

## Medium Term Planning

Autumn Term 2025 Miss Furno  
2025-2026

Year Group/s	Year 5
Theme/Topic	War, Peace and Celebration
Curriculum Area(s)	To include: science, history, geography, art, DT, music, drama and RSHE/PSHCE (including Christian and British Values); Mathematics and English across the curriculum; RE, PE and computing see separate plans.



Year & Term	YR5 CURRICULUM OVERVIEW AUTUMN 2025	
Topic / Theme	<div>   </div> <div>War, Peace and Celebration</div> <div>  </div>	
School Values	<b>RESPECT</b> Genesis 14: 17-20	<b>FRIENDSHIP</b> John 15:13
Maths	Number, Measurement, Geometry & Statistics	
English	<b>Recount - Biography/autobiography</b> (2wks) Jane Attenborough, Jane Goodall, Ptolemy, Alhazen, Copernius, Galileo, Newton, S Silver, R Benerito, Dahl, Morpurgo <b>Narrative/Discussion - Private Peaceful</b> - M Morpurgo (3wks) <b>Narrative - The Witches</b> (3 wks)	<b>Poetry - The Undeclared</b> - Kwame Alexander <b>Inspirational Speeches</b> War poems (2) <b>Journalistic writing</b> - war (2wks) <b>Narrative - Roald Dahl Focus - Charlie and the Chocolate Factory</b> (3)
RE	The Big Story > U2.14 Why is pilgrimage important to some religious beliefs? Harvest	U2.4 Incarnation Was Jesus the Messiah?
Computing	E safety > Basic skills	Basic skills
Science	e-safety > programming, multimedia and technology in our lives RHE Online relationships and Internet safety and harms	
History	WW1 Trench Warfare	 Guy Fawkes Remembrance Sunday (The British Legion) FARThER – Grahame Baker-Smith
Geography	Using globe, world atlas - locating countries where children and their families come from Using street maps to locate where children live	Using maps and street maps Locating - war memorials, air raid shelters Identifying countries at war, famous battlefields
Design Technology		Design linked to history project, e.g. medal, war memorial
Art & Design	Self Portrait - comic artist Roy Lichtenstein	Paintings - Nevison - Paths of Glory, In the Trenches John Nash - Western Front Paintings Christmas card with moving part.
Music & Drama	Weekly recorder lessons / clarinet tuition	
PE	Charanga - Livin' on a prayer Singing - Harvest songs Harvest Assembly	Charanga - Classroom Jazz 1 Singing - Christmas carols Pantomime
Spanish	Football/ Fitness/Skipping imoves dance WW1	Fitness/ Skipping/Gymnastics imoves dance Street Jazz
Personal, Social & Emotional aspects of learning Citizenship Relationships and Health (RHE)	<b>Mental and Physical Health, Keeping Safe</b> New beginnings (SEAL) Good to be me - <b>Knowing myself</b> (SEAL) Democracy - Rules and laws The need for school rules <b>Respectful Relationships</b> World Afro Day 15 September Black History Month Show racism the red card	<b>Respectful Relationships</b> Getting on & Falling out (SEAL) Bullying <b>Mental and Physical Health, Keeping Safe</b> Individual Liberty <b>Caring Friendships</b> Christmas - Shelter/ the homeless Christmas Jumper Day - Save the children



## English Overview

WK	Text type	Key Texts	Planning Guidance (optional)	Outcome
1-2	Recount – Autobiography & biography	<b>Big Books</b> Antarctic Journal Writer's Lives – auto / bio / diary Historical letters & diaries Cousteau: An unauthorized biography <b>Publications</b> Letts LAB – Roald Dahl (auto)	Writing Guides Scholastic – Life Stories	<b>Cold task</b> – personal recount – initial assessment Reading of biographies and autobiographies Analysis of text features Boxing up Writing practice of features <b>Hot task</b> Either a biography or autobiography
3-5 3 wks	Narrative Stories	<b>Private Peaceful - M Morpurgo</b>  <i>Friend or Foe</i> – M Morpurgo	Scholastic Read and Respond War Horse	Reading of class narrative Analysis of story structure Discussion of themes, e.g. war, conscientious objectors Inferring characters' thoughts, feelings and motives Articulate and justify answers, arguments and opinions <b>Writing tasks</b> based on story
6-8 3 wks	Narrative Stories	<b>The Witches – R Dahl</b>	Scholastic Read & Respond The Witches	Reading of class text Identify story structure Infer writers' perspective Understand themes, causes and points of view Explore language for comic and dramatic effect <b>Writing tasks</b> based on events in the story, e.g. character description, how to spot a witch, formula 86
Half-term				
1-2 2wks	Poetry	<b>The Undefeated - Kwame Alexander</b> BB Poems of WW1 War Poems		Analysis of poems Discussion of theme Learn a poem by heart Write own poem linked to effects of war <b>OR</b> Write own speech
3-4 3wks	Journalistic	<b>Newspapers</b>		<b>Cold task</b> – initial assessment – event from book read or history event Reading of newspapers Analysis and practice of text features, Boxing up <b>Hot task</b> – newspaper report based on WW1 or linked to event in <i>Witches</i> -English.
5-7 3 wks	Narrative	Class text - <b>Charlie and the Chocolate Factory</b> - Roald Dahl	GR - Read and Respond  <i>Descriptions from Dahl</i> / Pelican Guided Reading and Writing	Reading of class narrative Ask questions to improve understanding of text Discuss and explain meaning of words in context Analysis of story structure Discussion of themes and conventions, e.g. greed Consider characters' attitudes, feelings and thoughts, and reader response <b>Writing tasks</b> based on story

<b>WOW factor</b>		<b>Visits/Workshops/Visitors</b>	<b>Parental Involvement</b>
<b>Entry interest point</b>	<b>Exit celebration/ closure</b>		
Linking reasons for modern wars to past wars. Springboard from <i>Private Peaceful</i> and <i>War Horse</i>	Visit Heaton cemetery	Visit Heaton cemetery and investigate gravestones of soldiers from WWI. Local area walk identifying war memorials. Visit to trenches at Rothbury	Curriculum Leaflet Parents to accompany on trip.

<b>Basic Skills Across the Curriculum</b>		
<b>English</b>	<b>Mathematics</b>	<b>Computing</b>
Discussion –war - <i>War Horse</i> , <i>Private Peaceful</i> linked to history Diary Entry/Letter home Non-chronological Report Science Investigation	Chronology Grid references	Research Newspaper front cover
<b>Science Vocabulary</b>	<b>History and Geography Vocabulary</b>	<b>Resources</b>
Solid, liquid, gas, properties, magnetism, reversible changes, melting, dissolving, processes, separating, mixtures, filtering, sieving, evaporation, change of state	World war, trenches, battlefield, war memorial, air raid shelter, zeppelins, shell shock, no man's land, trench foot, soldiers, artillery  grid reference, site,	WW1 topic box Science boxes – change of state Maps and street maps
<b>PSHE/RSHE Vocabulary</b>	<b>Art/DT Vocabulary</b>	<b>Interactive display</b>
Mutual respect, tolerance multi-cultural, diverse citizenship, refugee, asylum seeker, conscientious objector, peace, pacifist, Quaker, Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness	Nevison – <i>Paths of Glory</i> , <i>In the Trenches</i>	Materials – change of state World War 1

Topic Launch Pupil Input Views on topic	
Are they interested or excited? What are they curious about?	What do they want to find out? What questions are they asking?
How do they like to learn?	What else would they like to do?

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Learning Objectives	<b>SCHOOL VALUES / RSHE/PSHE</b> Links to SIAMS Strand 3: Character Development: Hope, Aspiration, and Courageous Advocacy; Strand 4: Community and Living Well Together; Strand 5: Dignity and Respect <b>Teaching Activities</b>	Evaluation / Notes
<b>Key Question: What are the school and class rules and routines?</b>		
<b>Children should learn:</b> *to know how to be respectful to one another; * to identify positive and negative types of behaviour; * how to negotiate rules together for themselves.	Work as a class to devise class rules. Exploring reasons for rules.	
<b>Key Question: Who are the people in my class?</b>		
<b>Children should learn:</b> *why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	1) Circle time activities aimed at getting to know interesting facts about each other. What do we have in common? What is different. 2) Use maps, atlases to locate where children were born and where families come from. 3) Use street maps and grid references to identify where children live.	
<b>Key Question: How can we present information effectively and in an interesting way to our parents?</b>		
<b>Children should learn:</b> * to discuss and communicate respectfully; * how to present this information to an audience.	Children prepare for <i>meet and greet</i> assembly: -Class song and class rules - Class name and why it represents them -What are we learning this term -Things to remember etc.	
<b>BLACK HISTORY MONTH/Show racism the red card</b>		
Children should learn: *what discrimination means and different types of discrimination e.g. racism; *the impact of discrimination on individuals, groups and wider society; *ways to safely challenge discrimination.	Use picture book <i>The Undefeated</i> as a spring board for discussion. How people stand up to racism: explore events such as the <b>Brixton riots</b> . Why did the community become so angry? Was it avoidable? Children participate in <i>Show racism the red card</i> initiative  Explore real life examples of discrimination of Afro hair styles - Link to World Afro Day 15 September. The day celebrates the natural kinky, coiled, or curly hair for people from black or mixed-race ethnicities. <a href="https://www.teenvogue.com/story/a-brief-history-of-black-hair-politics-and-discrimination">https://www.teenvogue.com/story/a-brief-history-of-black-hair-politics-and-discrimination</a>	
<b>School Value – Friendship - Key Question: How easy is friendship?</b>		
Children should learn: * what makes a healthy friendship and how they make people feel included; *strategies to help someone feel included; *that it is common for friendships to experience challenges; *that friendships can change over time and the benefits of having new and different types	Introduce Autumn 2 school value - friendship. Recap what is friendship and link to idioms, e.g. <i>joined at the hip</i> , <i>two peas in a pod</i> , <i>a shoulder to cry on</i> . Can they devise their own idiom?  Is friendship always this easy? How do friendships change?	

of friends.		
<b>Learning Objectives</b>	<b>SCHOOL VALUES /RSHE/PSHE Possible Teaching Activities</b>	<b>Evaluation / Notes</b>
<b>School Value linked to bible - If friendship sometimes involves making sacrifices, how much sacrifice is it OK to make?</b>		
Children should learn: * the meaning of sacrifice;	<p>“ Greater love has no one than this, that a man lay down his life for his friends” John 15:13</p> <p>Explore quote from bible. What does sacrifice mean? What sacrifices have the children had to make?</p>	
<b>ANTI-BULLYING WEEK - How could we support a bully?</b>		
Children should learn: *to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment; *how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.	<p>How could we support a bully? Exploring the bully’s view of life. <b>Link to real life case studies.</b></p> <p>During Bullying Week (November) - use activity from SEAL Getting on and Falling Out</p>	



Learning Objectives	History- WW1 Possible Teaching Activities	Evaluation / Notes
<b>Key Question - What is the difference between a battle and a war?</b>		
<b>Children should learn:</b> *what the difference is between a battle and a war.	<p>Put both words on the board and ask if anyone can define what they mean. Jot down suggestions. Talk about how a battle is a one off event and mention the battle of Hastings in 1066. Explain how it starts and finishes with a victor and a loser. Bridge to defining a war and how it takes place over many months and years and involves lots of battles.</p> <p>Remind children of our class timeline and where WW1 falls in relation to other key events. Infer what this would mean about their technology and lifestyle. Think about what they would like to find out about WW1.</p>	
<b>Key Question - What were the main causes of WW1?</b>		
<b>Children should learn:</b> *know the main causes of WW1; * key dates of the war.	<p>Ask children if they know reasons for why wars start. Share reasons why people believe WW1 started. Hand out a set of cards per child with the different reasons on. First, ask the children to put the cards in chronological order- can they spot any similarities or differences? Next, ask the children to group the cards together by similarities. Share children's similarities under the visualiser and start to draw together key themes. Then, ask the children to select their nine key reasons why they think the war started- can they discuss their selection with a partner and then with the class?</p> <p>Finally, ask the children to arrange their selection in a diamond 9. This will then be stuck into their book with the children adding annotations to show their reasoning.</p> <p>Conclusion - Which was the main cause? How important did each event /reason have in starting WW1?</p>	
<b>Key Question - Who was Franz Ferdinand and why was his assassination the spark that caused the war?</b>		
<b>Children should learn:</b> *who was Franz Ferdinand and why his assassination sparked the war.	<p>Show children the following question and explain that by the end of the lesson they will have to be able to answer it: <i>Explain how one bullet, fired at one man, plunged Europe into war.</i></p> <p>Ask children if they can remember who Franz Ferdinand was. Hand out a selection of sources (define) and explain that they will be using the sources to answer a number of questions. The answer to these questions will help to build a picture of the Archduke and solve today's problem.</p> <p>This information could be used in English unit of work on journalistic writing later in the term - <b>newspaper report</b> (events of Franz Ferdinand's death and Europe being plunged into war)</p>	
<b>Key Question – Who was involved in WW1?</b>		
<b>Children should learn:</b> * which countries were at war and where were they located.	<p>Recap reasons and countries we know were involved. Introduce term <i>alliance</i> and explore how this brought other countries into the war. Do they think alliances are a good idea? Can they give examples of modern day alliances?</p> <p>Look at map of Europe from 1914. Identify countries involved in the war. Colour in the Triple Entente, the Central Powers and the neutral countries. Compare with current map. Why might it look different? Establish that wars often result in changes to borders and who controls</p>	

	them. Link to ongoing wars.	
<b>Key Question – What were the main events of World War 1?</b>		
<b>Children should learn:</b> *what the main events were.	Place the beginning of WW1 on history class timeline. Tell the children they are going to make their own timeline of main events in the war. Recap what chronological order means. Use Horrible Histories video of the key events. Discuss why each event is significant. Give children events and dates to order and create their own timeline in their books.	
<b>Key Question - What was trench warfare?</b>		
<b>Children should learn:</b> *about the conditions of trench warfare.	Give children some diary entries about life at war. Link with our work on <i>Private Peaceful</i> or <i>War Horse</i> . How would war have differed then to today? What did they have? What didn't they have? Investigate the different roles in the army- what did 'normal' people do? Which rank had the most casualties? Why?  Investigate trench life. Look at the design of trenches and what life was like in them. Label parts and explain what each part was for. Look at extracts from diaries and letters of WW1.  Children write their own <b>diary entry</b> as a soldier in the trenches explaining what the conditions are like.	
<b>Key Question - What was life like back at home?</b>		
<b>Children should learn:</b> *what life was like on the home front.	Introduce the term <i>home front</i> . How and why do the children think things might have changed for the people back at home? Discuss and share ideas. Use internet and books to research changes. Look at a range of sources, e.g. rationing book. Look at the role of women and how this was the first time in history that they were openly encouraged to join the workforce.  Children to choose one aspect and <b>write a couple of paragraphs</b> about how life changed.	
<b>Key Question - How did the war end?</b>		
<b>Children should learn:</b> *why the war ended.	Look at time line. When did the war end? Why did it end? What is the Treaty of Versailles? What does a treaty involve? What did that mean for the soldiers? How was the news shared with people in Britain? Watch clip of Big Ben chiming the 11 <sup>th</sup> hour of the 11 <sup>th</sup> month. Watch video clip exploring the celebrations of people upon hearing the news. Children to write thought bubbles to show the contrasting thoughts of people on video clip.  Take children to visit war memorials in Newcastle. Why are memorials important? Link to work in DT.	

Learning Objectives	SCIENCE Possible Teaching Activities	Evaluation / Notes
<b>Key Question: How can we compare and group everyday materials together based on their properties?</b>		
Children should learn: *to compare properties of materials.	<b>Complete KWL grid or similar to assess baseline and prior learning.</b>  Children to explore and compare properties of a broad range of materials including those learned about magnetism in YR3 and about electricity in YR4.	
<b>Key Question: How can a substance be recovered from a solution?</b>		
Children should learn: * that some materials will dissolve in liquid to form a solution;  * to describe how to recover a substance from a solution.	Children to explore reversible changes, including, , melting and dissolving, recognising that melting and dissolving are different processes.	
<b>Key Question: How can mixtures be separated through filtering, sieving and evaporating?</b>		
Children should learn: * to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Children to explore separating mixtures through filtering, sieving and evaporation.	
<b>Key Question: What are the reasons for the uses of everyday materials, including metals, wood and plastic?</b>		
Children should learn: * the reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	

<b>Key Question: What are reversible changes of state?</b>		
Children should learn: *to demonstrate that dissolving, mixing and changes of state are reversible changes.		
<b>Key Question: Why are some changes not revisable?</b>		
Children should learn: * why are some changes not revisable.	Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.	

Learning Objectives	ART & DT Teaching Activities	Evaluation / Notes
<b>Portrait</b>		
Children should learn: *to use inspiration from other artists to make own portrait.	<ul style="list-style-type: none"> <li>• Comic artist Roy Lichtenstein.</li> <li>• Research artist and discuss his works. Identify style and technique.</li> <li>• Practise and sketch using his style.</li> <li>• Produce own portrait in his style.</li> </ul>	
<b>DT (Geography)- War Memorial</b>		
Children should learn: * to use a range of materials creatively to design and make a war memorial.	<p>Identify war memorials on street maps. Use grid references. Visit war memorials around Newcastle. Sketch and take photographs. Using their visit to war memorials as inspiration, children to design and make their own war memorial.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of a Victorian carousel, fit for purpose and aimed at historical authenticity.</li> <li>• Generate, develop, model and communicate their ideas through discussion</li> <li>• Make annotated sketches and cross-sectional diagrams.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use correct equipment to make the carousel</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their carousel against their own design criteria and consider the views of others to improve their work.</li> </ul>	
<b>Nevison - War Painting</b>		
Children should learn: *to use inspiration from other artists; *to create all the colours they need; *to create mood; *to express emotions accurately through their painting and sketches.	<ul style="list-style-type: none"> <li>• Study the artist Christopher Nevison and his background to WW1. Look at his paintings, e.g. <i>Paths of Glory</i>, <i>In the Trenches</i> and comment on their style.</li> <li>• How has the artist created mood and atmosphere?</li> <li>• What colours are used predominately?</li> <li>• What emotions do his paintings inspire?</li> <li>• Children create their own Nevison inspired piece.</li> </ul>	
<b>Christmas card</b>		
Children should learn: * to use a range of materials creatively to design and make a Christmas card; Make a moving part.		

Learning Objectives	<b>BRITISH TRADITIONS</b> Links to SIAMS Strand 3: Character Development: Hope, Aspiration, and Courageous Advocacy; <b>Teaching Activities</b>	Evaluation / Notes
<b>Key Question: What is it and why do we have a harvest festival?</b>		
Children should learn: * why we celebrate harvest from a Christian perspective: * why poverty continues to exist.	Recap why we celebrate harvest. Plan class contribution to Harvest Festival. <ul style="list-style-type: none"> <li>• Discuss poverty. Why do some people go hungry?</li> <li>• Discuss and agree an action.</li> <li>• Link to World Food Day 16 October and International Day for the Eradication of Poverty 17 October ( Christian Aid resources available)</li> </ul>	
<b>Key Question: What is All Hallow's Eve?</b>		
Children should learn: *about the meaning of All Hallow's Eve.	Show Halloween items. Discuss films and stories they know which include witches as main characters. Why do some people celebrate Halloween? Why do some people dislike Halloween? Link to All Hallow's Eve. What is the significance of All Hallow's Eve?	
<b>REMEMBRANCE Key Question: What is the work of the British Legion?</b>		
Children should learn: *about the work of the British Legion.	Read picture book FAR <sup>THER</sup> – Grahame Baker-Smith Discuss theme. Recap what is the British Legion and what do they do? Choose one aspect to focus on using British Legion pack. Children to make their own poppy to combine into a large class poppy to present in Collective Worship Children to take part in 2 minutes silence. Why is it important to remember?	
<b>Key Question: How can we keep ourselves and our pets safe on Bonfire Night?</b>		
Children should learn: * how to stay safe on Bonfire Night; *how to keep their pets safe on Bonfire Night.	Recap the events of the Gunpowder plot. How do people protest about government today? - e.g. lobbies, Greenpeace, Amnesty International, etc.  Revise safety around fireworks for children and adults. Research how to we keep our pets safe on Bonfire Night.	
<b>Key Question: What are some British Christmas traditions?</b>		
Children should learn: *the key components of a pantomime; *to appreciate and understand music from different traditions; * to confidently use language to entertain.	What is a pantomime? Discuss key components. Practice and rehearse a range of songs for both the pantomime and the Nativity. Practice and rehearse their lines. Perform using gestures and expression.  <b><i>Shelter</i></b> Link <i>no room at the inn</i> to Charity Shelter – homelessness. Discuss why people may be homeless. Talk about caring for others, tradition of supporting charities to help others. Decide on an action.	



Learning Objectives	HISTORY/ RSHE/PSHE Possible Teaching Activities	Evaluation / Notes	
Key Question: What is a conscientious objector?			
Children should learn: * to use a range of sources to construct knowledge about the past, e.g. letters and posters;  *to understand the term conscientious objector;  *know about the work of the Quakers.	<ul style="list-style-type: none"><li>• Link to WW1 Critical thinking project <b><i>Conscience.</i></b></li><li>• Research the involvement of the Quakers and their work for peace.</li><li>• Look at the role of women in The Women’s Peace Crusade.</li></ul> <b>(English/History link – WW1 poetry &amp; texts <i>Private Peaceful</i> and <i>War Horse</i>)</b>		

End of year expectations	Skills, knowledge and understanding	Names of children	
		Achieving Excelling*	Working towards
<b>Science</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>I can plan investigations to answer questions.</li> <li>✓ I can record data and results.</li> <li>✓ I can use test results to make predictions.</li> <li>✓ I can report and present findings.</li> </ul> <p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>✓ I can compare materials and their properties</li> <li>✓ I know how a substance can be recovered from a solution.</li> <li>✓ I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.</li> <li>✓ I can give reasons for the particular uses of everyday materials.</li> <li>✓ I can demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>✓ I can explain that some changes result in the formation of new materials,.</li> <li>✓ I know this kind of change is not usually reversible.</li> <li>✓ I know that changes associated with burning and the action of acid on bicarbonate of soda is not reversible.</li> <li>✓</li> </ul>	Use new tracking in TEACHERS	
<b>History</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ I can put events in chronological order and know the dates of the war 1914-1918</li> <li>✓ I can use different primary and secondary sources to find out about the war e.g. books, ration books, posters, news film, newspapers</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know the main causes of WW1.</li> <li>✓ I know what the main events of the war were.</li> <li>✓ I understand what life in the trenches was like.</li> <li>✓ I know what life was like on the home front for families and the changing role of women.</li> </ul>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>✓ I can use maps and atlases to locate where people in my class were born and where families come from.</li> <li>✓ I can use maps to identify countries involved in WW1.</li> <li>✓ I can use maps to identify where borders have changed due to war and conflict.</li> <li>✓ I can use street maps and grid references to locate local landmarks, e.g. war memorials.</li> </ul>		
<b>Art</b>	<ul style="list-style-type: none"> <li>✓ I can use the work of an artist as an inspiration for my own portrait.</li> <li>✓ I know about the artist Roy Lichtenstein.</li> <li>✓ I can use the work of an artist as an inspiration for my own paintings.</li> <li>✓ I can use a range of materials creatively to design and make a Christmas card with a moving part.</li> </ul>		

<b>DT</b>	<ul style="list-style-type: none"> <li>✓ I can generate, develop, model and communicate my ideas for a war memorial through discussion, annotated sketches and cross-sectional diagrams.</li> <li>✓ I can select and use a range of equipment to perform practical tasks accurately.</li> <li>✓ I can evaluate my ideas and product against my own design criteria and consider the views of others to improve my work.</li> </ul>	Use new tracking in TEACHERS	
<b>Music</b>  See also Charanga overview	<ul style="list-style-type: none"> <li>✓ I can sing with accuracy, fluency, control and expression.</li> <li>✓ I can play and perform in solo and ensemble contexts using voice and playing a musical instrument (recorder, clarinet).</li> <li>✓ I can use and understand staff and other musical notation.</li> </ul>		
<b>Drama</b>	<ul style="list-style-type: none"> <li>✓ I know key features of a pantomime.</li> <li>✓ I can use gestures and expression.</li> <li>✓ I can learn lines by heart.</li> <li>✓ I can perform to and entertain an audience</li> </ul>		
<b>RSHE</b> <b>PSHE</b> <b>SEAL</b> (including Christian and British Values)	<ul style="list-style-type: none"> <li>✓ I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>✓ I know what makes a healthy friendship and how they make people feel included</li> <li>✓ I know what discrimination means and different types of discrimination e.g. racism</li> <li>✓ I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.</li> <li>✓ I know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.</li> <li>✓ I know that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</li> <li>✓ I know ways to boost mood and improve emotional wellbeing</li> <li>✓ I am familiar with the work and role of the British Legion.</li> <li>✓ I know how to stay safe on Bonfire night and keep pets safe.</li> </ul>		

<b>Implications for future planning</b>	
<b>Resource issues</b> (allocation/SEN/EAL/G&T)	

## Medium term planning

- Get the children interested, excited – What is the entry and exit activity?
- Identify possible visits and parental involvement
- **Basic skills** – refer to literacy genres, e.g. recount, non – chronological, note taking
  - maths skills, e.g. bar charts, making a tally, 3D shape, taking measures
  - speaking and listening, e.g. holding a debate, role play
  - ICT – identify programmes, web sites and equipment etc.
- **Vocabulary** - List all key vocabulary
- **Resources** – refer to contents of topic boxes as well as resources that should be available
- **Role Play / Interactive display** – KS 1 should always have a role play area; KS2 at least an interactive display
- **Topic Introduction & Immersion Day** – this is an opportunity for pupil input and to show planning is a working document.
- Build in opportunities for **revisiting/assessing prior learning** e.g. KWL grids, discussion questions particularly in history, geography and science lessons.
- **Learning objectives** – take from NC programmes of study
- **Key Questions** – Learning should be investigative and enquiry based - Pose key questions for children to investigate or solve
- **Possible teaching activities** –Plan a balance of activities throughout the topic, not just one curriculum area, e.g. reading, writing, drama, art, physical activities, watching, observing, listening. Think about indoor and outdoor learning.
- **Learning Outcomes** – refer to NC
- **Expectations** – refer to NC

## Weekly planning

- Date and high light intended learning objectives to be taught that week
- Evaluate – Tick LO mostly achieved and evaluate - add comments &/or names – e.g. children exceeding or struggling; implications for next lesson

## At end of unit

- **Expectations** – paste key learning for that topic from NC or use *Weaving knowledge, skills and understanding in the National Curriculum* – Simon Comby and Clive Davies (saved in staff ); assess and add names – best fit
- **Implications for future planning** – Identify weaknesses that need to be addressed or areas not covered
- **Resources** – identify any shortages, etc.