

## Autumn Term 2019 - Year 5

### Reading -

**Narrative:** The Lost Thing, The Jamie Drake Equation and When the Mountains Roared

**Non -Fiction:** Biographies, Information Texts

**Poetry -** T'was the Night before Christmas

- ✓ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- ✓ Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.
- ✓ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.
- ✓ Exploring themes within and across texts e.g. loss, heroism, friendship.
- ✓ Making comparisons within a text e.g. characters' viewpoints of same events.
- ✓ Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries.
- ✓ Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- ✓ Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.
- ✓ Exploring meaning of words in context.
- ✓ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- ✓ Predicting what might happen from information stated and implied.
- ✓ Re-read and reads ahead to locate clues to

### Writing -

**Narrative -** Finding Tale, Journey Tale,

**Non-Fiction -** Biographies, Non-Chronological Reports

### Vocabulary, Grammar and Punctuation

- ✓ Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that.
- ✓ Create complex sentences where the relative pronoun is omitted.
- ✓ Create and punctuate complex sentences using ed opening clauses.
- ✓ Create and punctuate complex sentences using ing opening clauses,
- ✓ Create and punctuate sentences using simile starters.
- ✓ Demarcate complex sentences using commas in order to clarify meaning.
- ✓ Identify and use commas to indicate parenthesis.
- ✓ Identify and use brackets to indicate parenthesis.
- ✓ Identify and use dashes to indicate parenthesis, e.g. in less formal writing.
- ✓ Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly
- ✓ Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.
- ✓ Use expanded noun phrases to convey complicated information concisely.
- ✓ Use modal verbs to indicate possibility or certainty, e.g. will, might, should, could
- ✓ Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.

### Composition - Planning and Drafting

- ✓ Identify the audience and purpose and select appropriate language and structures.
- ✓ Draw on reading and research.
- ✓ Think how authors develop characters and settings (in books, films and performances).
- ✓ Blend action, dialogue and description within and across

### Maths

#### Place Value, Addition and Subtraction, Statistics

#### Multiplication and Division, Area and Perimeter

- ✓ read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- ✓ count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- ✓ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.
- ✓ round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- ✓ solve number problems and practical problems that involve all of the above.
- ✓ read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- ✓ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- ✓ add and subtract numbers mentally with increasingly large numbers
- ✓ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- ✓ solve comparison, sum and difference problems using information presented in a line graph
- ✓ complete, read and interpret information in tables, including timetables.
- ✓ multiply and divide numbers mentally drawing upon known facts
- ✓ multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- ✓ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- ✓ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- ✓ solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- ✓ know and use the vocabulary of prime numbers, prime factors and

<p>support understanding.</p> <ul style="list-style-type: none"> <li>✓ Scanning for key words and text marking to locate key information.</li> <li>✓ Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>✓ Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</li> <li>✓ Explaining the effect on the reader of the authors' choice of language. <ul style="list-style-type: none"> <li>✓ Distinguish between statements of fact or opinion within a text.</li> <li>✓ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>✓ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>✓ Participating in debates on an issue related to reading (fiction or non-fiction).</li> <li>✓ Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</li> </ul> </li> </ul>	<p>paragraphs.</p> <ul style="list-style-type: none"> <li>✓ Use different sentence structures with increasing control (see VGP). Use devices to build cohesion</li> <li>✓ Use organisation and presentational devices e.g. underlining, bullet points, headings.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>✓ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>✓ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>✓ Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>✓ Ensure consistent subject and verb agreement.</li> <li>✓ Proofread for spelling and punctuation errors</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>✓ Words ending in -cious and -tious</li> <li>✓ Words ending in -cial and -tial</li> <li>✓ Develop self-checking and proof reading strategies.</li> <li>✓ Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</li> <li>✓ To spell challenge words from the Year 5 spelling list.</li> </ul>	<p>composite (non-prime) numbers</p> <ul style="list-style-type: none"> <li>✓ establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>✓ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>✓ calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul>
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## Science

### Earth and Space and Forces

Pupils will be taught to...

- ✓ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- ✓ Describe the movement of the Moon relative to the Earth.
- ✓ Describe Sun/Earth/Moon as approximately spherical bodies.
- ✓ Use the idea of the Earth's rotation to explain day and night.
- ✓ The Earth spins once around its own axis in 24 hours, giving day and night.
- ✓ The Earth orbits the Sun in one year.
- ✓ We can see the Moon because the Sun's light reflects off it.
- ✓ The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.
- ✓ The Sun appears to move across the sky from East to West and this causes shadows to change during the day.
- ✓ Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth
- ✓ 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.
- ✓ There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity).
- ✓ Gravity can act without direct contact between the Earth and an object.
- ✓ Friction, air resistance and water resistance are forces, which slow down moving objects.
- ✓ Friction, air resistance and water resistance can be useful or unwanted.
- ✓ The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.
- ✓ More than one force can act on an object simultaneously (either reinforcing or opposing each other).
- ✓ **Working scientifically** - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- ✓ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- ✓ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- ✓ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
- ✓ Identifying scientific evidence that has been used to support or refute ideas.

## Geography

### Mountains

- ✓ Can I name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains,)?
- ✓ Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities?
- ✓ Can I describe and understand key aspects of physical geography, including mountains.
- ✓ Can I describe and understand key aspects of: human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water?
- ✓ Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?
- ✓ Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world?
- ✓ Can I use a range of methods including sketch maps, plans and graphs, and digital technologies?
- ✓ Can I use fieldwork to observe, measure, record and present the human and physical features in the local area?

## PSHEE- Health and Well-Being

### To learn:

- ✓ about what positively and negatively affects health and wellbeing (including mental and emotional health)
- ✓ how to make informed choices that contribute to a 'balanced lifestyle'
- ✓ about the benefits of a balanced diet
- ✓ about different influences on food and diet
- ✓ developing skills to help make their own choices about food
- ✓ how images in the media can distort reality and that this can affect how people feel about themselves
- ✓ about different ways of achieving and celebrating personal goals
- ✓ how having high aspirations can support personal achievements
- ✓ how to further describe the range and intensity of their feelings to others
- ✓ how to manage complex or conflicting emotions
- ✓ about coping with change and transition - how this relates to bereavement and the process of grieving
- ✓ about independence, increased responsibility and keeping safe
- ✓ strategies for managing risk
- ✓ how the spread of infection can be prevented

## French - Le Monde

Identify and pronounce accurately the names of some countries and towns, know the points of the compass in French; copy accurately in writing key words and phrases from the unit; listen to a story and select key words and phrases

- ✓ listen attentively to spoken language and show understanding by joining in and responding
- ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others.
- ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- ✓ present ideas and information orally to a range of audiences
- ✓ read carefully and show understanding of words, phrases and simple writing
- ✓ appreciate stories, songs, poems and rhymes in the language
- ✓ broaden their vocabulary and develop their ability to understand new words
- ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ describe people, places, things and actions orally\* and in writing

## RE:

### Christianity - Living within a moral code

### Hinduism - worship and the journey of life

- ✓ Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- ✓ Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- ✓ Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms (e.g: reasoning, music, art and poetry).
- ✓ Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## PE- Basketball & Dance

- ✓ apply attacking/defending strategies as part of a mini game team
- ✓ play different positional roles in game, know what to do to improve
- ✓ work more consistently with control & fluency
- ✓ link skills, techniques and ideas accurately & appropriately
- ✓ know how/where to send a ball/object according to game situation
- ✓ use criteria to analyse motifs/sequences & suggest improvement
- ✓ show/fluency/control in chosen dynamics in response to stimuli
- ✓ perform fluent dances with characteristics of different styles/eras
- ✓ adapt & refine(in pair/group), motifs that vary weight/space/rhythm

### Computing - Internet Safety, Concept Mapping and Spreadsheets

- ✓ To gain a greater understanding of the impact that sharing digital content can have.
- ✓ To review sources of support when using technology.
- ✓ To review children's responsibility to one another in their online behaviour.
- ✓ To know how to maintain secure passwords.
- ✓ To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
- ✓ To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- ✓ To learn about how to reference sources in their work
- ✓ To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- ✓ Ensuring reliability through using different methods of communication
- ✓ Conversions of measurements
- ✓ Novel use of the counting tool
- ✓ Formulae including the advanced mode
- ✓ Using text variables to perform calculations
- ✓ Using a spreadsheet to plan an event
- ✓ To understand the need for visual representation when generating and discussing complex ideas.
- ✓ To understand and use the correct vocabulary when creating a concept map.
- ✓ To create a concept map.
- ✓ To understand how a concept map can be used to retell stories and information.
- ✓ To create a collaborative concept map and present this to an audience.

### Music - Guitar Tuition, Livin' on a prayer and Classroom Jazz units

- ✓ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- ✓ Play tuned and untuned instruments with control and rhythmic accuracy.
- ✓ Practise, rehearse and present performances with an awareness of the audience.
- ✓ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- ✓ Improvise and develop rhythmic and melodic material when performing.
- ✓ Explore, choose, combine and organise musical ideas within musical structures.
- ✓ Analyse and compare sounds.
- ✓ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- ✓ Improve their own and others' work in relation to its intended effect.
- ✓ Use and understand staff and other musical notations.
- ✓ Develop an understanding of the history of music.
- ✓ Identify groupings of instruments - e.g. strings, woodwind, orchestra, and rock band.
- ✓ Recognise the instruments heard in a piece of music.
- ✓

### Art and Design - Still Life

#### Exploring and developing idea

- ✓ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- ✓ Question and make thoughtful observations about starting points and select ideas to use in their work.
- ✓ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

#### Evaluating and developing work

- ✓ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- ✓ Adapt their work according to their views and describe how they might develop it further.
- ✓ Annotate work in a journal.

#### Drawing -Lines, Marks, Tone, Form and Texture

- ✓ Use dry media to make different marks, lines, patterns and shapes within a drawing.
- ✓ Experiment with wet media to make different marks, lines, patterns, textures and shapes.

#### Perspective

- ✓ Begin to use simple perspective in their work using a single focal point and horizon.
- ✓ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

#### Textiles

- ✓ Use fabrics to create 3D structures.
- ✓ Use different grades of threads and needles.
- ✓ Experiment with batik techniques.
- ✓ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

### History - The Ancient Maya

- ✓ The child can provide overviews of the most significant features of different themes, individuals, societies and events covered.
- ✓ The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.
- ✓ The child can explain the role and significance of different causes and effects of a range of events and developments.
- ✓ The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.
- ✓ The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.
- ✓ The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.