p> <p>Outline of Main Tasks Pupils choose a planet and write 2–3 metaphorical sentences using adjectives and nouns</p>	<p>Outline of Main Tasks</p>			<p>Use adjectives to describe planets (e.g., chaude, froide, grande, petite). Begin forming sentences about space travel Use comparative phrases Apply vocabulary and grammar from previous lessons creatively.</p>
<p>Computing Computing systems and networks: Search engines</p>	<p>New Core Knowledge I know what a search engine is.</p> <p>Revisiting Core Knowledge Previous unit recap</p> <p>Key Vocabulary Search engine- A program that helps users find information on the internet (e.g., Google)</p> <p>Outline of Main Tasks</p> <p>Define “search engine” and name examples (Google, Bing, DuckDuckGo)</p> <p>Compare search engines to library systems</p> <p>Discuss how search engines help us find information</p>	<p>New Core Knowledge How to evaluate the trustworthiness of a source.</p> <p>Revisiting Core Knowledge I know what a search engine is.</p> <p>Key Vocabulary TASK- A strategy for searching: Title, Author, Subject, Keywords</p> <p>Outline of Main Tasks</p> <p>Learn what TASK stands for: Title, Author, Subject, Keywords</p> <p>Practise refining search terms</p> <p>Explore how different keywords affect search results</p>	<p>New Core Knowledge I can practice using search engines with effective keywords.</p> <p>Revisiting Core Knowledge How to evaluate the trustworthiness of a source.</p> <p>Key Vocabulary Keyword- A word or phrase used to search for information online</p> <p>Outline of Main Tasks</p> <p>Discuss why not everything online is true</p> <p>Learn to spot trustworthy sources</p> <p>Role-play evaluating websites for accuracy and bias</p>	<p>New Core Knowledge I can combine text and images to create a digital poster.</p> <p>Revisiting Core Knowledge I can practice using search engines with effective keywords.</p> <p>Key Vocabulary Digital-</p> <p>Outline of Main Tasks</p> <p>Explore how web crawlers scan and store web pages</p> <p>Use analogies (e.g., spiders building a web)</p> <p>Create a simple diagram showing how search engines work</p>	<p>New Core Knowledge Learn how search engines gather and organise information.</p> <p>Revisiting Core Knowledge I can combine text and images to create a digital poster.</p> <p>Key Vocabulary Reliable source- A trustworthy and accurate website or author</p> <p>Outline of Main Tasks</p> <p>Define copyright and fair use</p> <p>Discuss what can and can’t be reused</p> <p>Practise selecting images and text for a project responsibly</p>	<p>New Core Knowledge Reflect on how search engines support learning and research.</p> <p>Revisiting Core Knowledge Learn how search engines gather and organise information.</p> <p>Key Vocabulary Search engine- A program that helps users find information on the internet (e.g., Google)</p> <p>Outline of Main Tasks</p> <p>Use search engines to find text and images</p> <p>Combine content into a digital poster (e.g., on a topic like “Online Safety”)</p> <p>Present and reflect on search strategies used</p>	<p>New Core Knowledge End of block quiz / recap of unit</p>	<p>New Core Knowledge</p>	<p>By the end of the unit children will... Core Knowledge I know what a search engine is. How to evaluate the trustworthiness of a source. I can practice using search engines with effective keywords. I can combine text and images to create a digital poster. Learn how search engines gather and organise information. Reflect on how search engines support learning and research.</p>