

Aim high, believe; Fly high, achieve.

Term: Autumn

Year group: 5

Main theme for learning: WW2/National Parks

English	Numeracy	Science	Computing	RE - Christianity
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use a thesaurus.</li> <li>write legibly, fluently and with increasing speed</li> <li>Plan, draft and evaluate their writing.</li> <li>Proof read for errors.</li> <li>Learn, use and understand the grammar for year 5 from English Appendix 2.</li> <li>indicate grammatical and other features</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes.</li> <li>maintain positive attitudes to reading and understanding of what they read.</li> <li>understand what they read.</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>multiply and divide numbers mentally drawing upon known facts</li> <li>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Mathematics.</li> <li>recognise and use square numbers and cube numbers, and the notation for squared ( 2 ) and cubed ( 3 )</li> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>compare and order fractions whose denominators are all multiples of the same number</li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements</li> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<ul style="list-style-type: none"> <li>explain that systems are built using a number of parts</li> <li>describe that a computer system features inputs, processes, and outputs</li> <li>explain that computer systems communicate with other devices</li> <li>identify tasks that are managed by computer systems</li> <li>identify the human elements of a computer system</li> <li>recognise that data is transferred using agreed methods</li> <li>explain that networked digital devices have unique addresses</li> <li>recognise that connected digital devices can allow us to access shared files stored online</li> <li>explain that the internet allows different media to be shared</li> <li>To explain what makes a video effective</li> <li>To use a digital device to record video</li> <li>To capture video using a range of techniques</li> <li>To create a storyboard</li> <li>To identify that video can be improved through reshooting and editing</li> <li>To consider the impact of the choices made when making and sharing a video</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of Gospel texts.</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretation</li> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>Relate biblical ideas, teachings or beliefs to the issues and opportunities of their lives and the life of their community in the world today, offering insights of their own.</li> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>Identify Gospel and prophecy texts, using technical terms.</li> <li>Explain connections between biblical texts, Incarnation and Messiah.</li> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>Weigh up how far the idea that Jesus is the Messiah is important in the world today and, if it is true, what difference that might make in people's lives.</li> </ul>

History/Geography	Art	Design Technology	Music	PE	PSHE
<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Identify, locate, describe and explain the distribution of the 15 National Parks in the UK;</li> <li>Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces';</li> <li>Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this;</li> <li>Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special;</li> <li>Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK;</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>Pupils understand how the actions of Hitler threatened European peace.</li> <li>They can explain why Chamberlain took the decision to go to war.</li> <li>Pupils understand that experiences of evacuation varied.</li> <li>Can critique sources and understand evidence should be treated with caution.</li> <li>Pupils are able to identify key features of resistance to Germany.</li> <li>Be able to explain a number of roles adults played on the Home Front.</li> <li>Can explain the terms censorship and propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>Pupils should be taught:</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to know about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</li> <li>Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.</li> </ul> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</li> <li>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</li> <li>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>Use finishing and decorative techniques suitable for the product they are designing and making.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>Investigate and evaluate a range of existing frame structures.</li> <li>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>Research key events and individuals relevant to frame structures.</li> </ul> <p><b><u>Technical knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Move tactically around the playing space, varying speed and direction as attacking and defending strategies</li> <li>Show increasing control of a ball - stopping, passing, passing on the move, bouncing, dribbling, avoiding a defender, intercepting, tackling, shooting</li> <li>Confidently use attacking (offensive in basketball) and defending strategies in small sided games</li> <li>Work co-operatively in a team showing understanding of the rules</li> <li>Play fairly, being gracious in victory and defeat</li> <li>Confidently demonstrate good leadership skills and communication</li> <li>Confidently evaluate their successes and failures and identify how they can learn from these</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Use multiple plans and maps for a task.</li> <li>Negotiate with their peers to develop the most effective plan.</li> <li>Take the lead and solve more complex tasks in small groups increasing to larger groupings.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Rehearse active listening skills:</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>Consider how discriminatory behaviour can be challenged.</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>revise numbers 1-12</li> <li>be introduced to the numbers 13-21</li> <li>be introduced to the names of 5 places found in a town</li> <li>learn how to ask what time it is</li> <li>learn how to say the time on the hour</li> <li>practise writing some complex sentences</li> <li>learn 2 adjectives of size - <i>petit</i> and <i>grand</i></li> <li>learn how to understand and tell the time on the half hour</li> <li>understand agreement of adjective and nouns in time phrases</li> <li>learn how to tell the time on quarter past the hour</li> <li>revise numbers 20-39</li> <li>consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb</li> <li>create some written sentences</li> </ul>