

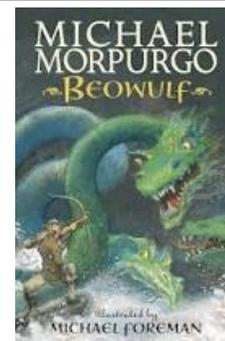
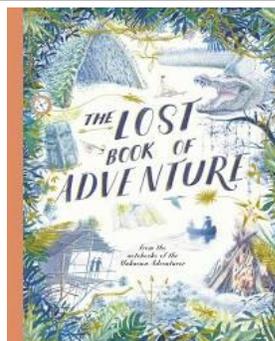
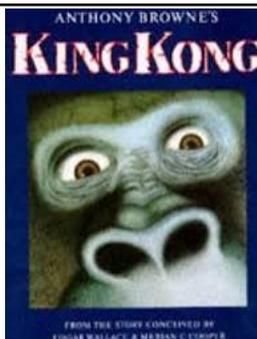


YEAR 5 / AUTUMN 1

WHAT'S THE ART OF SURVIVAL?

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>Focus on explaining what we are learning and what we need to next to improve</p> <p>Learning techniques for remembering more and committing new learning to the long term memory</p> <p>Understanding that progress comes through hard work and progress is relative to starting points</p>
POSSIBILITIES AND RISKS	<p>Supporting children to embrace change and welcome new opportunities, being able to adapt</p> <p>Opportunities to develop ability to manage time and resources effectively</p> <p>Learning the skills needed for safe survival - lighting a fire, tying knots, building a shelter, tracking, knowing your paces.</p>

LEARNING TO LEARN	<p>Focus of the importance of reflection to make improvements especially linked to writing and evaluating</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
SOCIAL INTELLIGENCE	<p>Making decisions – are zoos really necessary today? Are humans helping or hindering endangered animals</p> <p>Is it right that only the fittest survive?</p> <p>Should animals have the same rights as humans?</p> <p>No Outsiders – To appreciate artistic freedom</p>



ENGLISH	READING	<p>To understand how authors affect their readers with intended affects</p> <p>To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences</p> <p>To develop range of vocabulary and terminology</p> <p>To know the features and purpose of of a range texts and their impact on reader</p> <p>To identify and know the difference between formal and informal language</p> <p>Scan to find specific details</p>	MATHS	<p>Secure place value to 1 000 000</p> <p>Whole numbers addition and subtraction within 1 000 000</p> <p>Whole numbers multiplication and division within 1 000 000</p> <p>Whole numbers word problems</p> <p>Reading Tables, reading line graphs</p>
	WRITING	<p>Paragraphs – to include paragraphs and link ideas across paragraphs using adverbials</p> <p>Use a range of conjunctions to build cohesion, use relative clauses beginning who, which, where, when,</p> <p>Punctuation – recap speech punctuation and brackets for parenthesis</p> <p>To write a dilemma narrative</p> <p>To write a balanced argument</p> <p>To edit and improve own writing</p> <p>To develop fluent handwriting style with correct use of joins</p>		
	SPELLING / PHONICS	<p>Learn and remember words from the Year5/6 statutory spelling lists</p> <p>Revise previous spellings</p> <p>Use a range of strategies for learning words</p> <p>Use word origins, root words, prefixes and suffixes</p> <p>Develop personal spelling lists</p> <p>Continue to learn a range of homophones</p>		
	SPOKEN LANGUAGE	<p>Give well-structured explanations</p> <p>Command of Standard English</p> <p>Use appropriate register</p> <p>The difference between vocabulary of formal and informal speech - formal tone</p>		



SCIENCE	<p>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 Report on findings and draw simple conclusions Identify similarities and differences</p> <p>Chemistry Describing and using Materials Different properties make different materials suitable for different uses Materials can be grouped according to their properties Understanding that different mixtures of solids and liquids can be separated</p>
HISTORY	<p>Anglo Saxons Explain how the Roman withdrawal contributed to Anglo-Saxon settlement. Describe what Anglo-Saxon life was like for all groups of people. Use more than source to find out what Anglo-Saxon life was like. Compare the accuracy of these sources. Describe different accounts of the Anglo-Saxon settlement from different perspectives, explaining some of the reasons why the accounts may differ. Suggest reasons why the Anglo-Saxons settled in Britain. Explain how Britain changed with the Anglo-Saxon settlement. Place events on a timeline using dates. Explain what religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain. Research Anglo-Saxon Sudbury - describe how Sudbury was founded</p>

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 a 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. To understand what concatenation is and how it works.</p>
GEOGRAPHY	



MFL	<p>To link the spelling and sounds of a word by applying their phonics knowledge</p> <p>To ask/answer questions and express and respond to opinions</p> <p>To use definite articles with verbs of like/dislike (le, la, l' or les)</p> <p>To develop intercultural understanding through comparing England, France and other French speaking countries.</p>	PHYSICAL EDUCATION	<p>Can perform the 9 foundations and jumps shapes to a high degree of accuracy</p> <p>Can perform actions in and out of rolls</p> <p>Can lead others in a stretching routine to prepare themselves for gymnastics</p> <p>Can perform a range of balances with control and accuracy</p> <p>Can hold different positions when balancing and use different shapes to express a given theme</p> <p>Can create sequences that have changes of speed and level</p> <p>Can select the most appropriate way to travel from one balance to another</p> <p>Can safely set up the gymnastic apparatus</p> <p>Can work safely on both small and large apparatus</p>
DESIGN TECHNOLOGY		ART AND DESIGN	<p>Can create images in the style of an artist from history.</p> <p>With coloured pencil, block colour by applying pencil strokes in the same direction.</p> <p>With pastel work on a soft paper to create an image with a set coloured background</p>
MUSIC	<p>Recognise, through listening, the minor scale.</p> <p>Perform canons and part songs that use the minor scale.</p> <p>Make use of pitch notation.</p> <p>Create and perform short pieces making effective use of the instrument</p>	RELIGIOUS EDUCATION	<p>How is Christianity a diverse and global faith?</p> <p>To know there expressions of the church locally nationally and globally?</p> <p>To identify similarities and differences</p>
PSHE	<p>To understand how our bodies change during puberty and the importance of keeping clean</p> <p>Online safety - keeping safe online, cyber bullying and strategies to cope online</p> <p>No outsiders – To learn from out past</p>	ENRICHMENT	<p>Anglo Saxon Day</p> <p>Harvest service</p>