

English



Reading and writing learning centred around high quality texts:

Text: The BFG

Written outcomes:

- Character study
- Writing new opening chapter
- Book review

Text: Clockwork or All Wound Up

Written outcomes:

- Letter writing
- Comic strip
- Character summaries
- Newspaper report
- Argument
- Narrative

Whole school poetry focus (2 weeks in October):

Text: Poetry for a change- anthology

- Chameleon Kids- Matt Goodfellow
- Front Door- Imitez Darkher
- Portobello's Soul- Remi Graves
- Changing Room- Sally Crabtree
- Instructions for not Becoming a Werewolf- Abigail Parry
- Becoming the Eagle- Jan dean

Outcomes:

- Performance poetry
- Reviewing performances
- Blackout poems
- Writing poems on the theme of 'change'

Grammar and spelling:

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted
- Endings which sound like /ʃəs/ spelt -cious or -tious
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones

Punctuation:

- Brackets, dashes or commas to indicate parenthesis
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Use of commas to clarify meaning or avoid ambiguity

P.E.

- 1st half: Hockey & Gymnastics: Tension or Counter Tension
- 2nd half: Tennis & Netball

Music

Groove & Play Woodwind: The class will learn either the flute or the clarinet and how to make a sound on their chosen instrument. They will consolidate on their knowledge of rhythms and notes learnt in previous years and learn the fingerings for B and A on the flute and E and D on the clarinet.

Ancient Egyptians Year 5 Autumn term

Let's travel back 5000 years to the dusty realms of ancient Egypt. Cruise along the Nile, entering a world of mysteries and curses, mummies and kings.

Find out about life on the river's fertile banks, discovering Egypt and its fascinating culture. Now open the doorway to ancient Egypt – who knows what treasures you will find?

Ideas for topic texts to read at home: Secrets of the Sun King, The Egyptian Cinderella, Pharaoh's fate, Egyptology: search for the tomb of Osiris, If I were a kid in Ancient Egypt



Maths

Numbers to 10,000
Rounding to the nearest 10, 100 and 1,000
10,000s, 1,000s, 100s, 10s and 1s
The number line to 100,000 then 1,000,000
Comparing and ordering numbers to 100,000
Rounding numbers within 100,000
Roman numerals to 10,000
100,000s 10,000s, 1,000s, 100s, 10s and 1s: Place Value
Comparing and ordering numbers to 1,000,000
Rounding numbers within 1,000,000
Negative numbers
Counting in 10s, 100s, 1,000s, 10,000s
Number sequences
Adding whole numbers with more than 4 digits
Subtracting whole numbers with more than 4 digits
Using rounding to estimate and check answers
Mental addition and subtraction
Using inverse operations
Problem solving – addition and subtraction
Interpreting tables
Two-way tables
Interpreting and drawing line graphs
Multiples, factors, prime numbers, cubed and squared numbers
Inverse operations
Multiplying and dividing by multiples of 10, 100 and 1,000
Measuring, calculating, comparing and estimating area and perimeter

Computing

- Internet scenario card
- Words words words
- Design a poster
- Searching searching

French

About ourselves:

Introduce yourself; name items of clothing; express likes/dislikes; describe your school uniform in winter and summer; write a letter intruding yourself to a French penpal

School life:

Identify classroom items; understand classroom instructions; know subjects; say which subjects you like/dislike and why; tell the time to the half hour; say what lessons you have each day and at what time; numbers 50-100

History

Through a study of Ancient Egyptian religious beliefs, the class will find out who were the Egyptian gods; what importance animals had in Ancient Egypt; why the Egyptians built temples, tombs and pyramids. They will find out the impact of religion on buildings, education, festivals, farming and medicine. They will learn what Egyptians believed about death and the afterlife. They will explore the role of the Pharaoh on and find out what the tomb of Tutankhamun can tell us.

Geography

Through a study of the Nile, the class will learn about the water cycle; features of a river; erosion and deposition; the way rivers are used by humans and the impact of damming rivers.

Art

Research tomb paintings and the way Egyptian lives were depicted, and learn how to draw and paint Ancient Egyptian style figures. Combine paper cutting and collage techniques to create a detailed profile of Queen Nefertiti.



Design and Technology

Learn about how spices and pulses can be stored through the winter and how they can be prepared with vegetables to make an Egyptian stew and prepare hummus. Consolidate knife skills and learn how to use a pestle and mortar and a blender with supervision.



P.S.H.E

- **Relationships:** Communication: Confidentiality
- **Relationships:** Communication: Listening
- **Relationships:** Communication: Responding – Scenarios
- **Living in the Wider World:** Rules & Responsibilities: Structure
- **Living in the Wider World:** Rules & Responsibilities: Law&Order
- **Living in the Wider World:** Rules & Responsibilities: U.N. Rights
- ***Religious Understanding:** The Trinity
- ***Religious Understanding:** Catholic Social Teaching
- ***Living in the Wider World:** Reaching Out

Science

Working scientifically in Upper Key Stage 2

Planning enquires: Children should plan different types of enquiry to answer questions. **Identifying variables:** Children should recognize and control variables where necessary.

Secondary sources. Children should recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact. **Using equipment:** They should choose the most appropriate equipment. Children should take measurements, using a range of scientific equipment with increasing accuracy and precision. **Collecting data:** They should make their own decisions about what observations to make, what measurements to use, and how long make them for. **Recording:** They should choose how to record data. Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms). **Analysing data:** Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments. **Making Improvements:** They should use their results to identify when further tests and observations might be needed

Autumn term topics

Living things and their habitats:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

Key Scientist: David Attenborough

Properties and changes of materials:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Key Scientist: Ruth Benerito

R.E.

Creation

Reflect on some important responses to people's questions about creation over time. Reflect on the importance of the stories of creation and the fall in the Bible and how they help us understand suffering in the world. Be aware of God's gifts to us. Understand that He calls us to care for creation and be aware of our responsibilities. Know about what we can learn from some of God's great helpers.

God's Covenants

Understand the meaning of covenant and reflect on God's covenants with Noah and with Abraham. Reflect on Abraham's trust in God. Understand that God guides and challenges His people. Be aware of our need to grow in faith and trust in God. Know that God made a covenant with Moses and the Israelites. Be aware that this covenant is also made with us. Reflect on the message of the prophets for us. Reflect on our part in the New Covenant God makes with us.