

MTP Overview

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)



Term 5

Team: 5&6

Subject: History – The changing power of Monarchs	
Prior learning: Victorian time-line events and significant people, comparison between the past and now, justice system, schooling, home-life, monarchy	
Concept: Changes over time and the reasons behind these, research using reliable sources, comparison skills	
Vocabulary: Crime, Punishment, Police, Workhouse, School, Home-life, Rich, Poor, Queen Victoria, Monarchy, Empire, Research, Reliable Source	
1	LO: Let's learn more about Victorian Crime and Punishment Task: Think about modern day crime and punishment. Research about Victorian crimes, the new police force and Victorian punishments. Activity fitting Victorian crimes to suitable punishments.
2	LO: Let's learn more about life in Victorian Workhouses Task: Taking notes on clothes, food, schooling, family and main similarities and differences between life now compared to life in a workhouse.
3	LO: Let's learn more about life in Victorian schools Task: Comparison between schools of today and Victorian times, focussing on classrooms, teachers, lessons and punishment.
4	LO: Let's learn about Victorian home-life Task: Comparison between homes today and Victorian homes as well as between rich and poor. Research into Osborne House.
5	LO: Let's learn more about Queen Victoria and the changing power of the monarchs Task: Research about the life, events and changing role of Queen Victoria.
End point:	
<ul style="list-style-type: none"> ● To know what home life was like during the Victorian Era and compare it to now. ● To know who Queen Victoria was and identify significant events during her reign and her role. ● To know about Victorian school life. ● To know how things have changed since the Victorians 	

Subject: Science	
Prior learning: Living things and their habitats UKS2; Animals including humans KS2; Plants KS1	
Concept: To describe the differences in life cycles and reproduction in plants and animals	
Vocabulary: foetus, characteristics, disperse, life cycle, nutrients	
1	LO: Let's learn about Mammal reproduction Task: Comparing different animal groups; learning about mammal fertilisation; research different gestation periods; creating a graph to compare gestation periods
2	LO: Let's learn how animals reproduce Task: Learning how other animals reproduce; create a Carroll diagram to categorise; create a poster to compare reproduction in animals
3	LO: Let's learn about plant reproduction Task: Labelling male and female parts of a plant; comparing four types of dispersal; a-sexual reproduction; taking cuttings to create own plants
4	LO: Let's learn the differences in the life cycle of mammals, amphibians, insects and birds Task: what is a life cycle?; comparison of butterfly, duck and frog life cycles; scientific thinking about different reproduction ages
5	LO: Let's learn about the life cycle of plants

	Task: how could plant life cycles differ; comparison of strawberry plant and dandelion, creating a diagram to show life cycle of a plant
End point:	
<ul style="list-style-type: none"> - To describe the differences in life cycles of different animal groups and give reasons for this. - To describe the life process of reproduction in some animals; mammals, amphibians, insects and birds. - To describe the life process of reproduction in some plants. - To know how animals, have an impact on each other. - To know of issues that can disrupt natural life cycles. 	

Subject: MFL	
Prior learning: Yr3, Term 1 cycle 1 Months, <i>N.B Masculine, Feminine, Plural forms are delivered in every French lesson- and could be considered as non-explicit teaching/learning, throughout KS2.</i>	
Concept: Masculine, Feminine, Plural Forms.	
Vocabulary: determiners, masculine, feminine, plurals, months, seasons	
1	LI:To develop a further understanding of masculine, feminine, and plurals forms (determiners) Task:To speak, listen, read and write using the correct masculine, feminine and plural forms.
2	LI:To develop a further understanding of masculine, feminine, and plurals forms (determiners) Task:To speak, listen, read and write using the correct masculine, feminine and plural forms.
3	LI:To rehearse the months of the year- focus on Masculine, feminine, and plurals forms. Task: To speak, listen, read and write the months of the year.
4	LI:To rehearse the seasons- focus on Masculine, feminine, and plurals forms. Task: To speak, listen, read and write the seasons
5	LI:To rehearse the months of the year and the seasons- focus on Masculine, feminine, and plurals forms. Task: To speak, listen, read and write the months of the year and the seasons.
End point: To develop an understanding of the masculine, feminine, and plural forms of French vocabulary and rehearse knowledge using months of the year and the seasons.	

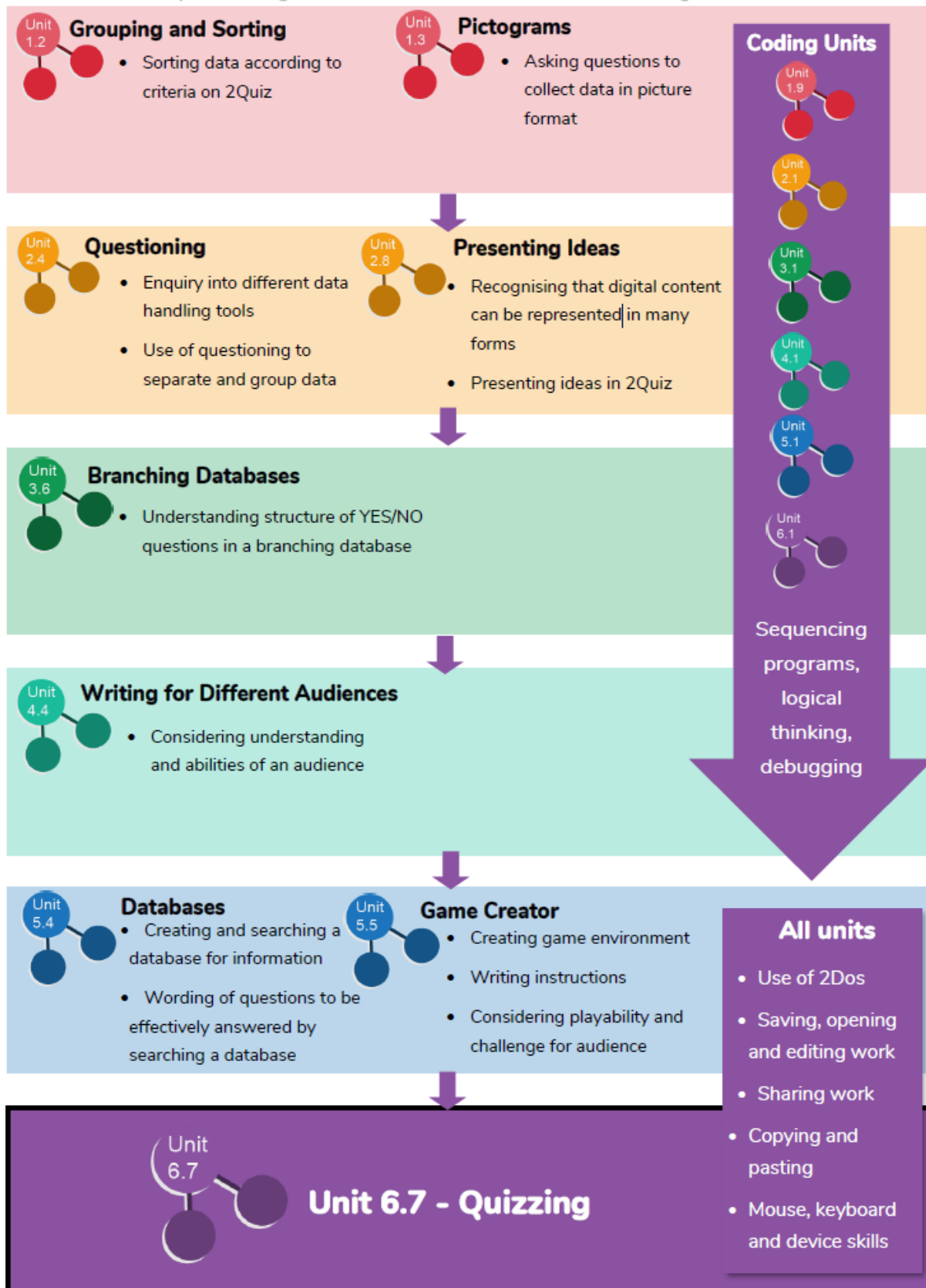
Subject: Art/DT	
Prior learning: Yr 1/ 2 Term 5 Cycle 1 Yr3/4 Term 3, cycle 1	
Concept: To plan a design and use embroidery techniques associated with the Victorian Era.	
Vocabulary: textile, embroidery, batik, quilting, applique, sewing, cross stitch, aida/Binca, thread	
1	LI:What is textiles? Exploration of textiles through history and investigation of key vocabulary Task: Design/complete key vocabulary sheet using shared information or personal research
2	LI:To plan a design Task: To design a bookmark using squared paper as a pattern for cross stitch
3	LI: To use sewing techniques to create a design Task: To thread a needle, find the centre of the fabric, develop simple stitches and tie carefully and start sewing design.
4	LI: To use sewing techniques to create a design Task: To thread a needle, find the centre of the fabric, develop simple stitches and tie carefully and complete sewing design.
5	LI:To evaluate a design Task: To complete a design evaluation.
End point: The pupils will produce an embroidered bookmark.	

Subject: RE – Why is the Torah so important to Jewish people?	
Prior learning: Jewish festivals: Rosh Hashanah, Yom Kippur, Passover and Shabbat, also who is Jewish and how do they live?	
Concept: To consider why the Torah is important to Jewish people and further development of learning on the Jewish religion.	
Vocabulary: Jewish, covenant, Kosher, Torah, Orthodox and Progressive,	
1	LO: Let's identify and explain Jewish beliefs about God. Task: to consider different beliefs about God within the Jewish religion. Consider the terms omnipotent, omnipresent, omniscient and omnibenevolent.
2	LO: Let's identify key texts within the Torah. Task: Give examples of some texts that say what God is like and make clear connections between Jewish beliefs about the Torah and how they use and treat it.
3	LO: Let's consider what Kosher Law is and why it is important to Jewish people. Task: To make clear links between Jewish commandments and how Jewish people live, in connection with Kosher law. Develop understanding of Kosher law.
4	LO: Let's identify Orthodox Jewish practice and their synagogues. Task: To research about Orthodox Jewish practice, identifying key elements. Consider their synagogues and how these are similar and different to Progressive Jewish synagogues.
5	LO: Let's identify Progressive Jewish practice and their synagogues. Task: To research about Progressive Jewish practice, identifying key elements. Consider their synagogues and how these are similar and different to Orthodox Jewish synagogues.
End point:	
<ul style="list-style-type: none"> - To know what Jewish people believe about God - To know what Jewish people believe about the Torah and how they use & treat it - To know how the commandments, affect how Jewish people live - To know the difference between Orthodox and Progressive Jewish practice - To know the value of tradition in Jewish communities 	

Subject: Music – Songs from 'Oliver!'	
Prior learning: Appraising music using key musical vocabulary, singing techniques	
Concept: appraisal, listening and performing	
Vocabulary: appraise, pitch, tempo, dynamics, texture, duration, song, melody, lyrics, verse, chorus, Key Music: Song from 'Oliver!' - Consider yourself, Pick a pocket or two, As long as he needs me, Who will buy?, Oom Pah Pah, Food glorious food, Where is love?, I'd do anything	
1	LO: Let's learn to appraise music using vocabulary accurately. Task: Appraise a range of songs from 'Oliver!' in writing. Describe how the music makes you feel and also use musical vocabulary (pitch, tempo, dynamics, duration and texture) to describe the songs.
2	LO: Let's learn to sing with a range of dynamics. Task: Appraise, learn and perform 'Oom Pah Pah'
3	LO: Let's learn to sing with attention to diction. Task: Appraise, learn and perform 'Food glorious food'
4	LO: Let's learn to sing using legato. Task: Appraise, learn and perform 'Where is love?'
5	LO: Let's learn to sing in two parts with confidence and expression. Task: Appraise, learn and perform 'I'd do anything'
End point:	
<ul style="list-style-type: none"> ● Have a knowledge of songs from 'Oliver!' ● Perform with confidence, building to sustaining two-part singing ● Put on a class performance (recorded or live). 	

Computing:

Unit 6.7 - Quizzing: Prior and Future Learning Links



Subject: PHSE	
Concept: Relationships	
Vocabulary: Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Rights, Risky, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Personal information, choices	
1	LO To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities To know how to keep building my own self-esteem Task Discuss and share qualities in self and others
2	LO To understand that belonging to an online community can have positive and negative consequences To recognise when an online community feels unsafe or uncomfortable Task Online safety quiz and class discussion
3	LO To understand there are rights and responsibilities in an online community or social network To recognise when an online community is helpful or unhelpful to me Task Problem solving and advice giving task in groups
4	LO – To know there are rights and responsibilities when playing a game online To recognise when an online game is becoming unhelpful or unsafe TASK – Problem solving and advice giving task in groups
5	LO – explain how to stay safe when using technology To communicate with my friends, recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others TASK – Poster of SMART rules
End point: Consider the different elements of age appropriate online. Consider aspects that influence and impact on these relationships. Consider the impact of too-much screen time on wellbeing.	

Subject: English Week 1	
Prior learning: Narrative writing in T 1, 2, 3 and 4. Descriptive writing from previous terms and prior focus on both genres	
Concept: Narrative- character description	
Vocabulary: relative clause, similes, metaphors, adjectives, adverbs, verbs, synonyms	
1	To use text information/ drama techniques (role on wall) to explore the appearance/ unseen characteristics of 3 main characters.
2	To use a WAGOLL and annotate grammatical techniques verbs, adverbs, relative clause, synonyms of verbs
3	To continue to use grammatical techniques metaphors/similes
4	To plan character description
5	To edit
End point: - To write a short passage to describe one character from Alice in Wonderland (Queen, Hatter, Alice). -Design own success criteria to include a range of grammar taught throughout KS2.	

Subject: English week 2	
Prior learning: Narrative writing in T 1, 2, 3 and 4. Descriptive writing from previous terms and prior focus on both genres	
Concept: Narrative writing	
Vocabulary: expanded noun phrase, determiner, adjective, verb, noun, adverb, subordinate and main clauses, phrases, subject, object	
1	- look at WAGOLL and annotate grammatical techniques used
2	- Recap grammar that is used in the text and how this is used for effect
3	- planning of own diary entry/description – use information texts to ensure accuracy

4	<ul style="list-style-type: none"> ● write up of own diary/description
5	<ul style="list-style-type: none"> ● Edit
<p>End point:</p> <ul style="list-style-type: none"> ● Write a narrative piece of writing – either setting description or diary entry about a victorian workhouse. ● Design own success criteria to include a range of grammar taught throughout KS2. 	

Subject: English	
Prior learning: Writing letters (informal and formal)	
Concept: Letter writing	
Vocabulary: Formal, informal, fronted adverbials, co-ordinating conjunctions, relative clauses, semi-colons, standard English, persuasive writing	
1	
2	
3	
4	<ul style="list-style-type: none"> ● Informal letter writing (using letter from Prince Albert to Queen Victoria as a model text) ● Look at the purpose and features of a letter ● Study use of fronted adverbials and co-ordinating conjunctions ● Study use of relative clauses and semi-colons ● Plan, draft and edit an informal letter from Prince Albert to Queen Victoria
5	<ul style="list-style-type: none"> ● Formal, persuasive letter writing (Victorian job application) ● Use of Standard English ● Plan, draft and edit a formal, persuasive letter to apply for a Victorian job.
<p>End point:</p> <ul style="list-style-type: none"> ● Write an informal letter using fronted adverbials, co-ordinating conjunctions, relative clauses and semi-colons accurately. ● Write a formal, persuasive letter using Standard English accurately. 	