

# Y5 Spring : Changemakers of Tomorrow - Planning overview/sequential learning grid

Text:



Visits - Residential Stratford, Manor Lodge

Big Question: Who shaped our History? How Have People In History...

	05.01.26	12.01.26	19.01.26	26.01.26	02.02.26	09.02.26	23.02.26	02.03.26	09.03.26	16.03.26	23.03.26
			World Religion Day 18/01/26		Children Mental Health Week 09 Feb - 15th	Internet Safety Day 10/02/26 Chinese New Year 17/02/26		World Book day 05/03/26	Science Week		
<b>Literacy</b>	CHANGEMAKERS OF THE PAST <b>Narrative</b> - Treason <b>Incidental</b> A letter based on chapter one from William's point of view	CHANGEMAKERS OF THE PAST <b>Narrative</b> - Treason <b>Oracy/Incidental</b> A character description of Aunt Carew	CHANGEMAKERS OF THE PAST <b>Narrative</b> - Treason <b>Suggested Outcome</b> A short story extract based on Treason	CHANGEMAKERS OF THE PAST <b>Narrative</b> - Treason <b>Big write:</b> Final chapter of story	CHANGEMAKERS OF THE PAST <b>Information text</b> <b>Oracy</b> - Discussion for how Spanish Armada took place, interviews with Francis Drake	CHANGEMAKERS OF THE PAST <b>Information text</b> <b>Suggested Outcome</b> - Information text about the Spanish Armada	CHANGEMAKERS OF THE PAST <b>Information text</b> <b>Big write:</b> Information text about an aspect of Tudor life	CHANGEMAKERS OF THE PAST <b>Playscripts</b> <b>Suggested Outcome</b> - Shakespeare playscripts	CHANGEMAKERS OF THE PAST <b>Playscripts</b> <b>Big write</b> - Play Script between Elizabeth and Mary Queen of Scots	CHANGEMAKERS OF THE FUTURE <b>Instructions</b>	CHANGEMAKERS OF THE FUTURE <b>Instructions</b> <b>Suggested Outcome</b> - Banquet recipes
<b>Maths</b>	Number: Fractions		Number: Decimals and percentages				Number: Decimals		Number: Negative Numbers	Measures: Area and Perimeter	
<b>Science</b>	L.O. - To compare and group together everyday materials on the basis of their Properties,  Include their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  <b>Suggested Outcome:</b> Photos of sorting real life objects using their properties		L.O. - To explain the process of dissolving  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  <b>Suggested Outcome:</b> Dissolving investigation		L.O. To explain the processes of separating materials  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  <b>Suggested Outcome:</b> Mixtures and separating investigation		L.O. To explain that how a reaction is reversible  Demonstrate that dissolving, mixing and changes of state are reversible changes  <b>Suggested Outcome:</b> Practical activity photos of reversible changes  Linked to Big Write for Explanation text		<b>SCIENCE WEEK</b>	L.O. To explain how a reaction is irreversible  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of Soda.  <b>Suggested Outcome:</b> Irreversible changes investigation	
<b>ICT</b>	L.O: To understand how online information can be used to form judgements	L.O. To explore the micro:bit and understand how to connect and test simple programs on a physical device  <b>Suggested Outcome:</b> Picture outcome of exploring the use of a Microbit	L.O. - To plan and create a simple animation  <b>Suggested Outcome:</b> Image/video of simple animations transferred onto the Microbit	L.O. To create a program for the micro:bit using input, variables and conditions.  <b>Suggested Outcome:</b> Programmed pedometer	L.O. To create a real-world program using a sensor, input and a conditional statement.  <b>Suggested Outcome:</b> Programmed temperature sensor		L.O: To discover ways to overcome bullying	L.O. - To understand what animation is.  What is animation?  <b>Suggested Outcome:</b> Picture outcome of different animations - Flip Book, Thaumatrope, Zeotrope	L.O. - To plan a stop motion animation  L.O. - To understand stop motion animation  <b>Suggested outcome:</b> Storyboard of scene for stop motion.	L.O. - To create a stop motion animation  <b>Suggested outcome:</b> Filming sections of stop motion animation on a scene based on Elizabeth and Mary. Add sound elements to the story	L.O. - To edit, improve and evaluate a film  <b>Suggested outcome:</b> Edit and improve the clip and what could have been done better on a written reflection slip.

<b>History</b>	LO: To describe the impact of significant historical events (explain the origins of Tudor dynasty and how the Tudors came to be)  LO: To use key dates to order and place significant changes on a timeline.  War of the Roses Battle of Bosworth  <b>Suggested Outcome:</b> Storyboard of the events of Bosworth Field	LO: To describe events from the past using dates to describe when things happened  Define the meaning of annulment vs. divorce and why it is such an important part of English history. Discuss Henry's battle with the Pope and how it led to the conversion of England from a Catholic country to a protestant country.  <b>Suggested Outcome:</b> Song about the wives	LO: To describe events from the past using dates to describe when things happened  <b>Suggested Outcome -</b> Fact file of Queen Elizabeth's achievements	LO: To describe events from the past using dates to describe when things happened  <b>Suggested Outcome -</b> Letter from Elizabeth I to Mary Queen of Scots about her execution	L.O. - To describe how historical events studied affect/influence life today.  To find out about the attack of the Spanish Armada  <b>Suggested Outcome -</b> QR CODE of hot seating of key figures or battle explanation	LO: To make comparisons between aspects of periods of history and the present day  <b>Suggested Outcome -</b> Written piece - comparison to modern house Estate agent?		L.O. To use a wide range of historical sources  Use different sources to discover about the Elizabethans, compare the sources and how effective they are  <b>Suggested Outcome:</b> Fact file/Report on the Elizabethans		L.O. - To describe how historical events and significant historical figures affect life today.  L.O. - To describe how historical event affect life today.  To find out about exploration and trade in the Elizabethan era  <b>Suggested Outcome:</b> Diary of Sir Francis Drake
<b>Geog</b>			L.O. - To apply 4 figure grid references to find specific locations  To recognise OS map symbols  <b>Suggested outcome -</b> Finding locations in Stratford and Rotherham using 4 figure grid references.	L.O. To draw a sketch map using symbols and keys  <b>Suggested outcome -</b> To draw a sketch map of the key locations within Stratford Upon Avon		L.O. - To select a map for a specific purpose.  Theme: What do we trade and why? Who do we trade with? (modern UK) Explain the UK's trade links with other countries  <b>Suggested Outcome -</b> labelled map (country names, arrows for trade routes, annotations of goods/resources)	L.O. - To analyse evidence and draw conclusions  <b>Suggested Outcome -</b> Where originate and the air miles needed to make a product e.g. food items.	L.O: To analyse evidence and draw conclusions  Theme: What are the benefits and risks of trading internationally? Possible case study, e.g. Fair trade - El Salvador To investigate the risks and benefits of international trade  <b>Suggested Outcome -</b> P4C discussion - Should all trade be fair trade?		
<b>DT</b>  Food Technology		L.O. - To research an existing product from History  <b>Suggested Outcome:</b> Research and analysis of Tudor/Elizabethan banquets		L.O. - To design a product for an intended audience and nutritional value  <b>Suggested Outcome:</b> Designing a modern day healthy banquet using research recipes.				L.O. - To follow correct food hygiene procedures  <b>Suggested outcomes:</b> Final version of the products following hygiene procedures and taste testing collecting opinions of others.	L.O. To evaluate a product and suggest improvements  <b>Suggested Outcome:</b> Written evaluating of food products	
<b>Art</b>  3D Art	<b>Painting Artist study (Sketchbook lesson)</b>  L.O. To analyse and compare styles of portrait artists (Hans Holbein & Pablo Picasso)  I can use Art vocabulary to describe similarities and differences between portraits  <b>Suggested Outcome -</b> Sketchbook comparisons and analysis of styles of artwork	<b>Painting Skills lesson (Sketchbook lesson)</b>  L.O. To use drawing techniques towards an Suggested Outcome by experimenting with materials and Techniques.  <b>Suggested Outcome:</b> Sketch book learning of images of facial features in style of a portrait. Background work in style of picasso	<b>Painting Suggested Outcome</b>  L.O. To apply knowledge and skills to create a mixed-media self-portrait.  <b>Suggested Outcome -</b> Portrait of Elizabeth I in style of Holbein and background of Picasso. Own pupils own choice of one of the artists    <b>Evaluation (Sketchbook)</b> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.				<b>3D art Artist study (Sketchbook lesson)</b>  L.O: Discuss and review artwork by professional artists and techniques used.  Owen Mann <a href="https://mymodernmet.com/clay-flowers-owen-mann/">https://mymodernmet.com/clay-flowers-owen-mann/</a> Use language appropriate to skill and technique.  Discuss words appropriate to technique (e.g. joining, carving etc.).	<b>3D art Skills lesson (Sketchbook lesson)</b>  L.O: make informed choices about clay techniques.  Design a Tudor style clay rose demonstrating an awareness of language appropriate to techniques that will be used (slabbing, pinching, coiling, carving, joining)  <b>Suggested Outcome:</b> labelled clay rose diagram in sketchbooks	<b>3D art Skills lesson (Sketchbook lesson)</b>  L.O: Use a range of clay forming and joining techniques.  Chn learn to pinch, slab, carve, coil, join and sculpt clay to create a Tudor rose, working in a safe and organised way.  Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Show experience in combining pinch, slabbing and coiling to produce end pieces.  Use natural material (clay) to create sculptures, confidently and successfully joining.  Show increasing confidence to carve a simple form.  <b>Suggested Outcome:</b> Clay tudor rose  	<b>3D art Suggested Outcome</b>  L.O: develop understanding of different ways of finishing work: glaze, paint, polish  <b>Suggested Outcome:</b> Painted, finished clay sculptures (design idea see below)
<b>PE</b>	L.O. To copy and repeat movements in time to Tudor music	L.O. To work collaboratively with a group to create a dance in Tudor style	L.O. To develop set choreography inspired by Tudor music	L.O. To use matching, canon and unison in the style of Greensleeves.	L.O. To use space and relationships to create a Tudor Dance.  To select and combine dance tools	Tag Rugby -L.O. To develop attacking principles, understanding when to run and when to pass. <b>Suggested Outcome -</b> Pic collage of skills build	Tag Rugby - L.O. To develop attacking plays in 2 on 2 situations	Tag Rugby L.O. To use teamwork to defend and stop an opponent	Tag Rugby - L.O. To move and apply dodging skills to lose a defender	Tag Rugby -L.O. To apply the rules and tactics to a game situation using teamwork  <b>Suggested Outcome -</b> Pic collage of skills build up from over the term and reflection

					to perform a Tudor dance.	up from over the term and reflection					
<b>Music</b>	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To place "so" and "mi" on the stave  L.O. To identify different phrases of songs  <b>Suggested outcome</b> - Play cut the cake and mark the pulse in 2s <a href="https://www.bethsnotesplus.com/2020/06/cut-the-cake.html">https://www.bethsnotesplus.com/2020/06/cut-the-cake.html</a>  Sing a so-mi song while jumping between the pitches on a floor stave  Listen to Saint-Saens' cuckoo and follow the phrase sheet	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To place "so" and "mi" on the stave  L.O. To identify different phrases of songs  <b>Suggested outcome</b> - Play cut the cake. Fill in the rhythm on a rhythm grid that shows bars of 2 beats  Arrange children like musical notes on two lines of the floor stave for a known so-mi song e.g. see saw  Play the Engine engine scrunchie game, with different actions for the 4 phrases	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To place "so" and "mi" on the stave  <b>Suggested outcome</b> - Show the cut the cake grid with some parts missing. Ask children to improvise for 2 beats to fill the gaps  Draw notes on two line stave on whiteboards to show the pitches of a so-mi song e.g. cuckoo where are you. Use pictorial score to help if needed	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To place "so" and "mi" on the stave  <b>Suggested outcome</b> - Have rhythm conversations of 2 beats - use a blank rhythm grid to model what responses could be  Show hand stave and the so and mi rule. Sing some so-mi songs while showing the pitch positions on hand stave	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To place "so" and "mi" on the stave  <b>Suggested outcome</b> - Extend the rhythm conversation to make a longer rhythmic piece, with children following on adding their two beat rhythm. Have some children marking the pulse in twos on different instruments  Show written 5 line stave and compare to hand stave. Read pitch from written stave while showing on hand stave	L. O. To improvise and compose rhythms using ta, ti-ti and shh  L.O. To identify the "too" rhythm  L.O. To sing so, la, mi and do with handsigns  <b>Suggested outcome</b> - Play Who's that and Swing a lady up to prepare the "too" rhythm  Play Fuzzy wuzzy and Bells in the steeple to prepare "do"	L. O. To identify the "too" rhythm  L.O. To identify the "too" rhythm  L.O. To identify the syncopa rhythm  L.O. To sing so, la, mi and do with handsigns  <b>Suggested outcome</b> - Play Who's that and Swing a lady up to prepare the "too" rhythm - Identify the longer sound in each song  Play Fuzzy wuzzy and Bells in the steeple to prepare "do" - investigate where a new pitch is used in Fuzzy wuzzy - it is lower than "mi"  Sing and play hill n gully rider  Play Fuzzy wuzzy and Bells in the steeple to prepare "do" -  Place do on hand stave on the line beneath mi and sing the song showing pitches on hand stave. Introduce the do handsign  investigate where a new pitch is used in Bells in the steeple - sing with handsigns	L.O. To identify the "too" rhythm  L.O. To identify the syncopa rhythm  L.O. To sing so, la, mi, do and re with handsigns  <b>Suggested outcome</b> - Correct jumbled rhythms for Who's that and Swing a lady up to prepare the "too" rhythm - show the 2 beat gaps in the rhythms of the songs and discuss how to create the longer sound - introduce tied crotchets  Sing and play hill n gully rider and cotton eyed Joe  Sing Fuzzy wuzzy and Bells in the steeple using the new "do" handsign  Sing hot cross buns with parachute/scrunchie to show the three pitches and prepare "re"	L.O. To identify the "too" rhythm  L.O. To identify the syncopa rhythm  L.O. To sing so, la, mi, do and re with handsigns  <b>Suggested outcome</b> - Show rhythm for Who's that with a minim replacing tied crotchets - discuss why the following beat is left empty  Play rhythm card games including too shown as a minim  Sing and play hill n gully rider and cotton eyed Joe  Sing hot cross buns with parachute and then show the song's melodic shape with people showing high/middle/low pitches  Play cupboard key to help prepare "re"		
<b>MFL</b> 	L.O. To Vocabulary Recap likes and dislikes (J'aime/Je n'aime pas, J'adore) Future Tense Comparisons  <b>Suggested Outcome:</b> Videos of vocabulary		L.O. - To recall specific vocabulary  Around Town looking at vocabulary for local features  <b>Suggested outcome:</b> Images and vocabulary matching e.g. La mairie, la bibliothèque, le cinéma		L.O. - To form oral sentences  Developing sentence based on towns and cities  <b>Suggest outcome:</b> QR code of verbal sentences about locations e.g C'est anime, Je vais en centre-ville  <b>Suggested outcomes:</b> Written sentences of locations using positions e.g. tournez à gauche, tournez à droite,		L.O. - To recall specific vocabulary  Vocabulary based on transport which would be used within a town.  <b>Suggested outcome:</b> Images and vocabulary matching transport - e.g. un car, une moto, un train, un ticket, un bus etc		L.O. - To read a text and understand  L.O. - To apply accurate pronunciation  L.O. Using appropriate phrases and sentences linked to travel. Read phrases related to travel. .  E.g. A quelle heure le bus arrive-t-il? A quelle heure le train part-il?  <b>Suggested outcome:</b> QR code of questions spoken with the correct punctuation.		
<b>RE</b>	LO. To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are Expressed  <i>What helps you through the journey of life?</i>  WRITTEN <b>Suggested Outcome</b> Journey of Life	LO. To explain what Muslims believe about prophets - First pillar of Islam  <i>What are the Five Pillars of Islam? What does the first pillar mean?</i>  <b>Suggested Outcome</b> - Page one of booklet for First Pillar of Islam	<b>WORLD RELIGION DAY - MONDAY</b>  To know how and why Muslims pray - Second pillar of Islam  <i>Prayer is the second Pillar. How and why do Muslims pray?</i>  <b>Suggested Outcome</b> -Page two of booklet for Second Pillar of Islam		<b>CHINESE NEW YEAR - WEDNESDAY</b> To know why charity is important to Muslims and Christians - Third pillar of Islam  <i>Giving charity is the third pillar. How is charity important to Muslims? How is charity important to you?</i>  <b>Suggested Outcome</b> - Page three of booklet for third Pillar of Islam	To know how and why Muslims fast - Fourth pillar of Islam  <i>Fasting is the fourth pillar. How and why do Muslims fast?</i>  <b>Suggested Outcome</b> - Page four of booklet for fourth Pillar of Islam		To know how and why Muslims make a journey to Makkah - Fifth pillar of Islam  <i>Hajj is the fifth pillar. How and why do Muslims journey to Makkah?</i>  <b>Suggested Outcome</b> - Page five of booklet for fifth Pillar of Islam	To compare the five pillars of Islam to their own life  <i>Anyone can learn from the Muslim way of life. What have you learned?</i>  <b>Suggested Outcome</b> - Comparison of Islam and Christianity		
<b>PSHE RHE</b>	L.O. To understand the importance of sleep (KAPOW Health and well being L2)  <b>Suggested Outcome:</b> Video for a Good sleep guide for the other classes in school.	L.O. To understand the purpose of failure  (Kapow health and well being L3)  <b>Suggested Outcome:</b> Famous Failures - Famous people who failed at first and who have succeeded due to resilience.	L.O. To use vocabulary to describe feelings and take responsibility for them  (Kapow health and well being L5)  <b>Suggested Outcome:</b> Choose your destiny story	L.O. - To begin to understand some issues related to online friendships including the impact of actions.  (Kapow safety and changing body L1)  <b>Suggested Outcome:</b> Poster about the THINK acronym about sending messages.	<b>Mental Health week activities</b>  	L.O. To learn about staying safe online  (Kapow safety and changing body L2)  <b>Suggested Outcome:</b> Online safety storyboard.	L.O. To examine the risks associated with handling money online  (Kapow Econ well being L4)  <b>Suggested Outcome:</b> Picture outcome of discussions based on purchase cards - Would you buy these products?	L.O. To explore how personal interests and skills align with different careers  <b>Suggested Outcome:</b> Researching careers based on interests e.g. What could I do if I like Art? etc	L.O. - To understand the physical changes in puberty  L.O. - To understand the menstrual cycle  (Kapow Safety and the Changing Body L3/4)  <b>Suggested Outcome:</b> Discussions based on videos on KAPOW	L.O. - To understand emotional changes during puberty  (Kapow Safety and the Changing Body L5)  <b>Suggested Outcome:</b> Managing emotions mindmapping	

P4C						P4C INTERNET SAFETY 						
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