

PATHS/RSHE—Getting Started

To appreciate the need for specific roles within a small group structure.
To know the responsibilities of each role and to practise them within a small group.
To facilitate the use of 'The Golden Rule' as a guide for solving problems.
To discuss why it is important to discuss our feelings. To understand that some feelings are comfortable and some are uncomfortable.
To recognise anger in myself and others.
To distinguish between internal and external cues for emotional states.
To find alternative ways to calm down.

History—Anglo-Saxons

To place events chronologically on a timeline.
To be able to evaluate historical objects.
To understand why the Scots and Anglo-Saxons invaded Britain.
To explore what we can learn about Roman cities compared to Anglo-Saxon villages from historical drawings.
To understand how the Anglo-Saxons have influenced Britain by exploring place names.
To explain beliefs and attitudes in terms of why people might have had those ideas.

Computing—Computing Systems

To know how a secure password can help protect private information.
To explain that computers can be connected together to form systems.
To recognise the role of computer systems in our lives.
To recognise how information is transferred over the internet.
To explain how sharing information online lets people in different places work together.
To contribute to a shared project online.
To evaluate different ways of working together online.

French—Rigolo

I can recall the numbers 1-11 fluently.
I can recall the numbers 1-31.
I can recall the days of the week.
I can say months of the year.
I can say what the date is.
I can ask when someone's birthday is.
I can say when my birthday is.

English

Toolkit Development

Short burst writing—Character and setting

UNIT FOCUS: Suspense

BASE TEXT: The Spiderwick Chronicles – Lucinda's Secret by Holly Black-
MODEL TEXT: Opening and build up focusing on creating suspense

Outcome

To write an opening and build up to a story that creates tension and suspense.

Innovated write:

Children will write their own opening and build up to a story in which they build tension and create suspense – changing the character, setting and the threat.

Independent write:

Children will use the toolkit for creating suspense to write a recount from Jared's perspective in the form of a diary entry.

Year 5 – Autumn Term 1

Subjects and skills

Maths

We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include Place value, addition, subtraction, measure and problem solving.

Art—Drawing and Painting

I can use a sketchbook to explore ideas.
I can draw a portrait in profile.
I can successfully use shading to create mood and feeling when drawing.
I can use the 'batik' technique.

RE—How do Hindus make sense of the world?

I can describe the variety of practices and ways of life in religions.
I can consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
I can use specialist vocabulary in communicating knowledge and understanding.
I can reflect on ideas of right and wrong and my own and other's responses to them.

Science—Working Scientifically

I can plan different types of scientific enquiry.
I can control variables in an enquiry.
I can measure accurately and precisely using a range of equipment.
I can record data and results using tables.
I can use the outcome of test results to make predictions and set up a further comparative test.
I can explain a conclusion from an enquiry.
I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.

Science—Earth and Space

I can research and identify which planets are in our solar system and present my findings.
I can use scientific language to explain how planets move in our solar system relative to the sun and know about the evidence used to support this.
I can use a scientific diagram and scientific language to explain why we experience day and night and the apparent movement of the Sun across the sky.
I can conduct a fair test and make accurate measurements.
I know the sun is a star and can name some major constellations.

PE/Games

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.

Focus for this half term:

Health and fitness

Yoga

Music—Living on a Prayer

I can describe, compare and evaluate different types of music beginning to use musical words.
I can sing in unison with clear diction, controlled pitch and sense of phrase.
I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.