

Art

Context:

Earth and Space: images of 'The Moon' using a variety of materials and textures.

The Anglo-Saxons: using water colours to paint scenes of Anglo-Saxon life.

Knowledge: to know great artists, architects and designers in history.

Skills: to create sketches of observations and use them to review and revisit ideas; to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).



Design & Technology

Context:

Earth and Space: design and make a model of the Solar System.

The Anglo-Saxons: research, design and make a brooch for an Anglo-Saxon

Knowledge & Skills:

Design - use research and develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups.

Make - select from and use a range of materials and components according to their functional properties and aesthetic qualities.

Evaluate - investigate and analyse a range of existing products and use to evaluate their ideas and products against their own design criteria.



Year 5 Curriculum Plan Autumn 2017

PSHE

Context:

'We are all stars' & 'Be friendly, be wise'

- Devising a class charter
- Gifts and talents
- Exploring feelings
- Working cooperatively
- Communication skills
- Role models
- Different types of friends
- Conflict resolution
- Managing anger
- Anti-bullying
- E-safety and cyber-bullying

Computing

Context:

We are bloggers: learning about and writing a blog.

We are game developers: developing an interactive game.



Skills:

- Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Children will also learn to use popular software, specifically to:

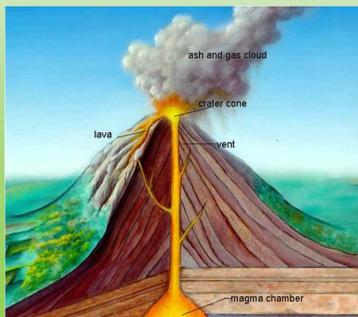
- Use Excel to present and analyse data about the Solar System.
- Use Publisher to design and information booklet about the Anglo-Saxons.

Geography

Context:

Physical Geography—Extreme Earth: In this unit, children are learning about the physical structure of the earth and extreme geographical events such as tsunamis, volcanoes and earthquakes. They will study why these happen and explore the effects on land and peoples.

Skills: to use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.



RE

Context:

Judaism

Knowledge and Skills:

- Appreciating the different ways people receive instructions.
- Learning that the Torah is part of Jewish sacred writings.
- Becoming familiar with vocabulary associated with The Torah.
- Learning about a Jewish festival.
- Understanding that the Torah is important to Jewish people because it teaches them how they should live.
- Learning about the Jewish place of worship: the Synagogue.



Music

Context

Earth & Space

Songs and music about Earth and Space—Beethoven's 'Pastoral' symphony; Holst's 'The Planets'.

Knowledge and Skills:

Listening to a variety of songs and music to do with Earth and Space; singing-experimenting with rhythm and vocal arrangements.



History— Britain's settlement by the Anglo Saxons and Scots

Knowledge: Children are learning about: who the Saxons were and why they came to England; aspects of their daily life such as village life, clothing, religion; the Saxon Army; famous Saxon leaders; famous Saxon stories; and the archaeological finds at Sutton Hoo.

They are also studying about the Scots invasions from Ireland to north Britain.

Skills:

- To place events, people and changes into correct periods of time.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- Knowledge and understanding of events, people and changes in the past: To know the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.
- To know about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.
- Recall, select and organise historical information.
- Use dates and historical vocabulary to describe the periods studied.
- Communicate their knowledge and understanding of history in a variety of ways, for example, by drawing, writing and using ICT.

Science

Context: Exploring the Solar System
Skills



- Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describing the movement of the Moon relative to the Earth.
- Describing the Sun, Earth and Moon as approximately spherical bodies.
- Using the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
- Planning different types of scientific enquiries to answer questions,.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Recording data and results of increasing complexity using scientific diagrams and labels,.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Physical Education

Context: Real PE, Hockey, Tag Rugby.



Skills:

- Take part in team games with an understanding of tactics and rules.
- Understand and explain principles of warm-up/down and why exercise is good for health.
- Control movement with a ball in team sports whilst moving.
- Describe how to refine, improve and modify performances.
- Perform and create movement sequences with some complex skills and displaying accuracy.

Mathematics

Number & Place Value

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Solve number problems and practical problems that involve the above.

+ & -

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

x & ÷

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors.

Fractions (including decimals & %)

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Measurement

- Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.

Geometry

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

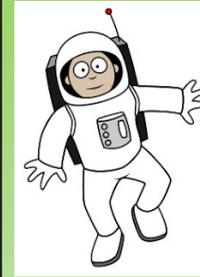
Statistics

- Solve comparison, sum and difference problems using information presented in a line graph.

English

Context:

Communication, language and literacy based on the theme of 'Space' and Science Fiction stories and, in the second half of the term, on traditional stories, fables, myths and legends, such as , The Mermaid of Zennor and Beowulf.



Space: Using a variety of texts and film clips, children will visualize settings, make predictions about plot and note story structure. The children will compare story openings and experiment with different types of opening. They will also be taught how to explore aspects of an author's style by comparing themes, settings and characters in different stories. Children will focus on characterization and make inferences about the author's perspective on a particular character. As well as narratives, children will study and write non-chronological and news reports based on the themes.

Myths and Legends: Children will read and explore a variety of text types from well-known myths and legends and unpick the key features and structures. They will use scaffolding to retell these stories as well as to plan and write their own narrative in the style of the texts they have explored.



Poetry: children will learn about different poetic styles and will write their own poems about Bonfire Night/Diwali.

Skills:

- Experiment with different narrative form and styles to write stories.
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems.
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail.
- Experiment with the order of sections and paragraphs to achieve different effects.
- Explore how writers use language for comic and dramatic effects.
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts.
- Compare how a common theme is presented in poetry, prose and other media.
- Compare different types of narrative and information texts and identify how they are structured