

Year group: 5 Term: Autumn 2

Focus Subject: Science



Educate
Protect
Love
Serve

BIG Question: Out of this world, is this a possibility?

Key Vocabulary: Moon, stars, planets, solar system, astronomer, constellations, meteor, moon phases, comet, lunar and solar eclipses

Practise at Home:

Homework grid
Spellings
Maths and English tasks weekly

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Planetarium
Star gazing

Relationships and Health Education:

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

As Musicians, we will: In this unit, the Musical Spotlight is 'Emotions and Musical Styles'. You will continue to learn about all the Foundational Elements of Music with a focus on emotions and how they relate to musical styles, while working implicitly with all the other elements of music as you go through the steps of the unit. As a universal language and a mode of expression that has always been an integral part of how we make sense of our world and our existence, music is inextricably linked to communicating and understanding our emotions and feelings.

DT: As designers, we will:
Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

RE: as theologians, we will:

RED curriculum: **Prophecy and Promise**

The overall theme for year 5 is 'Transformed by Faith'.

It considers people from scripture whose lives were transformed by faith then looks at more contemporary examples and how they affected their communities

Link Cultural and religious context
Express a point of view with reason
Reflect on how Elijah's words see people today
Link advent, isaiah and John the Baptist words.



Science: As scientists, we will:

Describe how the Moon, Earth and Sun move around each other
Describe what happens during a lunar eclipse
Describe what happens during a solar eclipse
Describe what the solar system is
Name the parts of the solar system
Explain the difference between comets, meteors and meteorites
Name the planets of the solar system in order
Describe the difference between the inner and outer planets
Explain why Pluto is no longer considered a planet
Describe what different types of stars are
Describe what star constellations are
Describe what we mean by the universe
Describe what a galaxy is, including the Milky Way



English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

PE: As athletes, we will:

(Swing arms across the body when passing.)
(Point of the ball travelling to the receiver.)
Look at the person you are passing to. Arms follow through towards the receiving player after ball is released. Create a horseshoe shape hand motion to make an effective fake pass. Look before passing that the player is behind the ball. Pass to the hands of the receiving player (Chest height)

Maths: As mathematicians, we will:

This unit builds on children's work in previous units on bar graphs. Also, it will bring together their understanding of tables and problem solving as they apply the four rules of calculation. Some questions will involve using their knowledge of fractions and measures.
In this unit, children develop their understanding of the multiplicative properties of numbers. This unit follows their learning about data handling and precedes their work on measure and perimeter.
This unit builds on the concepts of area and perimeter learned in Year 4. Previous methods (including the use of concrete representations and squares) will be used as a starting point to derive numerical strategies.

MFL: As linguists, we will learn: Saying what I and others have Phonics: the SSC (sound-symbol correspondences) taught this term are:

[ɑ] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d
Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô]

History: As historians, we will:

N/A this half

Art: As artists, we will:

N/A this half-term

Geography: As geographers, we will:

Respond to challenging geographical questions by planning a range of tasks in order to find the answers.
Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.
Present reasoned conclusions when presenting findings.
Communicate findings using geographical terms e.g. location, land use, settlement.

Computing: As programmers, we will:

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.



Dates	W/C 5/11	W/C 11/11	W/C 18/11	W/C 25/11	W/C 2/11	W/C 9/11	W/C 16/11
Events	Monday INSET:					Christmas tree festival Christmas jumper day	Christmas dinner and party yr5/6 carol service
Class novel:	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti	
Genre:	Non-chronological report	Non-chronological report	Defeating the monster story	Defeating the monster story	Defeating the monster story	Defeating the monster story	Poetry
English	Film: Pandora LQ: Can I explain the structure of a non-chronological report? Features Short burst writing	Film: Pandora LQ: Can I plan my own non- chronological report? LQ: Can I independently write a non-chronological report? plan First draft Edit Final draft	Text: Pandora LQ: Can I learn a model defeating the monster story? Features Story map Action and role play	Text: Pandora LQ: Can I innovate a defeating the monster story? Box up Plan Change elements of model text	Text: Pandora LQ: Can I Invent my own defeating the monster story? Plan First draft	Text: Pandora LQ: Can I use editing to improve my writing? Edit Published piece	
Spelling	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed
Grammar	GPS Focus Bullet points Technical vocabulary	GPS Focus Captions Sentence types paragraphs Present tense	GPS Focus Simple sentences Compound sentences Complex sentences	GPS Focus ENP's Prepositions More Prefixes	GPS Focus Semi-colon for independent clauses Adverbs	GPS Focus Using Inverted Commas (Changing the Position of the Reporting Clause Coordinating Conjunctions) Parenthesis - Brackets Commas for Meaning and Clarity	GPS Focus Determiners Subordinating Conjunctions

<p>Computing</p>					<p>1: What is video? To explain what makes a video effective</p> <ul style="list-style-type: none"> I can explain that video is a visual media format I can identify features of videos <p>I can compare features in different videos</p> <p>2: Filming techniques To use a digital device to record video</p> <ul style="list-style-type: none"> I can identify and find features on a digital video recording device I can experiment with different camera angles <p>I can make use of a microphone</p>	<p>3: Using a storyboard To capture video using a range of techniques</p> <ul style="list-style-type: none"> I can suggest filming techniques for a given purpose I can capture video using a range of filming techniques <p>I can review how effective my video is</p> <p>4: Planning a video To create a storyboard</p> <ul style="list-style-type: none"> I can outline the scenes of my video I can decide which filming techniques I will use <p>I can create and save video content</p>	<p>5: Importing and editing video To identify that video can be improved through reshooting and editing</p> <ul style="list-style-type: none"> I can store, retrieve, and export my recording to a computer I can explain how to improve a video by reshooting and editing <p>I can select the correct tools to make edits to my video</p> <p>6: Video evaluation To consider the impact of the choices made when making and sharing a video</p> <ul style="list-style-type: none"> I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact the quality of the final outcome <p>I can evaluate my video and share my opinions</p>
<p>History or Geography</p>	<p>Why do geographers do fieldwork?</p> <ul style="list-style-type: none"> Explore what fieldwork is Examine why geographers do fieldwork Describe what sort of fieldwork geographers do <p>Tools of fieldwork: maps</p> <ul style="list-style-type: none"> Why maps are important How maps are used How to use four and six figure grid references 	<p>Fieldwork: can I create a sketch map of roads in my community?</p> <ul style="list-style-type: none"> Model the process for creating a sketch map of the local community Option to go for a walk or use a satellite image Invite pupils to add annotations and symbols to their maps 	<p>Tools of fieldwork: surveys and questionnaires</p> <ul style="list-style-type: none"> What a field sketch is Why geographers do surveys and questionnaires How these tools help geographers 	<p>Fieldwork: can I create a field sketch of my community?</p> <ul style="list-style-type: none"> Model creating a sketch Create a field sketch from home or in the local area 	<p>How do geographers develop an enquiry question?</p> <ul style="list-style-type: none"> Understand the process for identifying a question you want to answer Model the process for identifying a question - around car and public transport use in your community 	<p>Fieldwork: Can I collect data about road use in my community?</p> <ul style="list-style-type: none"> Review how to safely collect fieldwork data Collect data about road use from home or locally 	<p>How do geographers present their data and what do they do with it?</p> <ul style="list-style-type: none"> Explore why data presentation is important Reflect on how data can be presented Present your data Draft the analysis and conclusion of the fieldwork Answer the enquiry question

PSHE/ RSE	Think positive (PSHE) The Cognitive Triangle	Think positive (PSHE) Thoughts Are Not Facts	Think positive (PSHE) Face Your Feelings	Think positive (PSHE) Choices and Consequences	Think positive (PSHE) Being Present	Think positive (PSHE) Yes, I can!	
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