

Y5 Autumn Overview

Writing				Maths	
<p><i>Based on:</i> Gorilla (Write Stuff), Letters from the Lighthouse (Literacy Shed) Christmas Truce (Literacy Shed film)  <i>Genres covered:</i> Narrative, Recount, Postcard, Speech, Report, Letter, Diary Entry, play script                      Cross curricular:                      Play scripts, descriptive writing and letters linked to WW1,  <i>Other focus:</i>                      Figurative language, varied sentence openers, using a thesaurus, legible fluent handwriting</p>				<p><i>Objectives:</i>  <b>Place Value</b>                      -Roman numerals to 1,000                      -Numbers to 10,000                      -Numbers to 100,000                      -Numbers to 1,000,000                      -Read and write numbers to 1,000,000                      -Powers of 10                      -10/100/1,000/10,000/100,000 more or less                      -Partition numbers to 1,000,000                      -Number line to 1,000,000                      -Compare and order numbers to 100,000                      -Compare and order numbers to 1,000,000                      -Round to the nearest 10, 100 or 1,000                      -Round within 100,000                      -Round within 1,000,000</p>	
SPAG				<p><b>Multiplication &amp; Division A</b>                      -Multiples                      -Common multiples                      -Factors                      -Common factors                      -Prime numbers                      -Square numbers                      -Cube numbers                      -Multiply by 10, 100 and 1,000                      -Divide by 10, 100 and 1,000                      -Multiples of 10, 100 and 1,000</p> <p><b>Fractions A</b>                      -Find fractions equivalent to a unit fraction                      -Find fractions equivalent to a non-unit fraction                      -Recognise equivalent fractions                      -Convert improper fractions to mixed numbers                      -Convert mixed numbers to improper fractions                      -Compare fractions less than 1                      -Order fractions less than 1                      -Compare and order fractions greater than 1                      -Add and subtract fractions with the same denominator                      -Add fractions within 1                      -Add fractions with total greater than 1 -Add to a mixed number                      -Add two mixed numbers                      -Subtract fractions</p>	
Ready to write	Relative Clauses	Modal Verbs	Adverbs		
<ul style="list-style-type: none"> <li>-Pronouns</li> <li>-Expanding Noun Phrases</li> <li>-Fronted Adverbials</li> <li>-Plural and Possessive</li> <li>-Direct and Indirect Speech</li> </ul>	<ul style="list-style-type: none"> <li>-Relative Pronouns</li> <li>-Recognising Relative Clauses</li> <li>-Using Relative Clauses</li> <li>-Omitting Relative Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising Modal verbs</li> <li>-Using Modal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising Adverbs</li> <li>-Using Adverbs</li> <li>-Recognising Adverbs to Indicate Degrees of Possibility</li> <li>-Using Adverbs to Indicate Degrees of Possibility</li> </ul>	<p><b>Addition and subtraction</b>                      -Mental strategies                      -Add whole numbers with more than four digits                      -Subtract whole numbers with more than four digits                      -Round to check answers                      -Inverse operations (addition and subtraction)                      -Multi-step addition and subtraction problems                      -Compare calculations                      -Find missing numbers</p>	
Spelling					
<ul style="list-style-type: none"> <li>-Non-negotiable spellings</li> <li>-Words ending in -tious &amp; -ious</li> <li>-Words ending in -cious</li> <li>-Words ending in -cial</li> <li>-Words ending in -tial</li> <li>-Words ending in -cial &amp; -tial</li> <li>-Challenge words</li> </ul>		<ul style="list-style-type: none"> <li>-Words ending in -ant</li> <li>-Words ending in -ance &amp; -ancy</li> <li>-Words ending in -ent &amp; -ence</li> <li>-Words ending in -able &amp; -ible</li> <li>-Words ending in -ably &amp; -ibly</li> <li>-Challenge words</li> </ul>			

<b>Reading</b>		<ul style="list-style-type: none"> <li>-Subtract from a mixed number</li> <li>-Subtract from a mixed number - breaking the whole</li> <li>- Subtract two mixed numbers</li> </ul>
<p><i>Texts covered:</i> Letters from the Lighthouse</p> <p><i>Objectives:</i></p> <p>Predict what might happen from details stated and implied</p> <p>Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Making comparisons with and across books</p> <p>Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Learning poetry/play scripts by heart to perform, showing understanding through intonation, tone, volume and action</p>		<b>History</b>
<p style="text-align: center;"><b>Music</b></p> <p><b>Theme and variations (Theme: Pop Art)</b></p> <ul style="list-style-type: none"> <li>-Perform rhythms confidently either on their own or in a group.</li> <li>-Identify the sounds of different instruments and discuss what they sound like.</li> <li>-Make reasonable suggestions for which instruments can be matched to which pieces of art.</li> <li>-Recall the names of several instruments according to their orchestra sections.</li> <li>-Keep the pulse with the body percussion section and sing with control and confidence.</li> <li>-Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</li> <li>-Draw the rhythms accurately and show a difference between each of their variations.</li> <li>-Showcase creativity in the finished product.</li> </ul>	<p><b>What was the impact of WW2 on British people?</b></p> <p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p>	
		<b>Geography</b>
		<p><b>Why do oceans matter?</b></p> <p>Describe the water cycle.</p> <p>Describe how the ocean is used for human activity.</p> <p>Explain how the ocean helps to regulate the Earth's climate and temperature.</p> <p>Identify the Great Barrier Reef as part of Australia.</p> <p>Describe the benefits of the Great Barrier reef.</p> <p>Describe how humans impact the oceans and the consequences of this.</p> <p>Explain some actions that can be taken to help support healthy oceans.</p> <p>Explain which data collection method would be best for marine fieldwork and why.</p> <p>Collect data using a tally chart, photographs and a sketch map.</p> <p>Safely navigate the fieldwork environment.</p> <p>Make suggestions for how to improve a marine environment.</p> <p>Present data using a tally chart and pie charts</p>

**MFL****Do you have a pet?**

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).

**Computing****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 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.

**Online Safety**

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and 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.

**Online Safety**

- 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.
- To ensure reliability through using different methods of communication.

**Spreadsheets**

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the count tool to answer hypotheses about common letters in use.
- To use a spreadsheet to model a real-life problem.
- To use formulae to calculate area and perimeter of shapes.
- To create formulae that use text variables.
- To use a spreadsheet to help plan a school cake sale.

<p style="text-align: center;"><b>Science</b></p> <p><b>Materials: Mixtures and Separations</b>  Define the term ‘mixture’ and name some common examples.   Define the term ‘sieving’ and explain how sieving separates mixtures.  Define the term ‘filtering’ and explain how filtering separates mixtures.  Define the terms ‘solution’ and ‘dissolve’ and name some common examples of solutions.  Recall some factors that affect the time taken to dissolve.  Describe the effect of temperature on the time taken to dissolve.  Define the term ‘evaporating’ and explain how evaporating separates solutions.  Identify when sieving, filtering and evaporating should be used.  Research a mixture to find out what substances it is made from.  Draw and annotate a diagram to explain how sieving separates a solid-solid mixture.  Identify and justify which type of enquiry to use to answer my testable question.  Identify solutions by observing and describing their appearance.  Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve.</p> <p><b>Materials: Properties and Changes</b>   Determine the hardness of different materials and link this to their uses.  Determine the transparency of different materials and link this to their uses.  Determine the thermal and electrical conductivity of different materials and link this to their uses.  Demonstrate, identify and describe reversible and irreversible changes.  Evaluate the hardness test to determine the degree of trust in the results.  Plan and draw a table of results.  Write a detailed, organised and easy to follow method.  Write a prediction using prior knowledge of the states of matter.  Analyse observations about rusting and use them to support a conclusion.  Measure accurately in centimetres</p>	<p style="text-align: center;"><b>RE</b></p> <p><b>Why do people have to stand up for what they believe in?</b>  -To recognise the importance of religious freedom.  -Use clues to determine someone’s beliefs about God.  -Articulate the importance of Guru Hargobind’s inclusivity of others.  -Identify the meaning behind different festivals of light.  -Express their thoughts and feelings after considering events in the past and present.  -Consider various viewpoints surrounding religious prejudice.</p> <p><b>Why doesn’t Christianity always look the same?</b>  -Explain why some people believe Jesus was the Messiah.</p> <p>-Give examples of how Christianity spread as a religion.  -Identify different features of a Catholic church.  -Explain the uses of different features of a Catholic church.  -Identify some reasons why people began practising in different ways.  -Organise different Christian practices according to their impacts on believers.  -Identify how different people represent Jesus depending on personal and cultural influences.</p>			
	<p style="text-align: center;"><b>PE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1117 927 1630 1477"> <p><b>Swimming</b>  -Swim competently, confidently and proficiently over a distance of at least 25 metres.  -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  -Perform safe self-rescue in different water-based situations.</p> <p><b>Badminton</b>  -I am developing a wider range of skills and I am beginning to use these under some pressure.  -I can identify when I was successful and what I need to do to improve.</p> </td> <td data-bbox="1630 927 2145 1477"> <p><b>Netball</b>  -I can create and use space to help my team.  -I can pass, receive and shoot the ball with increasing control under pressure.  -I can select the appropriate action for the situation and make this decision quickly.  -I can use marking, and/or interception to improve my defence.  -I can use the rules of the game consistently to play honestly and fairly.  -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> </td> </tr> </table>		<p><b>Swimming</b>  -Swim competently, confidently and proficiently over a distance of at least 25 metres.  -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  -Perform safe self-rescue in different water-based situations.</p> <p><b>Badminton</b>  -I am developing a wider range of skills and I am beginning to use these under some pressure.  -I can identify when I was successful and what I need to do to improve.</p>	<p><b>Netball</b>  -I can create and use space to help my team.  -I can pass, receive and shoot the ball with increasing control under pressure.  -I can select the appropriate action for the situation and make this decision quickly.  -I can use marking, and/or interception to improve my defence.  -I can use the rules of the game consistently to play honestly and fairly.  -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>
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	<ul style="list-style-type: none"> <li>-I can use feedback provided to improve my work.</li> <li>-I can work cooperatively with others to manage our game.</li> <li>-I understand the need for tactics and can identify when to use them in different situations.</li> <li>-I understand the rules of the game and I can apply them honestly most of the time.</li> <li>-I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>	<ul style="list-style-type: none"> <li>-I can work in collaboration with others so that games run smoothly.</li> <li>-I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>
<b>Art</b>	<b>Design Technology</b>	
<p><b>Painting and Mixed Media: Portraits</b></p> <ul style="list-style-type: none"> <li>-Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>-Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>-Communicate to their partner what kind of photo portrait they want.</li> <li>-Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>-Use some Art vocabulary to talk about and compare portraits.</li> <li>-Identify key facts using a website as a reference.</li> <li>-Explain their opinion of an artwork.</li> <li>-Experiment with materials and techniques when adapting their photo portraits.</li> <li>-Create a self-portrait that aims to represent something about them.</li> <li>-Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>	<p><b>Mechanical Systems: Design and Make a Pop-Up Book</b></p> <ul style="list-style-type: none"> <li>-Produce a suitable plan for each page of their book.</li> <li>-Produce the structure of the book.</li> <li>-Assemble the components necessary for all their structures/mechanisms.</li> <li>-Hide the mechanical elements with more layers using spacers where needed.</li> <li>-Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</li> <li>-Use appropriate materials and captions to illustrate the story.</li> </ul>	
<b>PSHE</b>		
<p><b>Families &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>-Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</li> <li>-Recognise that friendships have ups and downs and this is normal.</li> <li>-Understand what marriage is and know that it is a choice people make.</li> <li>-Understand that we all have a range of attributes that make us who we are and we should be proud of these.</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>-Understand that borrowing money is a way to pay for something but this has to be repaid.</li> <li>-Understand what income and expenditure are and how these can be recorded.</li> <li>-Understand that there are risks associated with money and what some of these are.</li> </ul>	

-Understand that sometimes families can make children feel unhappy or unsafe.  
-Understand why someone might bully others.  
-Understand that attitudes and laws around gender equality have changed over time.  
-Understand that stereotypes exist and these can lead to discrimination.

-Understand how to create a weekly budget, including prioritising needs over wants.  
-Understand that stereotypes can exist in the workplace and how these can affect people.