



The London Acorn School

Curriculum Plan
Oak – Autumn 1

Programmes of Study

Class/ Year class 5 year 6 Term autumn first half term

Unit title : HEROES

Literacy Genres Classic Fiction: War Games, *Michael Foreman* (3 weeks)

Classic Narrative Poetry: Dolce Et Decorum Est Anthem for Doomed Youth In Flanders Fields (1 wk)

Autobiography/Biography: Women in Science [Babcock], *Rachel Ignatofsky* (3 weeks)

Reading Enhancements Stay Where You Are and Then Leave, John Boyne

Literacy

- Writing for Purpose
 - Diary Entry – WW1 A Loved One Returning Home
 - Planning a Narrative Using a Story Mountain – A Spooky Halloween Story
 - Writing a Letter – A Soldier’s letter home
- Grammar
 - To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing
 - Transforming a sentence from active to passive and vice-versa and to note and discuss how changes from active to passive affect the word order and sense of a sentence
 - To know how sentences can be re-ordered by changing from one to the other
 - To understand the term “impersonal voice” and to be able to write in this style
 - Transforming a sentence from active to passive and vice-versa
 - To note and discuss how changes from active to passive affect the word order and sense of a sentence
 - To investigate further the use of active and passive verbs
 - To know how sentences can be re-ordered by changing from one to the other
 - To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator

Maths

- Number and place value
 - Read, write and compare 6-digit numbers and know what each digit represents
 - read, write and compare 1-, 2-and 3-place decimal numbers
- Mental multiplication and division
 - multiply and divide by 10, 100 and 1000
 - Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99
- Decimals, percentages and their equivalence to fractions
 - round decimals to nearest tenth and whole number and place on a number line
 - convert decimals (up to 3 places) to fractions and vice-versa
- solve problems involving number up to 3 decimal places
 - choose an appropriate method to solve decimal addition
 - Word problems
- Fractions, ratio and proportion
 - Word problems
- Mental addition and subtraction
 - Use mental addition strategies to solve additions incl decimal numbers;
 - Word problems
- Written addition, subtraction, multiplication and division
 - use column addition to add 5-digit numbers, decimal numbers and amounts of money
 - Word problems

To understand the term “impersonal voice” and to be able to write in this style
 To understand features of formal official language through, e.g. Collecting and analysing examples, discussing when and why they are used
 Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary
 Collecting typical words and expressions, e.g. “Those wishing to ...”, “hereby ...”, “forms may be obtained”

- Spelling

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- Comprehension

(extend vocabulary; inference; predict; explain; retrieve; summarise)
 The Birds of Flanders Fields
 The Causes of WW1
 The History Of Halloween

- revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money
- use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.

Problem solving, reasoning and algebra

- Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns
- Use mathematical reasoning to investigate

Geometry and Measurement

- find missing lengths and angles;
- measurement in and conversion of SI and imperial units;
- the use of 24-hour clock and calculation of time intervals
- Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres
- revise reading the 24-hour clock and convert 12-hour times to 24-hour
- read and write Roman numerals

BIDMAS – Order of Operations

- understand how brackets can be used in calculation problems;
- use knowledge of the order of operations to carry out calculations involving the four operations,
- solve addition and subtraction multi-step problems using knowledge of the order of operations.

Art

Look at a wide variety of Propaganda posters
 To draw / paint Propaganda Poster

Humanities

- know cause of the WW1 and the war years
- know how war broke out and how it ended
- know when it took place and which countries and world leaders were involved
- Understand what life was like on the ‘front line’ and in the trenches
- Understand chronology by using a WW1 Timeline
- name and know significance of famous wartime figures
- What life was like for families e.g air raid shelters, shops, rationing, evacuation, travel, food, drink, school, clothing
- Impact of propaganda

How WWI ended and significance of remembrance

- Locate world’s countries, using maps to focus on Europe (incl location of Russia concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Find and identify the countries involved in the triple entente and triple alliance.
- Use symbols and arrows to demonstrate the movement of alliances during the war
- Explore human geography during the war:

Relationships and Health	<ul style="list-style-type: none"> • benefits/risks of sun exposure; how to keep safe from sun damage, sun/heat stroke and reduce the risk of skin cancer • facts and science relating to immunisation and vaccinations • what is meant by first aid; basic techniques for dealing with common injuries, incl. head injuries(recap on making a 999 call) • to understand the effects, risks and laws in relation to drugs • about mixed messages in the media about drugs, incl. Alcohol, smoking/vaping <p>about organisations that support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	Forest School	<p>land use, trade links, distribution of natural resources</p> <p>User the eight point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world</p> <p>Story : Wolves Make Rivers – trophic cascade, effects of large mammals on a landscape. Autotroph/heterotroph. Weaving with diverse twigs, boats, small shelters, Catalan tension tray.</p> <p>Pupils identify more flora and fauna, consider needs of fauna and undertake projects for these.</p> <p>Use tools with more confidence, make simple knots.</p> <p>Widen scientific vocabulary and work well as a class team.</p> <p>Children expand their environmental awareness in terms of conservation of the Morden Hall Park.</p> <p>Children taken on leadership roles with Forest school days with younger children</p>
Design and technology / Woodwork	<p>Wood work projects connected WW 1 in addition to projects derived from pupil interests</p>	Science	ELECTRICITY <ul style="list-style-type: none"> • Know how bulb brightness or volume of a buzzer relates to the number and voltage of cells used. • Compare how and give reasons components in a circuit function including bulbs, buzzers and switches. • Know the difference between series and parallel circuits. • Know how buzzers are used to create sirens. <p>Use recognised symbols when representing circuit diagrams.</p>
Religious Studies	CHRISTIANITY (TEACHING & AUTHORITY) <ul style="list-style-type: none"> • Know human beings are believed to be made in the image and likeness of God, to have become sinful and yet to be capable of redemption. • Explore where the values are drawn from: the two greatest commandments, the Ten Commandments, and the Sermon on the Mount; they include: courage, forgiveness, peace, self-sacrifice, commitment, love and justice; Christian beliefs about marriage and about death. <p>The life and teachings of Jesus as told in the Gospels: his birth and its meaning; baptism and temptations; disciples, friends and followers; teaching about the Kingdom of God in parables and miracles; the Beatitudes and the two greatest commandments; Holy Week and the Passion Narratives and the Resurrection. Understand how these are closely connected and linked to the beliefs and teachings today.</p>	PE	<ul style="list-style-type: none"> • SWIMMING • To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims competently, confidently and proficiently over a distance of at least 20m. Uses the stroke of front crawl effectively. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke. • FITNESS • Fitness Increase and improve in higher intensity, physical activity for sustained periods of time. Apply skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.

French

- To hold an introductory conversation about yourself
- To describe someone else
- To review how to tell the time
- To learn reflexive verbs to describe our daily routines
- To re-cap what has been learned

Music

Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.
- Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

Exploring Sound Ideas

- Dynamics
- Duration
- Tempo
- Pitch
- Timbre
- Texture
- Structure
- Singing

Trips and/ or events

ICT

- Know how to protect my password and other personal information.
 - Explain the consequences of sharing too much about myself online.
 - Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
 - Explain the consequences of spending too much time online or on a game.
 - Explain the consequences to myself and others of not communicating kindly and respectfully.
- Protect my computer or device from harm on the Internet.