**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 BeanstalkAncient Egyptians Topic |

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| 1. Newspaper report – based on events from Jack & the Baked Beanstalk
2. Write a formal Letter
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Write an Informal Letter | Ancient Egyptians TopicSecrets of a Sun King – Emma Carroll | * Non-Chronological report on the geography of Africa/world
* Explanation text to explain river system
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| **Maths** | Number | * Number: Place Value
* Number: Addition and subtraction
* Number: Multiplication and division
 | Number & Geometry | * Number: Fractions
* Measurement: Converting units
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| **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
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| **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.
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| **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.
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| **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!
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| **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.
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| **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 |  |