

## Literacy

**Book:** The Wonder Garden

### **National Curriculum**

- Read a wide range of genres and develop their understanding of the characteristics of text types.
- To participate in discussions about different books and challenge ideas and views.
- Discuss and evaluate vocabulary used by the author and how it impacts the reader.
- To use knowledge of texts to retrieve, record and discuss information from non-fiction texts.

### **Key Skills:**

- Exploring the meaning of words in context
- Summarising the main ideas from a text and identifying the key details that support the main ideas
- Distinguish between statements of fact and opinion.

## Ivrit

**Topic:** Daily Routine

### **National Curriculum:**

- Take part in conversations and express simple opinions giving reasons.
- Gain an overall understanding of an extended spoken text which includes some familiar language.
- Use dictionaries to extend vocabulary on a given topic.
- Write phrases and some simple sentences from memory and write a short text with support form a word / phrase bank.

### **Key Skills:**

- Learn to tell the time in Ivrit
- Read a story about daily routine.
- Class survey about daily routine.
- Comparing their daily routine with Israeli children.

## Music

**Topic:** Planetary Moods;

### **National curriculum:**

- Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used to represent

- planets
- Understand how pulse, rhythm and pitch work together
- Key skills:**
- Listen with attention to detail and recall sounds with increasing aural memory

## Science

**Topic:** Forces and Magnets.

### **National Curriculum:**

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

### **Key Skills:**

- Taking measurements, using a range of scientific equipment, with increasing accuracy & precision, taking repeat readings when appropriate.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

## Autumn Term 1 Year 5 2020/21

## Art/DT

**Topic:** Watercolour Techniques

### **National Curriculum:**

- To create and develop sketch books to record their observations and
- use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### **Key Skills:**

- To develop a wide range of art and design techniques in using colour, pattern, texture, line
- To create sketch books to record their observations and use them to review and revisit ideas
- To look at famous artists work and be able to describe their style and use it as inspiration

## PE

**Topic:** Invasion games

### **Key Skills:**

- Play competitive games and apply attacking and defending rules.
- Develop
- strength, flexibility, balance and control.
- Ideas:**
- Learn Tag Rugby skills
- Use skills in a competitive game.

- Note connections, contrasts and trends over time and develop appropriate use of historical terms.
- Regularly address similarities and differences over time.

### **Key Skills:**

- To use time lines to sequence historical periods.
- To learn about crime and punishment across different eras including Romans, Medieval, Anglo, Saxons and Victorians.
- To learn about current crime and punishment systems in the UK.

## Maths

**Topics:** Place Value, Addition and Subtraction Statistics.

### **National Curriculum:**

- Read, write, order and compare numbers to at least 1000000
- Count forwards or backwards in steps of powers of 10.
- Interpret negative numbers in context
- Round any number up to 1000000.
- Solve number problems.
- Read and recognise Roman numerals to 1000.
- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods
- Use rounding to check answers to calculations.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Interpreting charts, tables, line graphs and timetables.

### **Key skills:**

- Add and subtract using mental and column addition
- Read and interpret timetables
- Work out problems using negative numbers
- Read and write Roman numerals.
- Using graphs to solve problems.

## PSHE

**Topic:** Heads Up/ Bullying

### **Key Skills:**

- Enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual.
- Support children to share experiences and feelings.
- Normalise worries and other big feelings.
- Support children to manage uncertainty and change.

Know how to recognise the difference between isolated hostile incidents and bullying. Understand what self-esteem is and why it is Important. Understand the terms 'resilience' and 'persistence' and why these character traits are important