**Tornado MTP Autumn 2024**

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| **Subject** | **Autumn 1** | **Key focus and Outcomes** | **Autumn 2** | **Key focus and Outcomes** |
| **English: Writing Skills & Grammar Skills** | Jack & the Beanstalk  Ancient Egyptians Topic | |  | | --- | | 1. Newspaper report – based on events from Jack & the Baked Beanstalk 2. Write a formal Letter |   Write an Informal Letter | Ancient Egyptians Topic  Secrets of a Sun King – Emma Carroll | * Non-Chronological report on the geography of Africa/world * Explanation text to explain river system |
| **Maths** | Number | * Number: Place Value * Number: Addition and subtraction * Number: Multiplication and division | Number & Geometry | * Number: Fractions * Measurement: Converting units |
| **Science** | Living Things and their Habitats – Y5 | • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  • Describe the life process of reproduction in some plants and animals | Living Things and their Habitats – Y6 | • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  • Give reasons for classifying plants and animals based on specific characteristics |
| **History** | Ancient Egyptians Topic | * Where and when was Ancient Egypt? Landscape and life. * Who were the Pharaohs * Exploring the After Life   Investigating Pyramids | N/A |  |
| **Geography** | N/A |  | Ancient Egyptians Topic | * To know where Africa is in the world and how it is made up of lots of different countries (compare to UK). * To explore the biomes, climate zones and mountains of the world (focus on Africa and UK). * To locate rivers of the world and know the key features of a river system.   To know how rivers are used – introducing Ancient Egypt |
| **DT / Art** | Ancient Egyptians Topic | * African Art – Geometric patterns * TingaTinga art * Hieroglyphics | Ancient Egyptians Topic | * Clay – pinch pots and coil techniques * Painting canopic jars * Make an Egyptian Shaduf |
| **Music**  (Half-termly rotation: MFL & Music) | N/A |  | What shall we do with the drunken sailor? | * Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. * Keep the beat playing a ‘cup’ game. * Sing a sea shanty expressively, with accurate pitch and a strong beat. * Sing in unison while playing an instrumental beat (untuned). * Play bass notes, chords, or rhythms to accompany singing. * Talk about the purpose of sea shanties and describe some of the features using music vocabulary. |
| **RE** | How do beliefs shape identity for Muslims? | * The ways in which the Qur’an and Hadith form a source of authority. * Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). * Muslim perspectives on moral issues including the idea of ‘intention’. * The role of the Masjid (mosque). * The significance and impact of Five Pillars of Islam. * The importance of Ramadan, the two Eid festivals and Jummah Prayers. | Incarnation: How significant is it that Mary was Jesus’ mother? | * I can remember the story of Jesus’ birth and talk about it. * I can tell you some things Christians believe are important about Jesus’ mother being Mary. * I can explain the significance of why Mary was chosen as Jesus’ mother. * I can make links between the virgin birth and Christian beliefs about Jesus (Incarnation) * I can explain why it is significant to Christians that Mary was Jesus’ mother. |
| **Computing** | Computing systems & networks – Communication & collaboration | * Internet addresses * Data packets * Working together * Shared working * How we communicate * Communicating responsibly | Creating media – web page creation | * What makes a good website? * How would you layout your web page? * Copyright or CopyWRONG? * How does it look? * Follow the breadcrumbs * Think before you link! |
| **PSHE** | Me and my Relationships | * Describe the attributes needed to work collaboratively. * Describe strategies for resolving difficult issues or situations. * Give examples of some key qualities of friendship * Recognise basic emotional needs, understand that they change according to circumstance | Valuing Difference | * Define some key qualities of friendship * Demonstrate respectfulness in responding to others * Understand the importance of respecting others, even when they are different from themselves. * Understand that the information we see online either text or images, is not always true or accurate. * Give examples of how bullying behaviours can be stopped. |
| **MFL**  (Half-termly rotation: MFL & Music) | C’est Moi! | * Introducing and describing yourself in French * Counting to 12 and saying your age * Saying the months * Saying the month your birthday is in * Saying your name, age and birthday and describing yourself | N/A |  |