

Year 5 Autumn Term 2020

Class Text/s: Wolf Brother & Clockwork

<p>RE</p>	<p><b>Ourselves</b></p> <ul style="list-style-type: none"> <li>You are a holy people</li> <li>God given qualities</li> <li>Appreciation of difference</li> <li>Called to be like God</li> <li>Using our God given gifts</li> <li>God as a loving parent</li> </ul>	<p><b>Life Choices</b></p> <ul style="list-style-type: none"> <li>We all have a mission</li> <li>Different ways of living our mission</li> <li>The sacrament of marriage</li> <li>The blessing of rings</li> <li>Showing love to one another in marriage</li> <li>Called to live in love and service</li> </ul>	<p><b>Hope</b></p> <ul style="list-style-type: none"> <li>Advent</li> <li>Waiting for the promised one</li> <li>Waiting in hope</li> <li>A light in the darkness</li> <li>Jesus is born</li> <li>Waiting for Christ to come again</li> </ul>
<p>English</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarise main ideas from more than one paragraph</li> <li>Begin to identify figurative language which has been used for effect</li> <li>Use predictions to support reading</li> <li>Determine meaning of new words by applying knowledge of root words</li> <li>Distinguish between statements of fact and opinion</li> <li>Prepare poems to read out loud</li> <li>Explain how structure and language can contribute to the meaning of a text</li> <li>Infer characters' feelings, thoughts and motives</li> <li>Retrieve and records information from non-fiction texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan, draft, edit, write and evaluate writing</li> </ul> <p><b>Grammar, Punctuation and Spelling</b></p> <ul style="list-style-type: none"> <li>Relative clauses</li> <li>Devices to build cohesion within a paragraph</li> <li>Link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>Use a thesaurus to define word choice</li> <li>Define the subject and object within a sentence</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>Synonyms and antonyms</li> <li>Endings which sound like /əz spelt -cious or -tious</li> </ul>		

- Endings which sound like  $f \partial l$
- Words ending in -ant, -ance -ancy, -ent, -ence -ency
- Words ending in -able and -ible
- Words ending in -ably and -ibly
- Add suffixes beginning with vowel letters to words ending in -fer

#### Handwriting

- Write legibly, fluently and with increasing speed

### Mathematics

#### Place Value

- Read, write, order and compare numbers to at least 1 000 000
- Interpret negative numbers in context
- Round any number to the nearest 10, 100, 1 000, 10 000 and 100 000
- Roman Numerals

#### Calculations

- Add and subtract numbers mentally
- Multiply and divide numbers mentally
- Use formal written methods for all four operations
- Solve addition and subtraction multi-step problems in context
- Use approximation and the inverse operation to check calculations
- Identify factors, multiples, prime, square and cube numbers

#### Fractions

- Equivalent fractions
- Compare and order fractions
- Convert improper and mixed fractions
- Add and subtract fractions
- Multiply fractions by a whole number
- Find fractions of an amount

### Science

#### Pupils will be taught about changes of state

- Revision of solids, liquids and gases
- Revision of the Water Cycle
- Investigation - How do you classify these materials?
- What is a reversible/irreversible change?
- Investigation - Can we make a new substance?
- Investigation - How does the amount of substance added affect the reaction?
- What patterns can you notice in different reactions?
- What are smart materials and how can they help us?

History	<p>Pupils will be taught about the Vikings</p> <ul style="list-style-type: none"> <li>• Britain in danger</li> <li>• Were the Vikings vicious?</li> <li>• Who were the Vikings?</li> <li>• What can primary sources tell me about the Vikings?</li> <li>• Do the sources support the viewpoint?</li> <li>• Do all historians agree?</li> </ul>	
Geography	<p>Pupils will be taught about the United Kingdom</p> <ul style="list-style-type: none"> <li>• What is unique about each of the UK's countries</li> <li>• Where do people live in the UK?</li> <li>• What are the main physical features of the UK?</li> <li>• How do human activities affect the UK's landscape?</li> <li>• What work do people in the UK do?</li> <li>• How can the UK manage its energy needs?</li> </ul>	
PE	<p>Pupils will learn about different types of training</p> <ul style="list-style-type: none"> <li>• Continuous Training</li> <li>• Interval Training</li> <li>• Fartlek Training</li> <li>• Circuit Training</li> </ul>	<p>Pupils will learn about gymnastics</p> <ul style="list-style-type: none"> <li>• Develop knowledge of balances</li> <li>• Develop ability to hold a balance</li> <li>• Develop ability to travel in a variety of ways</li> <li>• Develop knowledge of mirror, match, canon and unison</li> </ul>
Computing	<p>Pupils will handle data</p> <ul style="list-style-type: none"> <li>• Be able to interpret data</li> <li>• Use the internet to research share prices</li> <li>• Present information clearly</li> <li>• Present and pitch information</li> <li>• Interpret and analyse data</li> <li>• Produce a report</li> </ul>	<p>Pupils will create an e-book</p> <ul style="list-style-type: none"> <li>• Use search engines effectively</li> <li>• Use software to display ideas</li> <li>• Use software for a particular purpose</li> <li>• Record audio files</li> </ul>
Art and Design	<p>Pupils will explore landscape artwork</p> <ul style="list-style-type: none"> <li>• Discuss John Constable's 'The Hay Wain'</li> <li>• Use perspective</li> <li>• Create images of my local area</li> </ul>	<p>Pupils will learn about seasonality</p> <ul style="list-style-type: none"> <li>• What seasonality is</li> <li>• Have an understanding of ethical issues related to the production of food</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare the nutritional value of two versions of the same meal</li> <li>• Adapt a recipe</li> <li>• Understand what nutritional value is and how it can be changed</li> <li>• Make a nutritionally balanced meal</li> </ul>
Music	<p>Pupils will learn about the Doctor Who theme tune</p> <ul style="list-style-type: none"> <li>• Have an understanding of the history of music</li> <li>• Improvise and compose music for a range of purposes</li> <li>• Listen with attention to detail and recall sounds</li> <li>• Improvise and compose music for a range of purposes</li> </ul>	<p>Pupils will learn about the three note Bossa</p> <ul style="list-style-type: none"> <li>• Pick out jazz features in a piece of music</li> <li>• Improvise using the notes G, A and B</li> <li>• Play the tune of The Three Note Bossa</li> <li>• Play the notes D, E, G, A and B.</li> <li>• Improvise with the note D, E, G, A and B</li> <li>• Perform confidently and accurately individually and as part of a group</li> </ul>
French	<p>Pupils will learn about vocabulary to discuss healthy eating.</p> <ul style="list-style-type: none"> <li>• Packed lunches</li> <li>• Likes and dislikes</li> <li>• Good for your health</li> <li>• Celebrations</li> <li>• Food for a celebration</li> <li>• Pizza time!</li> </ul>	<p>Pupils will learn about vocabulary to discuss music</p> <ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Buying a CD</li> <li>• Use rhythm as a memory aid</li> <li>• It's a rap</li> <li>• Music contest</li> </ul>
<p>PE kit needed: Tuesday and Friday  Homework given: Monday  Homework due: Friday</p>		