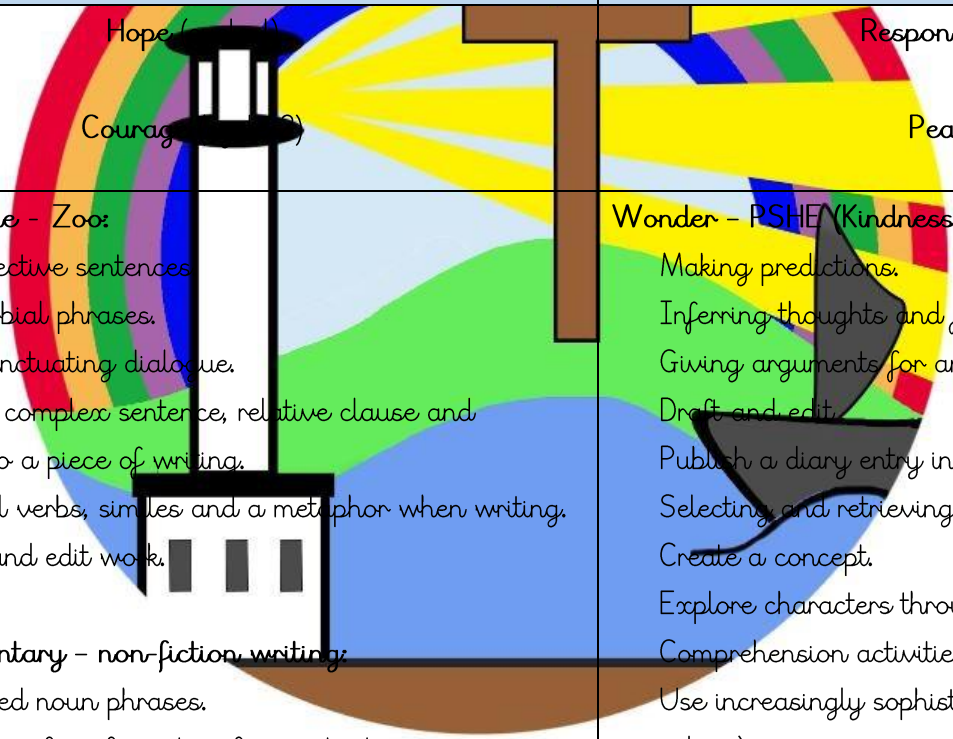


## Year 5 Autumn Term Overview

	Autumn 1	Autumn 2
Focus Christian Value	 <p>Hope (cycle 1) Courage (cycle 2)</p>	<p>Responsibility (cycle 1) Peace (cycle 2)</p>
English	<p>Anthony Browne - Zoo:</p> <ul style="list-style-type: none"> <li>Creating effective sentences</li> <li>Using adverbial phrases.</li> <li>Correctly punctuating dialogue.</li> <li>Including a complex sentence, relative clause and brackets into a piece of writing.</li> <li>Using modal verbs, similes and a metaphor when writing.</li> <li>Plan, draft and edit work.</li> </ul> <p>Nature documentary - non-fiction writing:</p> <ul style="list-style-type: none"> <li>Use expanded noun phrases.</li> <li>Retrieving specific information from a text.</li> <li>Comparing and contrasting texts.</li> <li>Interview a narrator.</li> </ul>	<p>Wonder - PSHE (Kindness):</p> <ul style="list-style-type: none"> <li>Making predictions.</li> <li>Inferring thoughts and feelings using evidence.</li> <li>Giving arguments for and against.</li> <li>Draft and edit.</li> <li>Publish a diary entry in role</li> <li>Selecting and retrieving information from a text.</li> <li>Create a concept.</li> <li>Explore characters through creative writing and drawing.</li> <li>Comprehension activities.</li> <li>Use increasingly sophisticated punctuation (colons, semi-colons)</li> </ul>

	<p>Magpie words and phrase and justify reasons to steal ideas.</p> <p>Creating relative clauses with commas to mark the clauses.</p> <p>Draft and edit work.</p> <p>Publish a nature documentary</p> <p>Practise different sentence structures in a slow write format (De:De sentence, relative clause, Tell: show 3 sentence).</p> <ul style="list-style-type: none"> <li>- Evaluate and publish.</li> <li>- Comprehension activities.</li> </ul> <p>Develop use of standard English.</p>	
Maths	<p>Place Value</p> <p>Addition &amp; Subtraction</p> <p>Statistics</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Perimeter and Area</p>
RE	<p>God - what does it mean if God is holy and loving?</p> <p>Explain connections between biblical texts and Christian ideas of God</p> <p>Make connections between Bible texts and what Christians believe about God</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Weigh up how biblical ideas and teaching about God as holy and loving might make a difference in the world today</p>	<p>What does Islam teach Muslims about how to live their lives?</p> <p>Identify the 5 pillars of Islam</p> <p>Explore each of the 5 pillars:</p> <p>Shahadah</p> <p>Salah</p> <p>Zakah</p> <p>Sawm</p> <p>Hajj</p>

	<p>What does Islam teach Muslims about how to live their lives?</p> <p>Identify the 5 pillars of Islam</p> <p>Explore each of the 5 pillars:</p> <p>Shahadah</p> <p>Salah</p> <p>Zakah</p> <p>Sawm</p> <p>Hajj</p> <p>Describe how a Muslim practice some of the Pillars making links between teaching of Islam and what Muslims do</p> <p>Show the impact of the Pillar of Islam on Muslim people</p> <p>Make links between the children's experiences and choice and Muslims who choose to practice the Pillars (similarities and differences)</p>	<p>Describe how a Muslim practice some of the Pillars making links between teaching of Islam and what Muslims do</p> <p>Show the impact of the Pillar of Islam on Muslim people</p> <p>Make links between the children's experiences and choice and Muslims who choose to practice the Pillars (similarities and differences)</p> <p>Creation and Science Conflicting or Complimentary</p> <p>To understand that there are different views about Creation (Big Bang Theory, Evolution)</p> <p>That these views can be compatible with a faith in God</p>
Science	<p>Properties of materials:</p> <p>To compare and group everyday materials</p> <p>Investigate thermal conductors and insulators</p> <p>Investigate electrical conductors</p> <p>Investigate dissolving in liquid</p>	<p>Earth, Sun and Moon:</p> <p>Describing the Sun, Earth and Moon as spherical bodies</p> <p>Movements of the planets in the solar system (Heliocentric and Geocentric)</p> <p>Movement of the moon</p> <p>Idea of Earth's rotation to explain day and night</p>

	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtration, sieving, magnetism and evaporation)</p> <p>Understand that some changes result in the formation of new materials and that this is not usually reversible, including burning</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Plan investigations to answer questions, including recognising and controlling variables</p>	<p>Research the life of the astronomers: <i>Tycho Brahe</i>, <i>Nicolaus Copernicus</i> or <i>Johannes Kepler</i></p>
History	<p><b>Mayan Civilisation</b></p> <p><i>Why do you think we study the Mayan empire in school?</i></p> <p>Pupils are able to speculate and make deductions from a range of visual clues</p> <p>They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive temples and pyramids and many large cities, some of 100,000 people</p> <p><i>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</i></p> <p>Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p>	



What was life like at the height of the Mayan civilisation?

Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination.

Pupils are able to detect patterns in images of everyday life.

Pupils use their creative imagination to reconstruct a typical city scape.

How can we possibly know what life was like there 1,000 years ago?

Pupils learn how to raise valid historical questions and to make inferences beyond the literal.

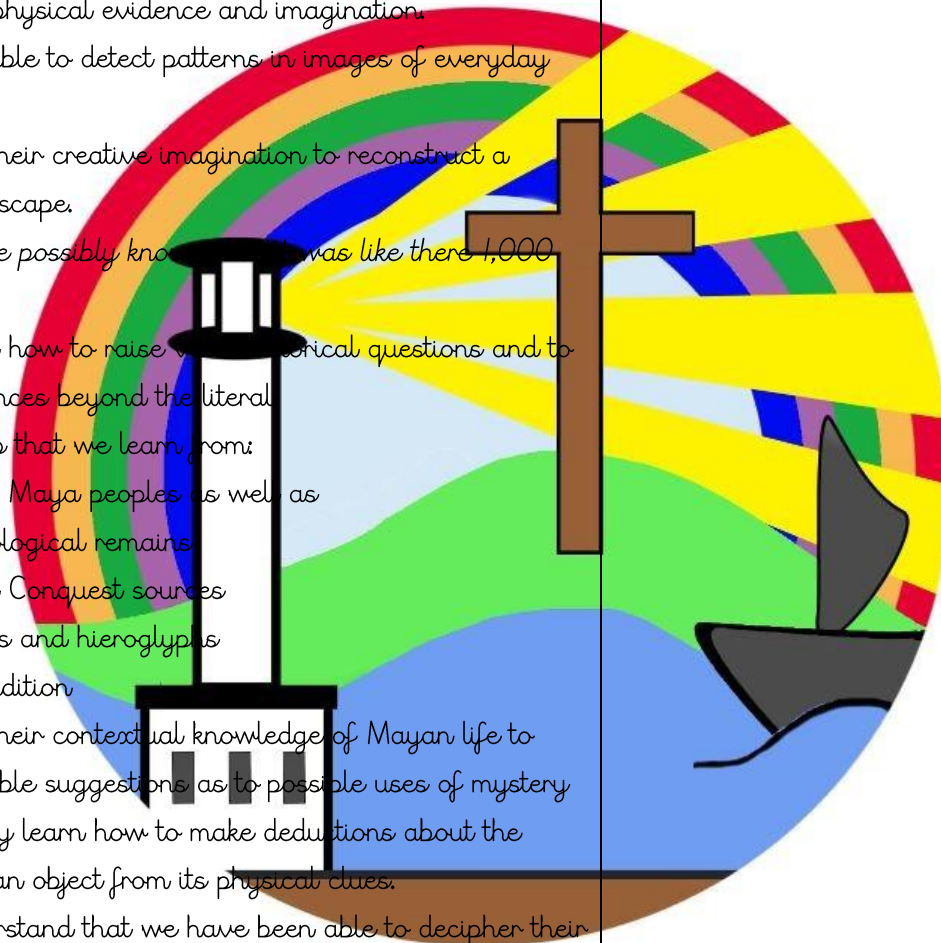
Pupils grasp that we learn from:

Present day Maya peoples as well as

- Archaeological remains
- Spanish Conquest sources
- Artefacts and hieroglyphs
- Oral tradition

Pupils use their contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects. They learn how to make deductions about the purpose of an object from its physical clues.

Pupils understand that we have been able to decipher their glyphs only since the 1960s and there is still much we don't know.





Pupils grasp that much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices. Only 4 codices survived.

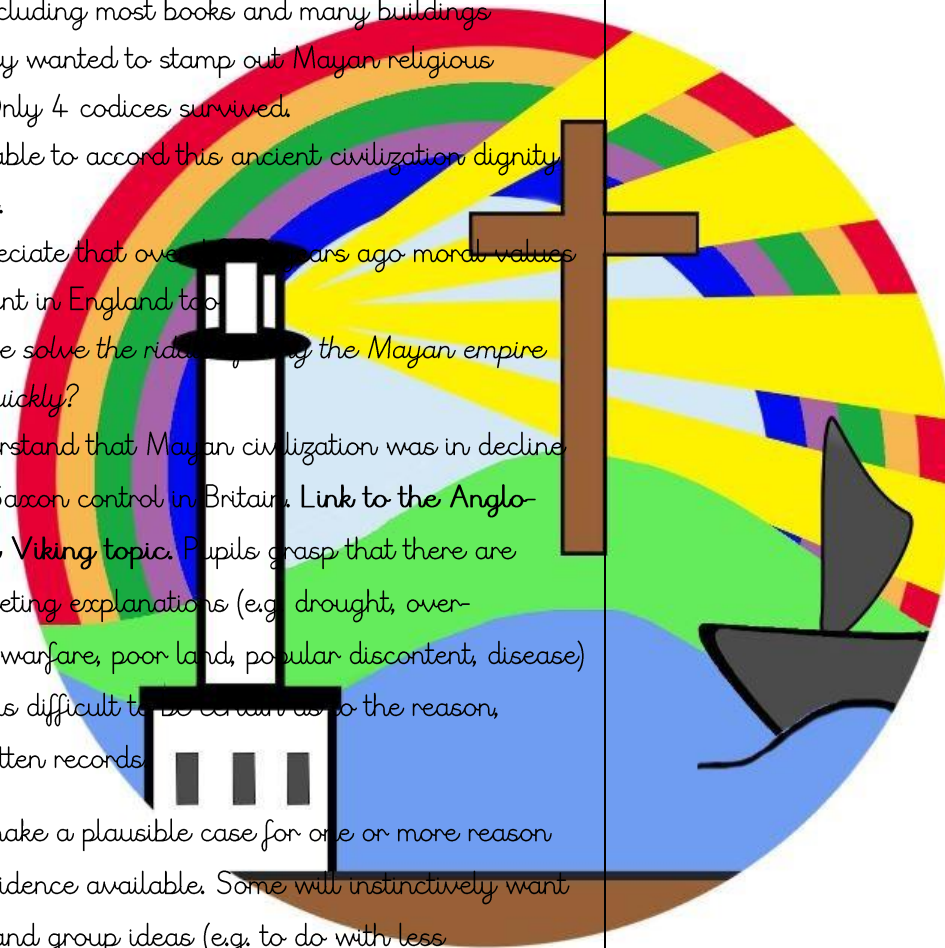
Pupils are able to accord this ancient civilization dignity and respect.

Pupils appreciate that over 1000 years ago moral values were different in England too.

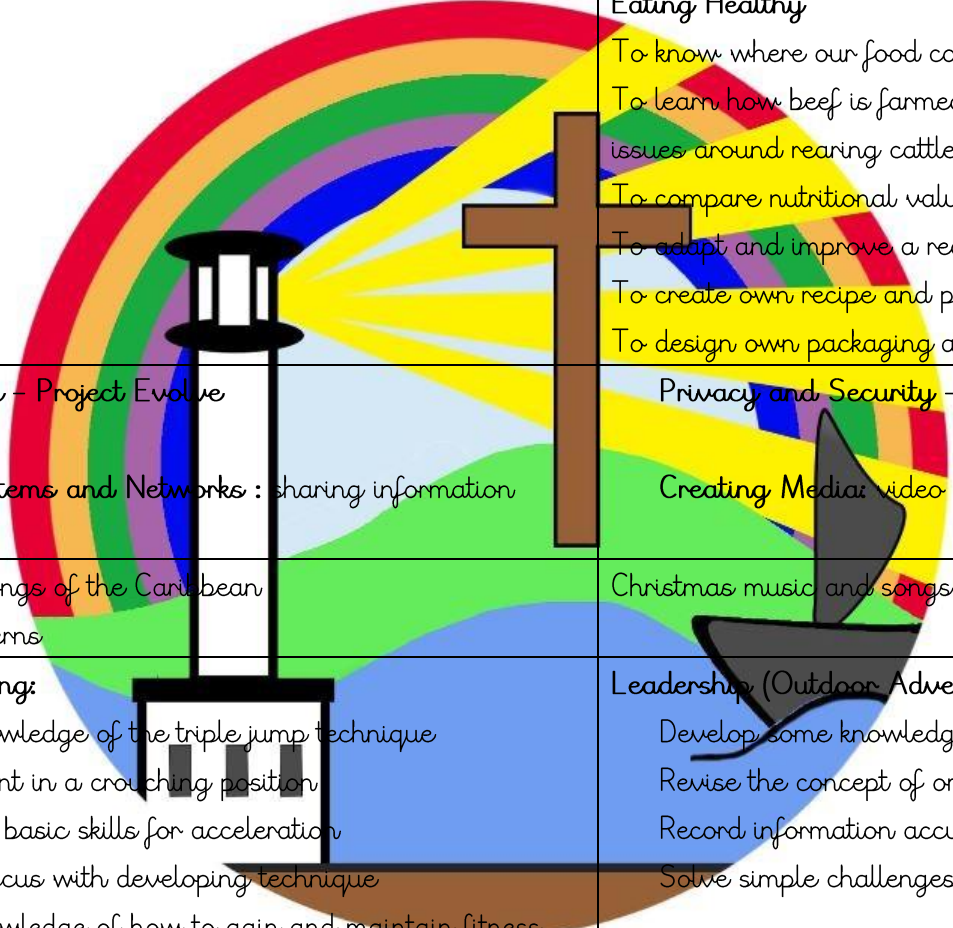
How can we solve the riddle of why the Mayan empire ended so quickly?

Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain. **Link to the Anglo-Saxon and Viking topic.** Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.

They can make a plausible case for one or more reason from the evidence available. Some will instinctively want to classify and group ideas (e.g. to do with less land/drought/increasing population).



	<p>Pupils grasp that historical explanations are often provisional and that new evidence and research techniques cause explanations to be modified.</p> <p>They grasp that it was probably a combination of factors, rather than one factor alone. They learn to write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</p>	
Geography		<p><b>Fairtrade:</b></p> <ul style="list-style-type: none"> <li>To understand why the Silk Road was so important two thousand years ago</li> <li>Using photographs and map work to locate Asia, China, Shanghai, Venice and Burma</li> <li>To understand why Marco Polo visited the United Kingdom every 11 weeks</li> <li>Using a satellite image and an Ordnance Survey map</li> <li>To understand why trade isn't always fair</li> </ul>
Art	<p><b>Art and Design Skills:</b></p> <ul style="list-style-type: none"> <li>To design a new invention</li> <li>To develop observational drawing skills</li> <li>To create a continuous line drawing</li> <li>To create a collage and draw this from observation</li> <li>To upscale a drawing and paint accurately</li> </ul>	

	Use imagination and visualisation to create an original piece of artwork	
DT		<b>Eating Healthy</b> To know where our food comes from To learn how beef is farmed and be aware of the welfare issues around rearing cattle To compare nutritional value of foods To adapt and improve a recipe To create own recipe and prepare it with others To design own packaging and brand
ICT		<b>Privacy and Security - Project Evolve</b> <b>Creating Media: video editing</b>
Music		Christmas music and songs
PE		<b>Leadership (Outdoor Adventure):</b> Develop some knowledge of the countryside code Revise the concept of orientating a map Record information accurately Solve simple challenges and problems as leaders
MFL		Do you have a pet?



Spanish		
PSHE	<p><b>Rights and Responsibilities</b></p> <p>Explain that people have rights and responsibilities and give examples of these two different things</p> <p>Give examples of some of the rights and related responsibilities I have as I grow older, at home and school, I can also give real examples of each that relate to me</p> <p>Explain some of the wider rights and responsibilities that we have, such as to the community or the environment</p> <p><i>Rights and responsibilities relating to my health:</i></p> <p>Give an example of something that I can be responsible for to keep myself healthy</p> <p>Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers</p> <p><i>Decisions about lending, borrowing and spending:</i></p> <p>Explain that local councils spend money on services where I live</p> <p>Explain that local councils have to make decisions about how money is spent on things we need in the community</p>	<p><b>Keeping Myself Safe</b></p> <p><i>Managing risk, including staying safe online:</i></p> <ul style="list-style-type: none"> <li>- Give examples of risky situations that happen online and what I can do to make them less risky</li> <li>- Give examples of things that might influence a person to take risks online</li> <li>- Explain how I can manage to reduce or remove the risk (applying skills and knowledge)</li> </ul> <p><i>Norms around use of legal drugs (tobacco, alcohol):</i></p> <ul style="list-style-type: none"> <li>- Explain that fewer young people smoke than people usually think</li> <li>- Give reasons why some people think it's a lot more than this</li> </ul> <p>Explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs</p>

<p>Enrichment opportunities</p>	<p>Visit to the Lake District Wildlife Park</p> <p>Lead Harvest Festival in church</p> <p>Maya Workshop</p>	<p>Cyclewise</p> <p>Night Skies Workshop</p> <p>Earth, Moon and Space Workshop</p> <p>WeDoLego</p> <p>Muslim Visitor</p> <p>Pantomime</p>
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