

YEAR GROUP: 5	TERM: Autumn 2	TITLE: Time Traveller – The 20 th Century
ENGLISH	MATHS	SCIENCE
<p>Kidnapped – Flash back Narrative The Robin – Setting Descriptions</p> <p>Reading increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Writing Composition using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others’ writing</p> <p>Writing - vocabulary, grammar and punctuation Modal Verbs Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must Adverbs Using adverbs to indicate degrees of possibility Indicating degrees of possibility using adverbs</p> <p>Handwriting choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>Statistics complete, read and interpret information in tables, including timetables</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>Number: Multiplication & Division Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Perimeter and area calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p>	<p>Animals Including Humans</p> <p>Identify, and present in an appropriate way, the key stages in human growth and development from birth to old age.</p> <p>Compare keyfacts about mammalian gestation and birth and suggest reasons for variation within a species (e.g. typical gestation in humans being between 37-42 weeks).</p> <p>Describe the process of sexual reproduction in a familiar animal and why it is important for species survival.</p> <p>Make informed choices to maintain their health and well-being, explaining reasons for these choices.</p> <p>Describe the key physical changes in the male and female human body during puberty.</p> <p>Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and model</p> <p>Use and develop keys to identify classify and describe living things and materials</p>

COMPUTING	RE	PE
<p>Computer Science Scratch – developing games</p> <p>With support begin to produce algorithms by using logical and appropriate structures to organise data and create precise and accurate sequences of instructions</p>	<p>Christianity Evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>Dance</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences.</p> <p>compare their performances with previous ones</p> <p>Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.</p>
FRENCH	PSHE	MUSIC
<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Celebrating difference Explain the words ‘culture’, ‘stereotype’ and ‘racism’ and give examples of all. Discuss ‘protected characteristics’ in the equality Act 2010 or revised versions</p> <p>Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.</p>	<p>Music</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>develop an understanding of the history of music</p>
ART/DT	HISTORY	GEOGRAPHY
<p>Salvador Dali / Photography Compose a photograph with an emphasis on textural qualities, light and shade.</p> <p>Compare and comment on ideas / methods / approaches in own and others’ work (relating to context).</p>	<p>Time Traveller – The 20th Century a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p>	

Create a monochromatic collage which incorporates text.