

Medium Term Planning		Learning Journey Map		Term: Autumn 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
- A day in the life of the ancient world – show artefacts, pictures, sources and videos from the civilisations we are studying.  -Virtual tour of British museum.	- What are Ancient Civilisations? -Which were the main Ancient Civilisations? -Where were the civilisations situated? -What artefacts/structures were each civilization responsible for?	- Ancient Civilisations themed afternoon  -Virtual tour of British museum  -Creating Maya masks	-Good health -Quality education -Gender equality -Reduced inequalities -Good jobs and economic growth		

<div>YEAR 5</div> <div>Title: Ancient Civilisations</div>		<div>Key Curriculum Areas:</div> <div>History, Geography, DT</div>		<div>Maths</div> <div>Number:</div> <div>-Division (formal written methods)</div> <div>-Fractions</div> <div>-Decimals</div> <div>-Percentages</div> <div>Geometry:</div> <div>-Properties of 2D and 3D shapes</div> <div>Measurement:</div> <div>-To convert between standard units of measure</div> <div>Times tables:</div> <div>Practise daily in class.</div> <div>Cross Curricular Links – Measurement links to making the</div>		<div>English</div> <div>Poetry:</div> <div>Exploring Maya poetry and generating vocabulary for Kennings poetry</div> <div>Narrative:</div> <div>-Retell the book Rain Player (an ancient Maya myth)</div> <div>Non-fiction:</div> <div>Newspaper report on a Maya artefact we have found</div> <div>-Spelling:</div> <div>Revise the suffix –ous, -sion –ation , -ough, -ible,- ble, -ibly, and spell homophones correctly.</div> <div>-Handwriting:</div> <div>Fully cursive handwriting, practised daily.</div> <div>Grammar:</div> <div>Expanded noun phrases, conjunctions, adverbials.</div> <div>-Reading:</div> <div>Daily sessions teaching reading skills (retrieval, vocabulary, inference).</div> <div>Cross Curricular Links –</div> <div>Writing links to our topic of Ancient Civilisations.</div>	
<div>Big Bang:</div> <div>Chn to discover a dead body from ancient times, with clues of who they are and when they were alive</div>		<div>History – Ancient Civilizations (Ancient Sumer, Indus Valley, Maya, Egyptians and Shang Dynasty)</div> <div>-To understand chronology</div> <div>-To investigate and interpret the past</div> <div>-To build an overview of history in regard to beliefs, conflict, rulers and way of life of these Civilisations.</div> <div>-To know and understand historical concepts</div> <div>-To develop and communicate ideas historically</div> <div>- Writing Opportunities:</div> <div>Children to create a presentation on one civilisation and how the Ancient world has affected our lives today.</div>		<div>PSHE (Celebrating difference)</div> <div>-To be aware of my own culture and different cultures</div> <div>To understand what racism is and my own attitude towards other races</div> <div>-To understand bullying behaviour and describe strategies to manage my feelings</div>		<div>Computing</div> <div>(programming)</div> <div>- To develop understanding of and use conditionals, output, event handlers, properties, sequences and logical reasoning</div>	
<div>School Trip/Special Events</div> <div>-Trip to River Lee</div>		<div>DT – Frame structures</div> <div>Outcome: to build a tomb/place of worship for an important person, taking inspiration from ancient civilisations</div> <div>- To evaluate existing products</div> <div>- To develop practical skills and techniques</div> <div>- To plan and design a tomb/place of worship taking inspiration from ancient civilisations</div> <div>- To create tomb/place of worship for an important person</div> <div>-To evaluate our product</div>		<div>PE (Hockey)</div> <div>-To be able to control the ball by dribbling and using a stick</div> <div>-To develop the range and consistency of their passing and receiving skills</div> <div>-To use different skills to keep possession of a ball as part of a team</div> <div>-To apply basic principles suitable for attacking and defending</div> <div>-To play a hockey core task game to the best of my ability</div>		<div>PE (Dance)</div> <div>- Communicating issues through dance – linked to conflict and battles of ancient civilisations</div>	
<div>Celebration</div> <div>- Presentations of reports</div> <div>-Trip to the River Lea</div>		<div>Geography</div> <div>-To investigate place (fieldwork in our local area identifying physical and human features)</div> <div>-To investigate pattern (our local area compared with Scandinavia)</div> <div>-To communicate geographically using 6 figure grid references and the eight points of a compass</div>		<div>Languages (Spanish)</div> <div>- To identify items of clothing</div>		<div>Music</div> <div>- To build a repertoire of songs</div> <div>-To refine our singing</div> <div>To prepare for a concert- Young Voices</div>	
<div>Art</div> <div>-To create a Mayan mask using techniques from ancient civilisation such as mosaic and collage</div>							