

Year 5 Autumn Term Overview 2017

All subjects will be taught by Mrs Wright unless stated otherwise.

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Nonfiction - Travel writing</u> Lonely Planet - Not For Parents: The Real Wonders of the World We will explore exciting destinations through a range of travel writing, reading recounts of places and events in this factual book. This will culminate in the children writing a travel recount of a real or imaginary place. Grammar includes: use of embedded relative clauses; and using commas to clarify meaning or avoid ambiguity.</p> <p><u>Modern Fiction – Fantasy</u> Goth Girl and the Ghost of a Mouse by Chris Riddell Through this book, the children explore how atmosphere, settings & characters are created. They produce maps, give a guided tour of Ghastly-Gorm and explore character through illustration and drama. They then write an extra chapter, applying what they have learnt. Grammar includes: using relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘why’ or ‘whose’; using adverbs to indicate degrees of possibility and using dialogue punctuation accurately.</p>	<p><u>Nonfiction - Recounts</u> ‘UFOs and Aliens: Extreme!’ by Paul Mason UFO Diary by Satoshi Kitamura Using the context of UFOs, the children will explore recounts: investigating documents; discussing famous sightings & researching hoaxes. They’ll write a diary entry and create a hoax UFO photo and report. Class presentation completes the unit. Grammar includes: using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; and using expanded noun phrases to convey complicated information concisely.</p> <p><u>Classic Fiction - Traditional Tales</u> Just So Stories by Rudyard Kipling The children will explore classic fiction. They’ll write ‘Just So Stories’ diary entries, and tell outrageous lies, using conjunctions. The unit ends with a performance of their own ‘Just So Story’ in Kipling’s style. Grammar includes: using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; and using correct punctuation to indicate speech.</p>
	<p><u>Spelling</u> Revision of rules from Year 3/4 and introduction of rules from Y5 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: modern fiction - Goth Girl and the Ghost of a Mouse by Chris Riddell; a variety of short non-fiction excerpts and poetry by black poets to support Black History month in October.</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina.</p>	
Maths	<p>In maths lessons throughout the term, the key skills visited will be:</p> <p>Number and Place Value Read, write, order and compare numbers to at least 1,000,000.</p> <p>Addition and Subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).</p> <p>Multiplication and Division Identify multiples and factors. Multiply and divide numbers mentally drawing upon known facts from all times tables up to 12x12.</p>	

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Maths cont.d	<p>Fractions and Decimals Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions. Recognise mixed numbers and improper fractions and convert from one form to the other. Read and write decimal numbers as fractions.</p> <p>Measurement Use all four operations to solve problems involving measure including: money and time.</p> <p>Geometry Distinguish between regular and irregular polygons. Identify 3-D shapes.</p> <p>Statistics Solve comparison, sum and difference problems using information presented in a line graph.</p>	
Science Taught by Mrs Hart	<p>All Living Things (plants) – Biology Describe the life process of reproduction in some plants The children will study and raise questions about their local environment throughout the year. They will observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border. They will find out about different types of reproduction, including sexual and asexual reproduction in plants. Pupils work scientifically by: observing and comparing the life cycles of plants in their local environment with other plants around the world (in the rainforest and in desert areas), asking pertinent questions and suggesting reasons for similarities and differences. They will try to grow new plants from different parts of the parent plant, for example: seeds, stem and root cuttings, tubers or bulbs.</p>	<p>Properties and changes of materials – Chemistry The children will revise the three states of matter & properties of materials. They will 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. Pupils will use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.</p>
	<p>Working Scientifically</p> <ul style="list-style-type: none"> • use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. • identify scientific evidence that has been used to support or refute ideas or arguments. • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • take measurements, using a range of scientific equipment. • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results • identify scientific evidence that has been used to support or refute ideas or arguments. 	
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Computing	<u>Cross curricular work:</u> Art – Bridget Riley graphic design. History – Viking project research and PowerPoint presentation.	<u>Sound Works</u> - creating digital soundscapes Plan and create a soundscape, importing and recording audio and using sound editing software to communicate an idea or mood appropriately and safely for a specific audience. (See Music link)
RE Taught by Mrs Orton	<u>Christianity and Judaism - Rules for living</u> During the year the children will extend their knowledge of Christianity and gain new insight into Judaism. This theme includes reflection on The Ten Commandments, Rosh Hashanah, significant Jewish and Christian prayers, The Torah Scroll and The Laws from Deuteronomy(Kosher).	<u>Christianity and Judaism - Light as a symbol</u> This theme allows reflection on the stories and practices relating to Hanukkah (Judaism), Advent and Christmas (Christianity). The children will look at the ultimate/big question ‘Was Jesus the Messiah?’
History Taught by Mrs Orton	<u>The Viking and Anglo-Saxon</u> struggle for the Kingdom of England to the time of Edward the Confessor. Using artefacts and historical evidence, the children will be given opportunities to gain knowledge and opinion about Viking raids and invasions in the UK and around the world. They will research Viking life in England and explore the chronological development and the power struggles between the Vikings and the Anglo-Saxons up to 1066.	
Art and Design or Design Technology	<u>Shape and Form in Abstract Art</u> The children will gain an understanding of abstract art in 2D and 3D, using Bridget Riley from the ‘Op’ Art Movement and Barbara Hepworth’s abstract sculpture, whilst creating sketch books to record observations and use them to review and revisit ideas. They will be given the opportunity to improve their mastery of art and design techniques including: drawing, painting, printing and sculpture; and develop their control of a range of materials including: pencil and pen, acrylic paint, computer graphics programs, charcoal and chalk, sculpture tools paper and string.	<u>Make a seasonal soup for an outdoor worker.</u> The children will carry out investigations and evaluations into existing products, dietary requirements and seasonality of the ingredients needed to make a soup. Then follow a basic recipe for a vegetable soup, demonstrating the safe use of techniques and equipment. Afterwards, they will ask questions about which ingredients could be changed or added in a basic recipe such as types of vegetables or addition of meat or cereals, considering texture, taste, appearance and smell. Finally in small groups, they will design make and evaluate their product.
Music	<u>Exploring Sound Sources</u> This topic develops the children’s ability to extend their sound vocabulary through listening activities, vocalisation and exploring different sound sources. They will use a digital music program to compose their own soundscape refining dynamics, pitch, tempo and timbre. (See link with Computing)	<u>School Play - Ongoing Skills</u> The children will be encouraged to sing confidently in tune with the awareness of breathing, diction, dynamics, phrasing and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of the words.
PE	<u>Dodgeball</u> – developing individual skills of throwing, catching, dodging and blocking; and put into practice the rules and skills required to play the invasion team game of Dodgeball. There will also be an emphasis on fair play and good sportsmanship.	
French Taught by The Priory MFL teacher	As well as speaking in French the children will start to write phrases in French, using the revision of Y4 topics.	Speaking and writing in French and new Y5 topics.

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PSHE	<u>New Beginnings</u> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to empathy, self-awareness, motivation and social skills.	<u>Getting on and Falling out</u> - The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to managing feelings, empathy and social skills. <u>Say No to Bullying</u> (Anti-Bullying Week 14 th - 18 th Nov. 'Power for good') will allow a focus on empathy, self-awareness and social skills.