

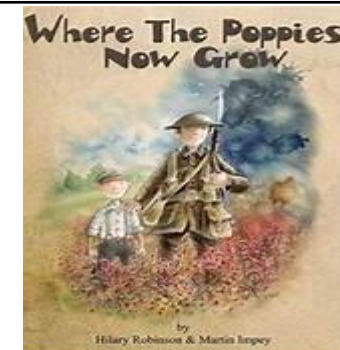
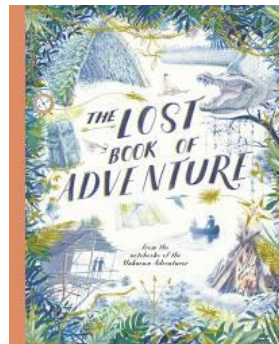
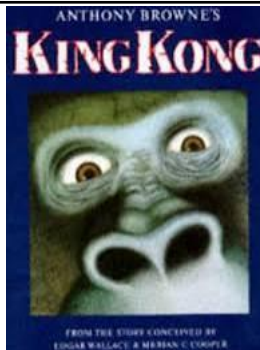


YEAR 5 / AUTUMN 1

WHAT'S THE ART OF SURVIVAL?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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>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>	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.

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>Increase responsibilities for year 5 children and introduce Year 5 'Jobs' – reading monitors, classroom helpers, sports competitions.</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 – resilience is a key target for Year 5</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>What makes us unique? How can we celebrate these differences?</p> <p>No Outsiders – Where the Poppies Now Grow</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>
	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 5/6 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>Properties of materials</p> <p>To know and define properties including: magnetism, transparency and hardness</p> <p>To test materials for their electrical conductivity</p> <p>To plan a fair test, testing which insulator is the best</p> <p>To conduct and test which insulator is the best</p> <p>To evaluate our work after investigations</p> <p>To understand the uses of everyday materials, such as: plastic, wood and metal</p>
HISTORY	<p>Investigate and interpret the past</p> <p>Use sources of evidence to deduce information and select suitable sources of evidence, giving reasons</p> <p>Use sources of information to form testable hypotheses.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate.</p> <p>Chronological knowledge beyond 1066 – Revolutionary Railways in Alderley Edge</p> <p>How did early transport hold back developments in the locality? Why were improvements made to transport in the locality? How much difference did these improvements in transport make to the local area?</p>

COMPUTING	<p>Systems and Searching</p> <p>Understand computer systems, and how data is transferred.</p> <p>Understand small and large scale systems</p> <p>Explain the terms input and output</p> <p>Learn to effectively use search engines</p> <p>Learn to compare different search engines.</p>
GEOGRAPHY	



MFL	<p>The theme of this term is time and meal times</p> <p>To link the spelling and sounds of a word by applying their phonics knowledge</p> <p>To ask/answer questions relating to time</p> <p>To extend number knowledge to 60 and identify patterns within the French language</p>	PHYSICAL EDUCATION	<p>To move quickly into a space by moving away, coming back and dodging to deceive a defender</p> <p>To consistently select a range of passes more competently and confidently with speed, accuracy and control, linking them together to maintain the fluency of a game</p> <p>To engage in competitive games 4v4 and adapt the rules to create their own games and understand the consequences of breaking game rules To send and receive in different directions with increasing control under pressure to develop the use of space, maintain possession and achieve pace towards an opponent's goal</p>
DESIGN TECHNOLOGY		ART AND DESIGN	<p>Drawing objectives</p> <p>Develop perspective techniques previously taught, as well as using tone, light, and shade to make things appear 3D.</p> <p>Hatching techniques</p> <p>Develop shadow skills</p> <p>Painting Objectives</p> <p>To develop confidence in using quicker brushstrokes when using water colour experiment with layering/overpainting to create a Claude Monet inspired railway image.</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>Creation and Science: conflicting or complimentary?</p> <p>Understand the importance of the Creation story in the Bible</p> <p>Discuss whether this is conflicting or aligning with scientific explanations of Creation</p> <p>Discuss whether you can be a scientist but also religious</p>
PSHE	<p>To understand how our bodies change during puberty and the importance of keeping clean</p> <p>To understand how emotions can change during puberty and strategies for managing these</p> <p>Online safety - keeping safe online, cyber bullying and strategies to cope online</p>	ENRICHMENT	<p>Trip to Alderley Railway</p> <p>Harvest Service</p> <p>Keeping Clean</p>