

Year 5 Autumn Term Overview 2018

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

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Poetry: vocabulary building – Iguanas vs Snakes</u> Overview of key skills:</p> <ul style="list-style-type: none"> • identification of intended effect on reader • strategies to refine vocabulary choice • considering effect of word order • uses expressive and figurative language • uses vocabulary choice, word order for effect • makes use of structures that do not reflect spoken language • explores in-depth the meaning of particular multi-layered (figurative) words/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text <p><u>Explanation Explorers' Guide</u> How to be A World Explorer - Lonely Planet, Not for Parents Overview of key skills:</p> <ul style="list-style-type: none"> • indicating degrees of possibility using modal verbs • recognising the style of different authors and their intended audience • ensuring that ideas or materials and their development are generally logical • constructing appropriate introductions in non-fiction • makes precise and effective use of expanded noun phrases • uses a range of conjunctions to link, compare, contrast and extend ideas, information and events • selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate • places commas, mostly accurately • makes consistent use of style, appropriate to form, subject or audience to maintain interest • evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling • proof reads for spelling and punctuation errors • writes legibly, fluently and with increasing speed 	<p><u>Recount (Biography) – Lives Less Ordinary</u> Stone Girl, Bone Girl by Laurence Anholt Overview of key skills:</p> <ul style="list-style-type: none"> • summarise ideas across paragraphs, identifying key details that support the main ideas • provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text • use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • devices to build cohesion within a paragraph with adverbials and conjunctions • linking ideas across paragraphs using adverbials of time, place or tense choices. <p>•</p> <p><u>Classic Fiction - Traditional Tales</u> Just So Stories by Rudyard Kipling Overview of key skills:</p> <ul style="list-style-type: none"> • recognising the style of different authors and their intended audience • 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 • using correct punctuation to indicate speech • makes consistent use of style, appropriate to form, subject or audience to maintain interest • evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling • proof reads for spelling and punctuation errors • writes legibly, fluently and with increasing speed
	<p><u>Spelling</u> Revision of rules from Year 3/4 and introduction of rules from Y5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests using the spelling rules:</p>	

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	<p>the suffixes -tion, -sion, -ssion and -cian (revision); the -ough letter string; homophones and near homophones; 'sh' sound spelt 'ch' (revision) and the suffixes -ate, -ise, and -ify.</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: playscripts, 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 through a diet of fiction and non-fiction.</p>	
Maths	<p>Overview of Key Themes:</p> <ul style="list-style-type: none"> • Place Value and Rounding of Large Numbers • Interpreting Negative Numbers • Place Value of Numbers with up to Three Decimal Places • Multiply and Divide by 10, 100 and 1,000 • Properties of Number – Multiples, Factors and Common Factors • Prime and Composite Numbers • Multiply and Divide Mentally • Solve Problems Involving Knowledge of Key Facts • Add and Subtract Using a Range of Strategies • Add and Subtract Using Formal Written Methods • Formal Written Method for Multiplication • Formal Written Method of Short Division • Equivalent Fractions • Compare and Order Fractions • Adding and Subtracting Fractions 	
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Science	<p><u>All Living Things (plants) – Biology</u> 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</p>	<p><u>Properties and changes of materials – Chemistry</u> 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>

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	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>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> 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 Shafe	<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 Giggle	<u>The Viking</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 Viking era 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 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, 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

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		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.
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.