

Year 5 Autumn Term Overview 2021

Subject	Half Term 1	Half Term 2
English	<p><u>Poetry: vocabulary building – Iguanas vs Snakes</u></p> <p>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></p> <p>How to be A World Explorer - Lonely Planet, Not for Parents</p> <p>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; and proof reads for spelling and punctuation errors • writes legibly, fluently and with increasing speed 	

Contemporary Fiction Tales of Outer Suburbia by Shaun Tan

Overview of key skills:

- identifies examples of effective description that evoke time or place commenting both on word and sentence choice
- identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader
- identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout
- recognises that characters may have different perspectives in the story
- shows understanding through emphasis, intonation and volume when performing
- identifies how an author varies pace by using direct or reported speech at different points in a story
- refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further
- develops some aspects of characterisation through what characters say and do
- uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
- maintains an appropriate balance between dialogue and narrative
- evaluates and adapts own and others' writing for purpose and audience, with guidance
- sustains and develops ideas in interesting ways
- makes precise and effective use of expanded noun phrases modifiers before and after the noun, and through considered use of adverbials e.g. a shy boy with pale, delicate features; a soft material that can be molded
- uses brackets, dashes or commas for parenthesis e.g. *asides, additional information*
indicates degrees of possibility using adverbs (*for example, perhaps, surely*) or modal verbs (*might, should, will, must*)

Classic Fiction - Traditional Tales

Just So Stories by Rudyard Kipling

Overview of key skills:

- 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 and proof reads for spelling and punctuation errors

	<ul style="list-style-type: none"> • writes legibly, fluently and with increasing speed <p>Spelling Weekly spellings will be taught and tested that link to phonics and the National Curriculum spelling list for year 5.</p> <p>Guided reading Children will tackle a range of genres to suit their reading ability.</p>	
<p>Mathematics</p>	<p>In Maths, children will practise skills to enhance their mental fluency and understanding of number. This will include improving their understanding of key concepts in mathematics such as place value, and skills for learning including being able to quickly recall number bonds and times table facts.</p> <p>Key Skills</p> <p>Place Value</p> <ul style="list-style-type: none"> • Place Value and Rounding of Large Numbers up to one million • Compare and order numbers to one million • Counting in powers of ten • Interpreting Negative Numbers • Roman numerals to one thousand <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add 2 four digit numbers with up to more than one exchange • Add whole numbers with more than 4 digits (column method) • Subtract 2 four digit numbers with up to more than one exchange • Subtract whole numbers with more than 4 digits (column method) • Round to estimate and approximate • Inverse operation (addition and subtraction) 	<p>The children will continue to consolidate and extend their knowledge and recall of mathematical concepts such as place value and times tables facts. In addition, they will have regular opportunities to practise their reasoning and problem solving skills by answering questions that consider maths in context.</p> <p>Key Skills</p> <p>Statistics</p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum, difference • Read, interpret and draw line graphs • Two way tables • Time tables <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiples and factor • Common multiples and prime numbers • Squared and cubed numbers • Multiplying by 10, 100, and 1,000 • Dividing by 10, 100, and 1,000 • Multiples of 10, 100, and 1,000 <p>Perimeter and Area</p> <ul style="list-style-type: none"> • Measure and calculate perimeter • Area of rectangles • Area of compound shapes and irregular shapes

	<ul style="list-style-type: none"> • Multistep addition and subtraction problems 	
Science	<p><u>Earth and Space</u></p> <p>During this unit, the children will find out fascinating facts about the Sun, Moon & Earth and develop an understanding of day and night, the four seasons and the phases of the moon.</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately Spherical bodies • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky 	<p><u>Forces</u></p> <p>In science, the children will find out about gravity, air resistance, water resistance and friction. They will develop their understanding of balanced and unbalanced forces and their effects and investigate how mechanisms, like levers, pulleys and gears help us to use smaller forces.</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Computing	<p><u>Spreadsheets</u></p> <p>During this unit, the children will be introduced to spreadsheets. Initially, they will learn how to navigate around a spreadsheet before using a spreadsheet to model a real-life situation. With links to mathematics, they will then learn how to create formulae to convert measurements and explore how to use a series of data to create a line graph. To complete this unit, they will create a spreadsheet to plan an event.</p>	<p><u>Coding</u></p> <p>Key Skills</p> <ul style="list-style-type: none"> • To know that coding is how computer programs are created • Create a program with an object that repeats actions indefinitely using timers and repeat commands • Create a program that responds to the ‘if’ command or the ‘if/else’ command • Use selection within a program • Use a variable in a program • To understand the design, code, execute, refine process • Create a program that controls or simulates a physical system

	<p><u>Online Safety</u> Throughout computing lessons, the children will discuss essential Online-Safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
PSHE	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Families and Friendships: Managing Friendships and Peer Influence. • Safe Relationships: Physical Contact and Feeling Safe. • Respecting Ourselves and Others: Responding respectfully to a wide range of people; recognising prejudice and discrimination. 	
History or Geography	<p><u>History: The Maya Civilisation</u> During history, the children will learn about the achievements of the Maya civilisation. They will begin by locating the Maya civilisation on a map and ordering a timeline. They will examine primary sources left behind by the Maya, including buildings/monuments, and investigate social order, the justice system and learn about Maya homes and cities. They will explore aspects of Maya culture: the games they played, the stories they told, food, art, writing, trade, the calendar system, mathematics, science, and religious rituals. Finally, the children will investigate the mystery behind the collapse of the ancient Maya civilisation.</p>	<p><u>Geography: Changes in our Local Environment</u> In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big Finish.</p>
RE Taught by Mrs. Orton	<p><u>Christianity and Judaism - Rules for living</u> This term, the children will continue to explore Christianity in increasing depth, as well as being introduced to Judaism as another principle Religion. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. The children will then explore the shared history and key differences between the two faiths, for example by reflecting on The Ten Commandments as well as significant Christian and Jewish prayers and how these influence the lives of Christians and Jews around the world today. The children will also learn about The Torah Scroll and The Laws from Deuteronomy regarding eating Kosher food. In the second half term, we will explore stories and practices relating to Hanukkah (Judaism), Advent and Christmas (Christianity). The unit will conclude with the children being challenged to consider a fundamental difference between these faiths, through the exploration of Bible scriptures relating to the ultimate/big question '<i>Was Jesus the Messiah?</i>'</p>	
Art or DT	<u>Shape and Form in Abstract Art</u>	<u>D&T: Shell Structures</u>

	<p>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.</p>	<p>Linking to our history topic of the Maya civilisation, the children will research the types of food eaten by the Mayan people, and in particular, they will learn about the significance of corn and chocolate in their diet. The children will have the opportunity to follow recipes to make their own versions of Maya corn tortillas and hot chocolate.</p>
<p>Music Taught by Mrs. Orton</p>	<p><u>Music Express Unit: Solar System – Listening</u> In the second half term, we will embark on a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. We will listen to and analyse music using musical vocabulary, relate sound sequences to images and interpret images to create descriptive sound sequences. The children will then explore tone, texture and rhythm, before learning a melodic ostinato using staff notation and creating and presenting a performance with expression and attention to tone and phrasing.</p>	<p><u>Music Express Unit: Our Community – Performance</u> During the first half of the Autumn Term, the children will learn a song as the basis for looking at changes through time. They will then be given opportunities to compose and perform music inspired by their local community, past and present. The children will develop their understanding of metre through singing and playing instruments, before conducting a metre of four and then conducting metres of two and three. They will gain experience of developing accompaniments using ostinato and invented or improvised rhythms, before rehearsing for and developing a performance with an awareness of their audience.</p>
<p>PE Taught by Mr. Wylie</p>	<p><u>Cricket</u> The children will start the school year with six weeks of highly qualified cricket coaching through 'Chance to Shine'. We will be developing and exploring the children's skills of throwing and catching, fielding, bowling and batting, and then linking all the skills into matches. Children will also explore different tactics in cricket and apply them to game scenarios. They will also be introduced to umpiring and scoring.</p> <p><u>Football</u> Within football, the children will refine their dribbling skills, focus of turning, refine passing and receiving, develop passing and dribbling to create space and introduce shooting. They will then develop their skills through games and matches.</p> <p><u>Hockey</u></p>	

	<p>The children will then move on to hockey. Within this sport, children will refine and recap the skills and techniques of dribbling, passing and receiving, creating space, movement, shooting, transformation from defence to attack, officiating and then combining skills for matches and tournaments.</p> <p><u>Basketball</u></p> <p>Lastly, the children will then participate in an invasion sport and will develop their hand eye co-ordination through basketball. Children will refine and recap the key skills of dribbling, passing and receiving, shooting, marking, creating space in attacking situations, officiating and then combine all the skills they have learnt through matches.</p> <p>Children at the end of every unit will compete in an inter-house competition where they can showcase all the skills and techniques they have learnt through matches and competition.</p>	
<p>French</p>	<p><u>Space Exploration</u></p> <p>This unit transports children into space, developing their scientific vocabulary as well as their grammar. Links can be made with English as they use figurative language and develop their sentence structure by adding adjectives and making comparisons.</p>	<p><u>Monster Pets</u></p> <p>Pupils use their language detective skills to identify key facts about an animal. They learn vocabulary for the parts of the human body and use this information to match pictures of monsters to the correct description. They describe hybrid animals, carefully choosing the correct article to go with masculine or feminine nouns, and create their own monster pet to describe.</p>