

## English

### Topic: **Adventure**

#### Stories – Varjak Paw

##### National Curriculum:

- Relative clauses for suspense.
- Figurative language including personification and ENPs
- Writing dialogue

##### Key Skills

- Write an additional chapter with added suspense to the story.

- Fronted adverbials for cohesion
- Making inferences
- Discussing, comparing and creating characters

## 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.

## Art/DT

### Topic: **Monet / 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

## Ivrit

### Topic: **My Bedroom**

##### National Curriculum:

- Speak in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Read carefully and show understanding of words, phrases and simple writing. Understand basic grammar appropriate to the language being studied.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- ##### Key Skills:
- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
  - Take part in conversations and express simple opinions giving reasons.
  - Gain an overall understanding of an extended spoken text which includes some familiar spoken language.
  - Write phrases and some simple sentences from memory and write a short text with support from a word / phrase bank.
  - Use a wide range of adjectives to describe people and things.

## 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 2021-22

## Humanities

### (History)

#### Topic: **Early Islamic Civilization/ Baghdad c900**

##### National Curriculum:

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900.
- Note connections, contrasts, and trends over time and develop appropriate use of historical terms.
- Regularly address similarities and differences over time.

##### Key Skills:

**Chronological understanding** – use timelines to place national and international events, sequence historical periods.

**Chronological understanding** – Use relevant terms and period labels as well as describing events using words and

phrases such as century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era and period.

**Historical Enquiry** - Begin to identify primary and secondary sources and choose reliable sources of evidence to answer questions.

**Historical Interpretation** - Look at different versions of the same event and identify differences in the accounts.

**Knowledge and understanding of past events, people and changes in the past** - Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.

**Organisation and Communication** - Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.

## 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: **Nutrition and Food**

##### Key Skills:

- Know about the different food groups and their related importance as part of a balanced diet
- Develop an awareness of their own dietary
- Needs
- Explore the relationship and balance between physical and nutrition
- Make informed lifecycle choices

## 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