

Maths

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

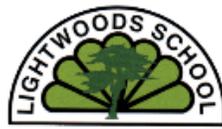
Multiplication and Division

- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Recognise and use cube numbers and the notation for cubed (3)
- Recognise and use square numbers

- and the notation for squared (2)
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Measurement: Perimeter and Area

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes



Year 5 Autumn 2

Trips and Events

N/A

English

Writing genres

- Narrative – opening
- Narrative – build up
- Instruction text

GPS skills

- Simple and compound sentences
- Use of precise verbs and adverbs
- Complex sentences
- Synonyms
- Editing

Science

Forces

- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Working Scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific

- equipment, with increasing accuracy and precision.
- Gather, record, classify and present data in a variety of ways to help with answering questions and suggest further tests.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables.
- Report and present findings from enquiries, including conclusions, causal relationships, in oral and written forms, such as displays and other presentations.
- Begin to use appropriate scientific language and ideas to explain and evaluate their methods and findings

Key Texts



History

Shang Dynasty

- Describe the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty or Ancient China.
- Make comparisons between past and present events.
- Confidently use historical terms related to the current study.
- Sort from a range of artefacts to choose those which are most relevant and useful in researching a particular time.
- Address historically valid questions about change and cause, similarity and difference.
- Compare sources of information available for the study of different times in the past. Offer different reasons for versions of events
- Understand that the type of information available depends on the period of time studied.
- Present findings and communicate knowledge and understanding in different ways.

Geography

Rivers

- Name and locate the world's countries, using maps to focus on Europe, Russia and North and South America, concentrating on environmental regions, key human and physical characteristics, countries and major cities.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Begin to develop an understanding of how changes in the environment can affect rivers.
- Begin to understand the consequences of changes to the world environment over time.

MFL

Spanish

- Take part in conversations and express simple opinions giving reasons.
- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Know how to conjugate some high frequency verbs.

Music

Rhythm

- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- The historical context of the songs. What else was going on at this time, musically and historically?
- To choose what to perform and create a programme.
- To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

PE

Games - Tennis

- To hit a ball using a developing backhand or forehand technique.
- To build up a rally
- Seek out space in a game scenario and use it to support team mates in a game.
- Play in any sporting situation and demonstrate fairly play and positive sporting behaviour.
- To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.
- To develop and consolidate different techniques for throwing and to know when it is appropriate to use during a game scenario.

An additional fitness session will form part of the PE curriculum this half term.

RE

Humanism

- Identify and explain the core beliefs and concepts studied, using examples from texts (including holy books) and identify why these are fundamental to the religion.
- Describe examples of ways in which people use texts/holy books to make sense of core beliefs and concepts.
- Make detailed connections (using evidence) between what people believe and how they live, individually and in communities.
- Explain connections between the beliefs and practise studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs or practices studied, including their own responses, recognising that others may think differently.

Art

Printing

- Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing
- Choose the printing method appropriate to task.
- Build up layers and colours/textures
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.
- Choose inks and overlay colours.

PSHE

Being Me in My World

- Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- Evaluate how the actions of one person can affect another and can give examples of this from school and a wider community context.

Celebrating Difference

- Explain the differences between direct and indirect types of bullying.
- Know some ways to encourage children who use bullying behaviours to make other choices
- Know how to support children who are being bullied.

DT

Build a Moving Vehicle

- Create prototypes to show his/her ideas.
- Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.
- Make careful and precise measurements so that joints, holes and openings are in exactly the right place.
- Use technical knowledge, accurate skills, to problem solve during the making process.
- Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.
- Carry out appropriate tests to evaluate the effectiveness of the product.

Computing

Video editing

- Independently select and use appropriate software for a task.
- Confidently use a range of software tool.
- To use technology to capture and edit video, applying a range of different effects and incorporating numerous video clips
- To select tools which they can use to help them achieve a specific aim and justify these choices to others.
- Using a Computer: Independently select software for a task. Indep select, use and combine software to design/create content for an audience.