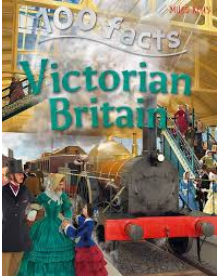
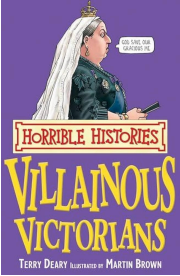
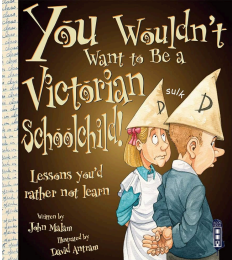


What brought light into the lives of the Victorians?

Term	Year Group	Duration	English	Guided Reading	Mathematics	Science	Learning Journey Subjects	Discrete Subjects
Autumn	5/6	Term	Narrative based on Cogheart Non-chronological text Balanced argument Persuasion Playscript	Cogheart (Fiction) Non Chronological reports (science focus) Information texts (Victorians)	Place Value Addition and Subtraction Multiplication and Division Fractions	Bright Sparks (Materials Y5, Light Y6, Electricity Y6)	Victorians (History) Art (William Morris) DT - Victorian houses	Computing/Science/RE/ PE Music/ PSHE

Key Texts				
				
Text Title: Cogheart	Text Title: Street Child	Text Title: Victorian Britain	Text Title: Villainous Victorians	Text Title: You wouldn't want to be a Victorian school child.

Launch Event	Reignite Event	Showcase Event
Victorian Teacher/ classroom	Ripon Workhouse	Victorian Day with Gallery/ Showcase

Learning Journey Subject/Overview: History

Prior Learning Components:

- Previous British History learning journeys - The Great Fire of London, Toys

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied. Describe similarities and differences in the time periods that they have studied. know and use a range of historical terms accurately.	LO: Children to understand when the Victorian era was and to order key dates and information accurately First look: children to have 6 images of significant people from the Victorian times. In teams to discuss what's the same and what's different? Feedback ideas as a class. Share with them what these people have in common. Lesson 1 (share learning outcome): Part 1: children will review previous learning with a classroom quiz located around the classroom. Teacher to recap key vocab to describe periods of time and how a timeline works. Part 2: children will work in teams to order key periods of history from oldest to most current time. (key dates: Bronze/ St/ Ir age, Ancient greeks, Romans, anglos, vik, tudors, victorians, ww1/2, present day. Part 3: class will review their team timelines before creating their own timeline in books.
Demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied. Describe similarities and differences in the time periods that they have studied.	Lesson 1 (Part 2) Recap: can you identify what is wrong in this timeline? Review ideas Task 1: children to you information pages: P.6, p8, p. 12, p25, p.39, .42 from the book 100 facts Victorian Britain, around the room. Children to find at retrieve missing dates from fact cards and report back to their teams (teams of 3/4) Part 2: review key dates, teacher model timeline to class with images. Children to recreate their one Victorian timeline of key events with images and dates in books.
start to construct their own informed responses of relevant historical information. show that they understand that we find out about the past from a range of sources and will start to use sources to extract historical information.	LO: To infer about the Victorian era using a range of historical sources Recap- true or false game. Ask the class: "What do you think life was like for children during the Victorian times?" Gather a few responses to set the context for the artefacts they will analyse Main task: Artefact exploration. • Divide the students into small groups. • Provide each group with an image or a replica of a Victorian artefact. • Ask guiding questions such as: ◦ What do you think this object is? ◦ What materials is it made from? ◦ Who might have used this artefact? (e.g., adults, children, wealthy, poor) ◦ What does this artefact tell us about life in Victorian times? . Eg. housing, lifestyle, jobs, wealth, health. Children create a bank of ideas about their perceived life based on the evidence. Use this as a buzz and go task - when the buzzer rings they move to a new station adding to the previous inferences of another team. class bank discussed and showcased/ shared with chances to expand on points inferred. Main task: Lead a class discussion on what these artefacts tell us about the Victorian era. For example: • How were these objects used? • What do these objects tell us about technology, social classes, or daily life during the Victorian times? • How do these artefacts compare to similar objects we use today Part 3: independent task 4 images for children to write detailed/ bullet points inferring findings about the life of the victorians in different class.

start to construct their own informed responses of relevant historical information. understand how our knowledge of the past comes from a range of sources. Regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance.	LO: To understand the role of a significant person within the Victorian era Part 1: use the image of queen victoria - what do we already know about her? Add as a class bank in one colour. (Fact check- remind the class of the need to validate their facts) Part 2: information hunt. Provide class information packs. Children to highlight and devise a profile of Queen Victoria Part 3: Class to deliberate Top trumps and devise an 'ultimate' with the most poignant information that made Queen Victoria a royal to be remembered. <i>Further development opportunity: to compare Queen Victoria to a royal/ significant person from a different period in history (ancient or modern).</i>
Regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance. regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance.	LO: To understand the significant Technological advancements during Victorian Britain and the impact on the Victorian people. Part 1: Play a game with fact cards in teams. Children take turns to turn over a fact card to read to their team. As a team they discuss their favourite invention out of the four and devise an extensive list of reasons they believe this invention is the most significant/ greatest- 'Make your case'. Part 2: In teams take a turn to describe their best invention are arguments for their decision. The class vote for their winner. Part 3: Choose four inventions from a selection to write dates and details about independently. <i>Further developments: to include details about how this invention impacted the lives of the people.</i>
develop a more appropriate use of historical terms, including some more complex vocabulary. create informed responses that involve thoughtful selection and organisation of relevant historical information.	LO: To understand how life changed for a Victorian child throughout the era Part 1: Hero or villain? You decide. Information shared around the room about Lord Shaftsbury. Class work in teams to bullet point their findings eg. he abolished working in mines, he brought in laws to educate all children etc. As a team to cast their vote. Part 2: Children to create petition poster for Lord Shaftsbury to encourage voters to educate young people and take them out of terrible working conditions.

Essential Vocabulary	Exposed Vocabulary	Resources
Chronological chronology,, timeline, BC/ AD, era, period, society, empire, century, decade, 19th century Composition, tone, pattern, repetitive, reflection, natural, fauna, reflect, evaluate, contrast, blend,	Queen Victoria, Charles Darwin, Thomas Edison, Charles, Dickens, Lord Shaftsbury, Thomas Edison Upper, middle, working class, Servant poverty, inventions, orphan,, peasant, pauper, governess, workhouse, factory, industrial revolution, coal mine, chimney sweep, Composition, pattern, repetitive, light, dark, outline, reflection, combine, proportion, inverse, well-balanced, natural, earthy, bright, parallel, intricate, reflect, evaluate, contrast, tone,	

Learning Journey Subject/Overview: Art

Prior Learning Components:

- Colour mixing

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique. Comment on the content and mood of the artist's work. Form and share a reasoned opinion on the artist's work.(all of the above should involve opportunities for both verbal and written responses)	LO: To form an opinion on the art techniques of William Morris. Part 1:Images of William Morris Wallpaper around the classroom. Children to observe as an art gallery and discuss with their peers as they move around the gallery - likes/ dislike, composition, key features. Part 2: Teacher to share information on William Morris including hand outs (fact cards) Part 3: children to bullet point key facts and information regarding Morris and form an opinion on his work through discussion and teacher modelling.
Develop a range of ideas before deciding upon a final outcome. Use sketchbooks to develop, refine and annotate their ideas. Be able to mix all three secondary colours Experiment with contrasting and harmonious colours	LO: To recreate art in the style of William Morris Recap key facts - fill in the blanks game Sharing of art key terms- nature, natural, curved, repetitive, symmetrical Teacher modelling to create second half of image in sketching technique. Recreate on polystyrene for printing, up to four successful prints in sketchbooks with modelling to successfully print. <i>Children to annotate as they complete with details of what has worked well and how to improve.</i>
Record from direct observation with increasing accuracy and detail. (From life or photographs). Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon). Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing.	LO: To recreate art in the style of William Morris Review prints as a classroom gallery. Children to be given a successful print (if their own wasn't successful) to paint in watercolours. (ensure printed onto cartridge paper to hold) Key vocabulary:muted, foreground, simple, intricate, organic Teacher modelling Children complete coloured prints with direction, annotation and discussion as they complete.
Develop a range of ideas before deciding upon a final outcome. Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotation)	LO: To create a William Morris inspired wallpaper design To gather leaves from the local environment and use them to inspire natural and organic shapes within a design. To lay out their collected natural elements in a pattern or use printed patterns for inspiration. Children to draw basic shapes with minimal detail. Teacher to model a basic design. Children to complete polystyrene pattern ready to print whilst considering the design and complexity of their ideas. Print final design before considering media to add colour and increase the range of detail within their design.

What brought light into the lives of the Victorians?

Essential Vocabulary	Exposed Vocabulary	Resources
Chronological chronology,, timeline, BC/ AD, era, period, society, empire, century, decade, 19th century	Queen Victoria, Charles Darwin, Thomas Edison, Charles, Dickens, Lord Shaftsbury, Thomas Edison Upper, middle, working class, Servant poverty, inventions, orphan,, peasant, pauper, governess, workhouse, factory, industrial revolution, coal mine, chimney sweep,	

Learning Journey Subject/Overview: DT

Prior Learning Components:

- Making Tudor houses

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Create <u>multiple</u> designs. Use market research to inform plans. Follow a brief for a target audience. Draw their own designs, neatly with colour. Follow and refine plans as necessary.	LO: To research key features of an upper, middle class and working class victorian home. Design Brief: "I am going to design and make a Victorian house" State that Victorian houses were among the first to have electricity such as lamps due to Joseph Swan. Their designs must have a working circuit in their Victorian home. Lesson 1: To research key features of an upper, middle class and working class victorian home. Use images.to identify a check list of key components within different victorian homes eg. 2 up, 2 down, outside toilet, candle light based on wealth.Share houses under visualiser to discuss key differences in findings and designs. Allow opportunities to expand and explore their own ideas further. Children annotate victorian houses images with details of key features using bullet points and expanding detail where necessary. Use this to create a class bank of design features.
Consider function, aesthetics, user needs. Create <u>multiple</u> designs. Use market research to inform plans. Follow a brief for a target audience. Draw their own designs, neatly with colour. Follow and refine plans as necessary. Justify and explain plans through discussion and annotations. Consider culture and society in designs.	LO: To create a gallery of basic designs that make a victorian house Teacher to model basic sketch of a victorian working class house and label features. Children to use model to support their own ideas. Pick out key features and how to sketch/ draw a design basic or with more detail. Eg. middle class wallpaper (william morris inspired) fabrics such as curtains, bedding. Coal fires in each room, eclectic lamps. Label with details of each feature Review designs as open gallery and leave feedback on post-it notes. Children to write a 'even better if statement'
Make and develop one idea to fit the brief. Use a ruler to measure in cm and mm. Select appropriate materials. Change the way they are working if needed. Reflect back on design criteria. Use peer assessment to improve their work.	LO: Children to design a parallel circuit around the house using sketching details in their plans. Teacher have WAGOLL model to demonstrate how these circuit will work around the cardboard boxes. Teacher modelling using cardboard, print outs of tiles, fireplaces, lamps, furniture for children to apply to different rooms Children to use the teacher model to begin dissecting and adding to their shoebox house- rooms, windows, doors. Children to review each other's progress as a checkpoint within the lesson before making changes or adding to their design. Teacher to photograph models at each stage for children to make notes and explain this process in books at a later date.
Make and develop one idea to fit the brief. Use a ruler to measure in cm and mm. Select appropriate materials. Change the way they are working if needed. Reflect back on design criteria. Use peer assessment to improve their work.	Stage 2 of making: Children to add finer details to each room of the Victorian house using images, designs, teacher modelling. Children to peer review ideas at check points to change/ add/ amend their designs. Children to make notes about changes they've made through the process/ teacher to photograph for children to annotate this process at a later date.

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Test and evaluate the final product - is it fit for purpose? Reflect back on design criteria. Suggest improvements. Use peer assessment to improve their work. Consider how your work compares to key events and individuals researched.	LO: To evaluate final product Children to have images of the making process in a collage to annotate and make notes of the process of making that they took. They can number the stages of making and add details of choices they made throughout the process. Final note: children to ensure they've written a summary of their product including how well they met the brief. This should include even better if statements.

Essential Vocabulary	Exposed Vocabulary	Resources
Composition, tone, pattern, repetitive, reflection, natural, fauna, reflect, evaluate, contrast, blend,	Composition, pattern, repetitive, light, dark, outline, reflection, combine, proportion, inverse, well-balanced, natural, earthy, bright, parallel, intricate, reflect, evaluate, contrast, tone,	

Learning Journey Subject/Overview: Computing Autumn 1: Sharing information E-safety recap

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Across the unit Technology in our lives (y5/6) To describe different parts of the Internet. To use a search engine to find and evaluate appropriate information on the WWW and check its reliability. To describe the different parts of a webpage.	LO: To explain that computers can be connected together to form systems I can explain that systems are built using a number of parts I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices
	LO: I can explain that systems are built using a number of parts I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices
	LO: To identify how to use a search engine I can make use of a web search to find specific information I can refine my web search I can compare results from different search engines I can explain why I should search trustworthy websites and not share any personal information online.
	LO: To describe how search engines select results I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index
	LO: To explain how search results are ranked I can order a list by rank I can explain that a search engine follows rules to rank result I can give examples of criteria used by search engines to rank results
	LO: To recognise why the order of results is important, and to whom I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money

Essential Vocabulary	Exposed Vocabulary	Resources
System, connection, digital, input, process, output Search, search engine, Ordering, ranking, links, algorithm, selection	web crawler, content creator, refine Index, crawler, bot,	Computing scheme of work

Learning Journey Subject/Overview: Computing Autumn 2: Internet communication	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Technology In Our Lives (year 5 and 6) - To explain the available Internet services needed to use for different purposes. - To describe how information is transported across computer networks and on the Internet. - To select an appropriate tool to communicate and collaborate online.	LO: To explain the importance of internet addresses - I can recognise that data is transferred using agreed methods - I can explain that internet devices have addresses - I can describe how computers use addresses to access websites
	LO: To recognise the role of computer systems in our lives - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system - I can explain the benefits of a given computer system
	LO: To recognise how information is transferred over the internet - I can recognise that data is transferred using agreed methods - I can explain that networked digital devices have unique addresses - I can explain that data is transferred over networks in packets
	LO: To explain how sharing information online lets people in different places work together - I can recognise that connected digital devices can allow us to access shared files stored online - I can send information over the internet in different ways - I can explain that the internet allows different media to be shared
	LO: To contribute to a shared project online - I can suggest strategies to ensure successful group work - I can make thoughtful suggestions on my group's work - I can compare working online with working offline
	LO: To evaluate different ways of working together online - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private - I can explain how the internet enables effective collaboration

Essential Vocabulary	Exposed Vocabulary	Resources
Communication data , public, private, one-way, two-way, one-to-one, one-to-many, address, Chat,	Internet Protocol (IP) address, Domain Name Server (DNS) Packet, header, data payload explore, slide deck Reuse, remix, collaboration	Computing scheme of work

Learning Journey Subject/Overview: Science Bright Sparks (Materials Y5, Light Y6, Electricity Y6)

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	L.O: I recognise that light appears to travel in straight lines. Part 1: AFL- do all surfaces reflect light - turned discussion Knowledge harvest - what do I already know? What would I like to find out? Concept map your thoughts - table teams concept question (what can you see when there is no light?) have black shoe box with two holes and fabric covering the holes. Part 2: Explain what is light, Give a range of materials to investigate if children can bend light. Part 3: experiment: can the children see the eye? Review findings Recap statement about light with missing words challenge.
explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	LO: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Part 1: Ask- how do we use mirrors in real life- how do they help us? Children TTYp and share. Reveal pictures and discuss. Part 2: Children watch video and make periscope. With time, they can write a short statement explaining how this works. Part 3: build on knowledge harvest from previous lesson.
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	L.O: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Part 1: http://www.bbc.co.uk/programmes/p0118jbj Note taking Part 2: how does our eye work? Look at our eye, discuss optical illusions Part 3: Group challenge. Put this image outside the classroom or the other side of the classroom door. Children take in turns to go out and remember part of the eye. They come in and describe it to their team. They can nominate one person to draw or they can take in turns to do this. The person who has been outside cannot draw they have to describe. The next person goes out to find the next part and come in to describe. Label the diagram of the eye independently
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	L.O- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Part 1: recap parts of the eye. Children to draw on a whiteboard how we see the cuddly toy. Part 2: odd one out game. Match the shadow game. Recap key language. Part 3: How can you change your shadow? Using torches and piece of cardboard. Then try with different objects, opaque, translucent, coloured, transparent. Explain findings.
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	L.O: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Part 1: Show the three images above and ask everyone to come up with as many similarities and differences as they can.

	Part 2: pencil in clear cup, pencil in cup with half water. What do we notice? Video explaining refraction Arrow and cold water experiment - what do you predict will happen? Penny under glass experiment - make predictions. Teacher model magnifying lens made from plastic bottle. Discuss findings - why is this different to the penny experiment?
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	L.O: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Part 1: Who do you agree with? Part 2: explain how rainbows are formed. And make a rainbow Part 3: Let's investigate - The sunscreen test, The sunglasses test, The cloud test,. Write a short evaluation/.
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	LO: I can compare and give reasons for variations in how components function. Part 1: revisit concept map, compare new information/ knowledge to the initial concept map. : knowledge check (AFL) Part 2: concept map electricity. Part 3: circuit activities.
use recognised symbols when representing a simple circuit in a diagram	LO: To use recognised symbols when representing a simple circuit in a diagram. Part 1: Draw symbols for each electrical component. THEN match symbol to picture in books. Part 2: Explain what electricity is. Children to carry out experiment/ test to compare how the brightness of a lamp changes as more lamps are added to a circuit. And present findings from a data logger in books.
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	LO: To compare and give reasons for variations in how components function. Part 1: video what is cell/ battery and how does it work? Part 2: making predictions of fruit as batteries. Prt 3: explain findings and compare against predictions.
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	LO: To associate the volume of a buzzer with the number and voltage of cells used in the circuit Part 1: What is voltage? Part 2: plan to conduct a fair test and record findings in our books using tables to present the results Part 3: Draw a line graph to present results
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	LO: To design and construct simple electric circuits for a purpose. (application of...variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.) Can you use your knowledge of electric circuits to design, create and test a game that involves a circuit to go on your stand at the fair? - Hand steady game/ electrical quizboard.

What brought light into the lives of the Victorians?

use recognised symbols when representing a simple circuit in a diagram
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

- LO: To use and understand recognised symbols when representing a simple circuit in a diagram.
- Part 1: symbol follow me game
- And electrical challenge cards,
- Part 2: You have a choice: make a scribblebot,brushmonster or electrical boat
- Part 3: children to visit their concept map
- Final end of unit quiz

Essential Vocabulary	Exposed Vocabulary	Resources
Light Light source dark Absence of light transparent translucent opaque shiny matt surface Shadow reflect mirror Sunlight dangerous Straight lines Light rays refraction Ultra Violet medium Density CircuitDiagram, symbol cell battery bulb buzzer Motor switch Voltage Fuse terminal amps Volts Electron current Positive negative flow break Complete	Mirror, sunlight, dangerous, medium, dense, natural source, ray, surface,	Science scheme unit of work

Learning Journey Subject/Overview: Music Living on a Prayer
Every other week

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Recall sounds with increasing aural memory to facilitate learning more complex rhythmic pieces and songs Identify common orchestral, pop and traditional instruments visually and aurally. Identify the ways the instruments are played (eg fast, slow, high, low) using musical vocabulary and linking to the elements of music (dynamics, tempo etc) Recognise features which identify key genres of music	Appraise: Play the song and listen to the pulse.Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? Listen to Livin on a prayer track. Whilst listening children to consider pace, rhythm, beat. Discuss if they like the song and what they like about it. Children to feedback ideas in pairs and teams before ideas are taken within the class. COnsider teh style of music and the composition - what instruments have been used? How can we tell the genre and style of music? Finally, how is the song put together? Bridge, chorus?
Play and perform in solo and ensemble contexts, following traditional and non traditional notation Play and sing with increasing accuracy and fluency Play and sing with expression (eg dynamics and articulation)	Listen and Appraise - We Will Rock You by Queen: Play the song. Use your body to nd the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song. d. Play Your Instruments with the Song: New Musical Activity Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.
Recognise features which identify key genres of music Play and perform in solo and ensemble contexts, following traditional and non traditional notation	
Recognise features which identify key genres of music Play and perform in solo and ensemble contexts, following traditional and non traditional notation	- Smoke On The Water by Deep Purple: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. ● Listen and Appraise - Livin' On A Prayer (if you want to): How are the songs diereent, how are they similar? Warm-up Games (including vocal warm-ups) - Livin' On A Prayer b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song. d. Play Your Instruments with the Song: Revisit your learning from the last step. e. Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation). Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.
Improvise and compose for a variety of purposes Discriminate between the ways the instruments are played (eg fast, slow, high, low) using musical vocabulary and linking to the elements of music (dynamics, tempo etc)	Rockin' All Over The World by Status Quo: Play the song After listening, talk about the song and answer the questions together using correct musical language Performance - Livin' On A Prayer: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song. Notes

What brought light into the lives of the Victorians?

Essential Vocabulary	Exposed Vocabulary	Resources

Learning Journey Subject/Overview: PE Autumn 1: Gymnastics Y5 Unit 1	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Take part and embrace both leadership and team roles Combine action, balance and shape, demonstrating control and coordination with my body when traveling. Develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness	LO: the key steps to performing a round-off - Complete a four elements sequence containing actions a different heights and speed - Take weight on hands to move forward - Include symmetrical and asymmetrical shapes
	LO:to create and perform a partner sequence using symmetry. - Explore symmetry as applied to both balance and travel - Compose an individual symmetrical sequence - Attempt to combine sequences with a partner to create a paired symmetrical sequence
	LO:to create and perform a partner sequence using asymmetry. - Explore asymmetrical balances and travels - Compose an individual asymmetrical sequence - Attempt to combine sequences with a partner to create a paired asymmetrical sequence
	LO: to perform counter-balances with a partner. - Introduce partner counterbalances - Work together to complete trust exercise - Create a short sequence that contains counterbalances
	LO:to perform smooth transitions between counterbalances using different levels - Apply compositional ideas to counterbalance - Transition smoothly from one balance to another with a partner - Show clear individual movements
	LO:to evaluate each other's work and suggest improvements - Redo assessment for learning tasks in small groups. - Show sequence to another pair and evaluate others sequence to select component for improvement - Practise and refine areas of improvement

Essential Vocabulary	Exposed Vocabulary	Resources
speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature.		

Learning Journey Subject/Overview: PE Autumn 1: Golf KS2

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
-Understand, explain and apply rules to a game situation -Safety and commands of when to throw, jump or start.	LO: the tick-tock swing and using it to putt the ball. 1. Able to recognise and name golf equipment 2. Identify and use putter to score points 3. Use tick tock swing to control the roll of the ball
	LO: Know the grip and stance needed to chip the ball. 1. Able to explain the difference between chipping and puttin 2. Show correct grip and stance for chipping 3. Attempt chipping in a competitive activity
	LO:to control a putt over different distances. 1. Able to control putting over distance 2. Can work competitively to control putting 3. Able to explain why it is necessary to control distance
	LO: to get some height with the ball when chipping it. 1. Can use brushing the ground technique to improve chip 2. Aim to get height with the ball when chipping 3. Play a basic chipping–putting game to win points
	LO:Understand the difference between the long and short game. 1. Explain the difference between the long and short game 2. Stay balanced during the drive to send the ball further 3. Switch between long and short game
	LO: to apply our golf skills in a range of challenges. 1. Play a variety of golf challenges using a range of golfing skills 2. Show support to peers, encouraging and offering suggestions for improvement 3. Keep track of turn and own score

Essential Vocabulary	Exposed Vocabulary	Resources
Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance. putt, chip, hole, course,swing,club	Tee, strike, par, control, balance	Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops.

Learning Journey Subject/Overview: PE Autumn 2: Dance Y5 Unit 2

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Have experienced at least 3 different genres of dance Compose own dances, planning and performing sequences individually and in a group Understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns. Combine action, balance and shape, demonstrating control and coordination with my body when traveling. Develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness	We are learning: to communicate the theme of heroes through our dance 1. Watch professional work and describe how the action communicates the theme 2. Watch and copy/perform specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts
	We are learning: to manipulate and develop actions using a range of devices 1. Copy and perform actions which communicate the idea of a hero 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices
	We are learning: to create interesting and varied dance actions as a group using levels 1. Perform clear shapes and build patterns as part of a team using formations 2. Use a variety of levels within one group shape 3. Create varied dance movements in a group using level and formations
	We are learning: to use jumps to bring power and energy to our dance phrase. 1. Copy and execute a high energy jump sequence 2. Create a short elevation sequence communicating the idea of villains 3. Perform an elevation sequence with control
	We are learning: to show the theme of an attack, performing at a low level. 1. Copy and execute movement to communicate narrative 2. Develop movement by using formations and floor patterns 3. Create movement on a low level which communicates an attack
	We are learning: to work effectively with others to improve movement quality and performance. 1. Use facial expression, dynamics and focus to communicate character and narrative 2. Work effectively with others to improve movement quality 3. Perform clearly and with confidence

Essential Vocabulary	Exposed Vocabulary	Resources
Assemblé, saissone, sauté, chaîné, retrograde, inversion, instrumentation, fragmentation.		

Learning Journey Subject/Overview: PE Autumn 2: Netball Y5

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Demonstrate passing, shooting, dribbling when moving into space Dodging, turning, tackling and defending Tactical knowledge: Positions, roles of each position, physical attributes that are beneficial to each position. Throw and catch with increasing accuracy Catch the ball when travelling and under pressure Understand, explain and apply rules to a game situation	We are learning: to choose the appropriate pass for different scenarios 1. Practise/recap passes learnt in previous lessons 2. Choose appropriate pass in different scenarios 3. Use a variety of passes in a game
	We are learning: to find space to receive in a game 1. Attempt to find space in activity/game 2. Communicate with teammates when moving into space 3. Find space and receive the ball in a game
	We are learning: to use different dodging techniques to outwit a defender and get free 1. Use different dodging techniques, both opposed and in isolation 2. Apply a range of speeds to movement skills to get free from your defender 3. (Some) – use dodging effectively to get away from opponents
	We are learning: to practice and perform pivoting with quick turns 1. Recap and use pivoting in a game to make more successful passes 2. Attempt some quick turns to move the ball quickly
	We are learning: to get into closer shooting positions 1. Recap shooting technique 2. Work to get into a better shooting position 3. Apply a strategy to get into better shooting positions
	We are learning: to react and move quickly in isolation and in games 1. Work to improve reaction time 2. Use quick thinking and agility to react to what is happening around us 3. Play in high-five netball games implementing some rules

Essential Vocabulary	Exposed Vocabulary	Resources
Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.		

Learning Journey Subject/Overview: PSHE Autumn 1: Mental health and wellbeing Year 5

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence

Essential Vocabulary	Exposed Vocabulary	Resources

Learning Journey Subject/Overview: PSHE Autumn 2: Friendships, stereotypes and bullying Y4 and Me, my body and growing up Year 4 Unit Session 2 (session 1 used to recap)

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence

Essential Vocabulary	Exposed Vocabulary	Resources

Learning Journey Subject/Overview: French Autumn 1: Phonics 3 & 4 (X) The date (I)

Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Become more able to listen attentively to spoken language and show understanding by joining in and responding eg short dialogues of about 3 sentences (questions/answers) Become more able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words e.g know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu) Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures Develop skills to write phrases from memory,	To introduce the third set of phonics sounds/phonemes in French. The sounds introduced in this lesson are: eau eux é è e
	To introduce the fourth and final set of phonics sounds/phonemes in French. The sounds introduced in this lesson are: qu gne ç en an
	To recognise, recall and spell the 7 days of the week in French.
	To recognise, recall and spell the 12 months of the year in French.
	To learn numbers 21-31 and be able to count from 1-31 in French.
	To apply the knowledge learnt so far in the unit to say the date in full in French
	To learn how to ask and answer the question C'est quand ton anniversaire ? (When is your birthday?) in French.
	To consolidate all knowledge from the unit and complete the end of unit assessment.

Essential Vocabulary	Exposed Vocabulary	Resources

Learning Journey Subject/Overview: French Autumn 2: Do you have a pet? (I)	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
articles (le/la/les, un/une)	In this lesson pupils will learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.
the different forms of high-frequency verbs (verb endings)	In this lesson pupils will progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.
Be more able at describing people, places, things and actions orally (adjectival endings, verb endings) Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	In this lesson pupils will be introduced to the structure 'that is called' in the foreign language, to allow them to introduce their pets.
Be more able at describing people, places, things and actions orally (adjectival endings, verb endings) Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	In this lesson pupils will be introduced to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.
Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures	In this lesson pupils will be expected to use the conjunction 'but' to make their sentences more complex and interesting in the foreign language.
Be more able engaging in some conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment

Essential Vocabulary	Exposed Vocabulary	Resources
Muslim, sawm, zakah, hajj, pilgrimage, salah, shahadah, submission, ibadah, salah, Ramadan, mosque, religion, faith, Allah, beliefs,		

Learning Journey Subject/Overview: RE - U2.6 What does it mean to be a Muslim in Britain today? Every other week	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. - Make connections between the key functions of the mosque and the beliefs of Muslims.	STEP 1: Share the big question for the unit with pupils. STEP 2: Explain that we are going to be looking at data to think about the worldviews from around the world. Ask STEP 4: Talk about some of the different traditions within Islam. STEP 5: Ask pupils to find out how many mosques there are in Britain, and where any mosques are in their local area. Go back to the images of the mosques on the Wikipedia page. Ask pupils to list some features that they notice,
Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.	STEP 1: Use the sticky knowledge quiz slides to recap last lesson. STEP 2: Show pupils a picture to represent the Five Pillars of Islam. STEP 3: Watch the My Life, My Religion video clip STEP 4: Bring the class back together and give pupils a different pillar STEP 5: Note that not all Muslims manage to do all 5 pillars.
Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.	STEP 1: Recap with pupils what they have learnt so far using the sticky knowledge STEP 2: Focus on Zakah. STEP 3: Explain that some of the money goes STEP 4: Share the following quote with STEP 5: Ask pupils to create an information poster
Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.	STEP 1: Use the sticky knowledge quiz slides STEP 2: Share some pictures from the Hajj STEP 3: Explain that pilgrims are
Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.	STEP 1: Use the sticky knowledge quiz STEP 2: Look carefully at each stage of the Hajj, STEP 3: Give pupils information sheets STEP 4: Bring the class back together and discuss how the Hajj might change the life or
Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.	STEP 1: Use the sticky knowledge quiz Encourage pupils to respond to the unit key STEP 3: Invite a Muslim, ideally a Hajji, into class to talk to pupils

Essential Vocabulary	Exposed Vocabulary	Resources