

## English

**Book:** Ripley's Mighty Machines

### **National Curriculum**

- Converting nouns or adjectives into verbs using suffixes.
- Using relative clauses.
- Use brackets, commas or dashes to indicate parenthesis.
- Use expanded noun phrases to convey information precisely.

### **Key Skills:**

- Create a non chronological report
- Research skills

## Humanities (History)

### Humanities (History/Geography)

**Topic:** How the Ancient Greeks have influenced us.

### **National Curriculum:**

- Place in chronological order
- Use a variety of sources for evidence
- Compare sources of information to study the past.

### **Key Skills:**

**Historical Enquiry** - Use evidence to build up a picture of the past (library, internet, documents, printed sources, pictures, photos, music, artefacts etc for research) and then select relevant sections of information.

**Historical Enquiry** - Ask a range of questions about the past.

**Historical Interpretation** - Give clear reasons why there may be different accounts of history.

**Knowledge and understanding of past events, people and changes in the past** - Give some causes and consequences of main events, situations and changes in the period studied.

**Knowledge and understanding of past events, people and changes in the past** - Identify changes and links within and across the time periods studied.

**Organisation and Communication** - Recall, select and organise historical information and use dates and terms accurately.

**Organisation and Communication** - Choose most appropriate way to present information to an audience.

## 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 2 Year 5 2021/22

## PSHE

**Topic: Communication and Collaboration**

### **Key Skills:**

- To recognise that there are many different ways to communicate
- To understand the need for confidentiality in certain situations
- To know and understand the importance of listening to others
- To understand the role of the listener in any relationship
- To recognise that there are many ways to communicate
- To understand the need to both listen and speak when communicating with others
- Understand that there are many situations in which collaboration is necessary
- To understand the need to develop team work skills
- To recognise that there are many roles within a community
- To understand the need to collaborate in a group situation
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- To understand the need to collaborate in a group situation

## Lvrit

**Topic: Pets**

### **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.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

### **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.

## Maths

**Topics:** Multiplication and Division, Perimeter and Area

### **National Curriculum:**

- Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Measuring and calculating perimeter of rectilinear shapes.
- Area of rectangles, compound shapes and irregular shapes.

### **Key skills:**

- Different ways of showing prime numbers, square and cubed numbers using concrete and pictorial methods.
- Practical activities to find area and perimeter.

## 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