

Year 5 Autumn Overview

English

RWI Spelling

Spaceboy by David Walliams

Writing Outcomes:

- flash back narrative
- setting description
- diary entry

Where We Once Stood by Christopher Riley and Martin Impey

Writing Outcomes:

- descriptive writing
- poetry
- non-chronological report

FArTHER by Grahame Baker-Smith

Writing outcomes:

- setting narrative
- poetry
- letter
- diary entry

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.

Maths

Place Value

- Numbers to 10 000, 100 000, 1 000 000 including writing in words
- Powers of 10
- 10, 100 or 1000 more or less than
- Partition numbers
- Number lines
- Compare and order numbers to 1 000 000
- Round to the nearest 10, 100 or 1000
- Round within numbers up to 1 000 000

Addition & Subtraction

- Mental Strategies
- Add and subtract whole numbers with more than 4 digits
- Round to check answers
- Inverse operations
- Multistep addition and subtraction problems
- Compare calculations
- Find missing numbers

Maths Continued

Fractions A

- Find fractions equivalent to a unit fraction and non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers and vice versa
- Compare fractions less than 1
- Order fractions less than 1
- Compare and order fractions greater than 1
- Add fractions within 1
- Add fractions with a total greater than 1
- Add mixed numbers
- Subtract fractions
- Subtract from a mixed number including breaking a whole
- Subtract two mixed numbers

Multiplication & Division

- Multiples
- Common multiples
- Factors and common factors
- Prime, square and cube numbers
- Multiply and divide by 10, 100 and 1000
- Multiples of 10, 100 and 1000

MFL (French)

Me and My Friends at School

- To understand some adjectives to describe my feelings
- Begin to answer the question "How are you?" in more detail
- To say an extended sentence about how I am feeling
- To be able to say some important things about myself and somebody else
- To say things I like and dislike about a school subject
- To say my opinion about school subjects

Houses and Homes

- To describe a house in French
- Read and understand descriptive sentences
- Use adjectives to describe rooms in the house
- To understand new nouns and use them to play a game
- To create a story
- To use preposition to say where things are

Science

Forces

- Explore gravity and the life and work of Issac Newton
- Examine the connection between air resistance and parachutes
- Explore factors which affect an objects ability to resist water
- Investigate the effects of friction on different surfaces
- Investigate mechanisms—levels and pulleys, gears

Earth and Space

- Explore the solar system and its planets
- Understand the heliocentric model of the solar system
- Explain Earth's movement in space
- Explain the Earth's rotation and night and day
- Explain the movement of the Moon
- Design a planet using knowledge gained

RE

Creation

- Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.
- Investigate by gathering, selecting, organising or refining questions and ideas about religion/non religious viewpoints.
- Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.

Incarnation

- Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.
- Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.
- Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.
- Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints

Computing

Online Safety

- Message in a game
- Online behaviour
- Screen time

Spreadsheets

- What is a Spreadsheet?
- Basic Calculations
- Modelling
- Organising data
- Advanced Formulae and Big Data
- Charts and graphics

Databases

- Conversions of Measurements
- Using formulae
- Exploring Probability
- Computational Modelling
- Testing a hypothesis

History

How have children's lives changed?

- What do sources tell us about how children's lives have changed?
- Why did Tudor children work and what was it like?
- What were children's jobs like in Victorian England?
- How did Lord Shaftesbury help to change the lives of children?
- How and why has children's leisure time changed?
- What were the diseases children caught and how were they treated?

Geography

What is life like in the Alps?

- Where are the Alps?
- What is it like in the Alps?
- Why do people visit the Alps?
- What is there to do in our local area?
- How are the Alps different from our local area?
- What is life like in the Alps?

PSHRE

TEAM

- To understand the attributes of a good team
- To accept that people have different opinions and know it is okay to politely disagree with someone and offer my own opinion
- To work collaboratively to complete a task
- To compromise to ensure a task is completed
- To reflect on the need of individuals in a team
- To understand shared responsibilities in helping a team to function

Think Positive

- To understand the link between thought, feelings and behaviours
- To understand the impact of positive thinking
- To recognise and manage uncomfortable feelings
- To understand the importance of making good choices
- To use mindfulness techniques in everyday life
- To apply growth mindset in every day life

Music

Drumming

- Learn and recall songs through aural memory
- Have built confidence in tuning and performance
- Understand the rhythmic timing & lyrics of the songs
- Begin to understand the harmonising of vocal parts
- Articulate how to sing in 2 parts
- Sing and move at the same time
- Sing for peers/parents, recalling aural memory
- Confidently be able to identify how the djembé is made, how the sound is created and how to play the instrument to make the best possible sound
- Express how the arm movement and drumming work together in Taiko performance, and why it is important
- See Taiko instruments being played and recognise the sound of all Japanese Taiko instruments music (incl. wind)
- Express how they worked together to create
- Design a part A and part B to structure
- Translate how an image or words into music making
- Know the rules of drawing and creating musical notation
- Know the rules of drawing and creating musical notation
- Know the rules of drawing and creating musical notation or Successfully recognise and play rhythmic phrases by sight

Design Technology

Cooking and Nutrition – Eating Seasonally

- Explain that fruits and vegetables grow in different countries based on their climates.
- Understand that seasonal fruits and vegetables grow in a given season.
- Understand that eating seasonal fruit and vegetables positively affects the environment.
- Design a tart recipe using seasonal ingredients.

Art

Drawing – Growing Artists

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

PE

Indoor Athletics

- Hurdle
- Long jump
- Shot put

Invasion Games

- Football
- Netball
- Ultimate frisbee

