



class: Year 5

Term: Autumn

Reading

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.
Use meaning-seeking strategies to explore the meaning of words in context

Writing

Know the audience for and purpose of the writing
Use the features and structures of text types taught so far
Use grammatical features and vocabulary appropriate for the text types taught so far
Start sentences in different ways
Show how grammar and vocabulary choices create impact on the reader
Add well-chosen detail to interest the reader
Organise writing into paragraphs to show different information or events
Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Distinguish between the formal and informal spoken and written language
Assess the effectiveness of their own and others' writing

Spoken Language

Engage the interest of the listener by varying their expression and vocabulary
Adapt spoken language to the audience, purpose and context
Explain the effect of using different language for different purposes
Begin to use standard English in formal situations

Transcript

Form verbs with prefixes. For example, dis, de, mis, over and re
Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
Understand the general rules for adding prefixes and suffixes above
Spell some words with 'silent' letters, e.g. knight, psalm, Solemn

Maths

Match 2-place decimals to 1/100s, using a place value grid
Use place value to multiply and divide numbers by 10 and 100, involving 2-place decimals
Use place value to add and subtract 0.1 and 0.01 to and from decimal numbers

Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems
Use advanced mental multiplication strategies
Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/bar
Add pairs of 2-digit numbers with a total ≤ 198
Subtract 2-digit from 2-digit numbers by counting up
Use number facts to 10 to solve problems including word problems
Count up to subtract any 3-digit from 3-digit number
Use counting up to subtract 4-digit numbers from near multiples of 1000
Use mental strategies to add 2-digit, 3-digit and 4-digit number
Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions

Read, write and convert time between analogue and digital 12 and 24 hour clocks
Compare durations of events to calculate the time taken by particular events or tasks
Use 24 hour clocks
Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc.
Measure and calculate the perimeter of composite rectilinear shapes in m/c
Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtraction
Order and compare 5-digit numbers and say a number between

Use column addition to add two 4-digit numbers with answers > 10000
Use compact decomposition to subtract 3-digit from 3-digit numbers
Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)
Count up to subtract any 3-digit from 3-digit number
Subtract 3-digit from 4-digit numbers by counting up
Use counting up strategies to quickly calculate change

Science

Forces

Investigation

Explore different ways to test an idea, choose the best way, and give reasons
Vary one factor whilst keeping the others the same in an experiment
Explain why they do this
Plan and carry out an investigation by controlling variables fairly and accurately
Make a prediction with reasons
Use information to help make a prediction
Use test results to make further predictions and set up further comparative tests
Explain (in simple terms) a scientific idea and what evidence supports it
Present a report of their findings through writing, display and presentation

Knowledge

Explain what gravity is and its impact on our lives
Explain why a wheeled object that is initially pushed will slow down and stop
Explain the impact of friction on a moving object
Explain the effect of drag force on moving objects
Explain how force and motion can be transferred through gears, pulleys, levers and make a prediction which links with other scientific knowledge
Identify the key factors when planning a fair test
Explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough
Describe and explain how motion is affected by forces (including gravitational attractions, magnetic attraction and friction)
Design very effective parachutes

Work out how water can cause resistance to floating objects?

English writing opportunities –

Class Novel – How to Train your Dragon

- Information Text: How to care for a dragon
- Instructions on how to catch a dragon
- Non-chronological report: Newspaper writing
- Poetry: Valkyries
- Character Description: Gobber the Belch
- Formal letter: Writing a letter of complaint
- Diary entries

British Values

Mutual respect and tolerance

Being part of Britain

Geography – Chile - What is South America like?

- Studying location and place
- Looking at transects
- Focus on Patagonia
- World climate
- Link with partner school in Santiago

Spanish – Hola!

Children will learn basic greetings in Spanish and how to engage in basic conversation such as asking how someone is.

Art

Dragon eyes using clay

Dragon Eye drawing

What happened after the Romans left?

- To develop an awareness of the key features of the past
- To use dates and key terms appropriately
- To ask questions about sources
- To make inferences about sources
- To learn about the Anglo Saxon invasions and settlement

After the Roman empire came a period of time where Britain was invaded numerous times, starting with the Anglo Saxons. We will look at how and why they invaded and what their settlements looked like.

We will use the ever popular ‘Horrible Histories’ book as a means of starting our investigation.



R.E. – Why is Moses important to the Jews?

- Who was Moses?
- What was the significance of the Burning Bush?
- How did Moses lead the Israelites out of Egypt?
- What happened on Mount Sinai?
- How do Jewish people use the Ten Commandments?
- So, why is Moses important to Jewish people?

P.E.

Children will focus upon invasion games such as Tag Rugby and Football.

PSHE-

Exploring new beginnings, diversity, friendship and caring:

- Co-operation
- Our actions
- Rights and responsibilities
- Our family
- Our friendships

Computing/ICT

Developing an interactive game.

Pupils will:
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

Use sequence, selection, and repetition in programs; work with variables and forms of input and output

Music

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.