

Year 5 Autumn Term Overview 2016

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Classic Fiction – Traditional Tales</u> The Jungle Book by Rudyard Kipling 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. Spelling: Revision of rules from Year 3/4 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><u>Nonfiction - Instructions and Explanations</u> Examples of instructional and explanation texts The children will explore instructions & explanations in the context of new technologies such as hoverboards & new-fangled escalators. They will pitch in the Dragon's Den and create guides for futuristic travel. Grammar includes: using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main causes; using colons to introduce lists; and punctuating bullet points consistently. Spelling: rules from Year 5/6 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: Historical play scripts and slam poetry.</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>	<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. Spelling: rules from Year 5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><u>Poetry Composition</u> The Walrus and the Carpenter by Lewis Carroll Cautionary Tales by Hilaire Belloc The children will use this poetry to stimulate performance, discussion and persuasive writing, in this poetry unit. Belloc's Cautionary Tales will provide cause for debate as they end the unit writing their own modern day cautionary poems. Grammar includes: specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs, the use of expanded noun phrases to convey complicated information concisely, and the use of hyphens to avoid ambiguity.</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: Nonfiction texts and classic poetry.</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>

Year 5 Autumn Term Overview 2016

SUBJECT	1 st Half Term	2 nd Half Term
Maths	<p>Key skills visited this term:</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> <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	<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 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><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>
	<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. 	

Year 5 Autumn Term Overview 2016

	<ul style="list-style-type: none"> 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. 	
SUBJECT	1 st Half Term	2 nd Half Term
Computing	<p><u>Cross curricular work:</u> Art – Bridget Riley graphic design. History – Viking project research and PowerPoint presentation.</p>	<p><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)</p>
RE	<p><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 and The Laws from Deuteronomy (Kosher).</p>	<p><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).</p>
History	<p><u>The Viking and Anglo-Saxon</u> struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>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.</p>	
Art and Design or Design Technology	<p><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.</p>	<p><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.</p>
Music	<p><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)</p>	<p><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.</p>
PE	<p><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.</p>	

Year 5 Autumn Term Overview 2016

SUBJECT	1 st Half Term	2 nd Half Term
French	As well as speaking in French the children will start to write phrases in French, using the revision of Y4 topics and introducing 'animals' .	Speaking and writing in French involving the revision of 'animals' , introducing 'family' and extending numbers to 49 .
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.