

Year 5	'Feel the force!'	Autumn Term 1	2017/2018
<p>English - Myths and Legends-Arthur High King of Britain-Michael Morpurgo</p> <ul style="list-style-type: none"> • To identify and discuss themes and conventions in and across a wide range of writing. • Narratives-describe settings, characters, atmosphere and dialogue • Fact and opinion Paragraphing Assess effectiveness of own and others' writing • Poetry-Use of figurative language • Assess effectiveness of own and others' writing • Prefixes, suffixes, homophones, dictionary work, hyphens • Spell some words with silent letters eg knight, psalm, solemn <p>Plan their writing by identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own</p> <p>In writing narratives, consider how authors have developed characters, settings and atmosphere in what pupils have read, listened to or seen performed</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors 			
<p>Mathematics</p> <ul style="list-style-type: none"> • Order and compare five digit numbers and round them, add and subtract them mentally • Addition and subtraction multi-step problems • 3d shapes -1 Identify 3D shapes including cubes and cuboids from 2D representations. • identify parallel and perpendicular, edges, vertices • Translate/reflect shapes and describe positions • Multiplication by 9 and 99 using 10 and 100, and adjusting • Fractions - problems, sequences, • Multiply numbers divide numbers mentally drawing upon known numbers. • Multiply and divide whole numbers and these involving decimals by 10, 100 and 1000. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Compare and order fractions whose denominators are all multiples of the same number. 			
<p>Science-Materials Part 1-Forces</p> <ul style="list-style-type: none"> • Research the building materials/construction used in our new classroom • Measuring forces using Newton meters • Gravity, Making things move and slow down, Water resistance • Aristotle & Galileo • Using mechanisms - levers, pivots, pulleys, gears, cogs • Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • 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. 			
<p>Religious Education Values-what matters most to Humanists and to Christians?</p> <ul style="list-style-type: none"> • Describe what matters to Christians and to Humanists • Make links between their own values and the values of others <ul style="list-style-type: none"> • Use correct vocabulary to describe a religious and a non religious way of life 			

- Describe some values that matter to Humanists and some values that matter to Christians
- Ask and respond to questions about values and why we find it hard to always be good
- Make links between what matters most to Humanists or Christians and what matters most to me
- Apply ideas about values in Christianity and Humanism for themselves
- What matters most to me?
- Do rules matter? What is a code for living?
- What codes for living do non-religious people follow? What codes do Christians follow?
- What can we learn from values?

Art and Design

- Landscapes in mixed media-(Chile)
- Sketching designs for Longships, figureheads, shields

Computing -Combining text and graphics

- Viking research, Forces research, King Arthur research
- Presenting information in Powerpoint

Design Technology

- Design and make Viking boats
- K-nex - gears and pulleys

Geography

- Places in France
- Where did the Vikings come from and go to?
- Cornwall/Scilly Isles
- Chile/physical and human geography/climate/Earthquakes

History-The Vikings

- Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first King of England.
- Timeline, Viking beliefs, Weapons, Longships

Modern Foreign Languages - In France

Say, read, Geography-The High Street/directions/time

Music

- Learn songs in Science, History, French and for Harvest.
- Sing with increasing accuracy, fluency, control and expression and develop in confidence.

Physical Education- Invasion games/football and netball.

PSHE/Values Values Cooperation, Friendship

Through stories, poems role play and games, learn about the values of cooperation/friendship, working in teams with given roles to agree a set of class rules with rewards and sanctions. Link to Bible stories. Know when to compromise and develop negotiating strategies. Linked to British Values.

Community

Bishop's Harvest appeal

Health and safety

Water safety

The curriculum will be delivered creatively, linking development of skills and themes across subject areas