

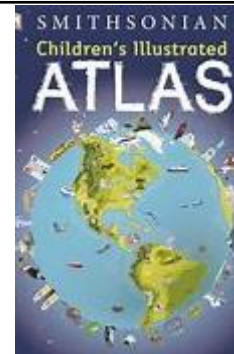
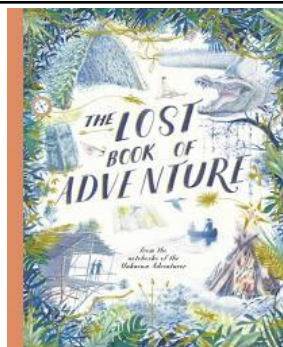


YEAR 5 / AUTUMN 2

COULD YOU SURVIVE IN THE WILD?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets</p> <p>Know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Increase responsibilities for year 5 children and introduce Year 5 'Jobs' – reading monitors , classroom helpers, Playground Pals</p> <p>Sports competitions</p> <p>Performing for Christmas performance</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on Reflectiveness in Autumn 2</p> <p>Celebration of achievements</p> <p>Celebrate successes and learning from mistakes</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims</p> <p>Year 5 responsibilities</p> <p>Representing school in sporting competitions</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>Playtime pals</p>



ENGLISH	READING	Maintain positive attitudes by reading for a range of purposes Understand what they read by identifying how language, structure, presentation contribute to meaning Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve, record and present information from non-fiction
	WRITING	To write a survival guide To link ideas across paragraphs using adverbials To apply modal verbs in writing indicate degrees of possibility Use hyphens to avoid ambiguity Use parenthesis correctly To use relative clauses
	SPELLING / PHONICS / GPS	Spell and apply verb prefixes re, over dis To know the difference of informal and formal vocabulary when using speech To use and apply formal and informal tone To indicate degrees of possibility using modal verbs and adverbs Know, use and apply rules of inverted commas
	SPOKEN LANGUAGE	Know when to use informal and formal language Use formal language (tone and vocabulary) to present to an audience

MATHS	To multiply a 2 digit number by a 2 digit number To find cube and square numbers Multiply by 10, 100, 1000 Multiplying 2/3 digit numbers Multiply 4 digit numbers To divide by 10, 100 and 1000 To divide 2, 3 and 4 digit numbers by a single digit including remainders To solve word problems using multiplication and division To divide fractions
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SCIENCE	<p>Working Scientifically Ask relevant questions and use different types of enquiry to answer Set up practical enquiries, comparative and fair tests Careful and systematic observations, measure using a variety of equipment Gather, record, classify and present data Record findings using a variety of methods Report on findings Draw simple conclusions Identify similarities and differences Use evidence to support findings/answer question</p> <p>Physics Friction and Air resistance Plan, investigate and evaluate - parachute experiment Plan - water resistance Investigate - water resistance Explore gravity Use small forces for greater effects</p>
HISTORY	

COMPUTING	<p>Coding: To begin to simplify code To create a playable game. To understand what a simulation is. To program a simulation using 2Code. To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variables types are and how they are used differently. To understand how to create a string.</p>
GEOGRAPHY	<p>What the early settlers needed to survive and what influences the choice of a location Different settlements including hamlets and conurbations How the names of settlements can tell you about their geography (physical and human) How land influences the type, size and nature of a settlement That the shape of the settlement is dependent on the physical geography e.g. linear , nucleated and dispersed settlements The different types of land use in a settlement – open spaces, domestic, industrial, commercial, farming, leisure To know how settlements are linked – road, rail, air, water To know the factors that influence settlement location today – where would you settle?</p>



MFL	The theme of this term is meal times and food and drink options To ask/answer questions and express and respond to opinions To use definite articles with verbs of like/dislike (le, la, l' or les) To use expressions of frequency to add detail (toujours, d'habitude, parfois)	PHYSICAL EDUCATION	Create and perform a range of movement patterns to music Perform the 5 principles of dance with control and confidence Link steps, movements and phrases to make a dance routine in a cheerleading style Choregraph and practise dance motifs using relationship and space Perform all elements from memory with greater control and fluency
DESIGN TECHNOLOGY	Bridges To design and make strong and stable structures (bridges) To know of the work and impact of Islamabad Kingdom Brunel To know real like applications of structures such as well know bridges Textiles To design a cushion for an intended purpose To use hand and machine sewing to create hems To use and apply applique for a desired effect including fabric paints	ART AND DESIGN	
MUSIC	Listen to a variety of musical examples that use major and minor to create contrast. Play major and minor scales and become familiar with the pattern of tones and semitones. Improvise, over an ostinato, with instrument or voices using both major and minor pitch patterns	RELIGIOUS EDUCATION	Was Jesus the Messiah? To explain the place of Incarnation and Messiah within the Bible. To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
PSHE	To understand how our bodies change during puberty and the importance of keeping clean To understand how emotions can change during puberty and strategies for managing these Online safety - keeping safe online, cyber bullying and strategies to cope online	ENRICHMENT	Remembrance – 11 th November Interfaith Week Protecting Our Planet Day Children in Need Christmas Nativities Parliament Week PSCO visit – Bonfire Safety Road safety week – trip to Crewe station