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| **Year 5 Autumn Term Overview** | | |
|  | **Autumn 1** | **Autumn 2** |
| **Focus Christian Value** | **Hope** (cycle 1)  **Courage** (cycle 2) | **Responsibility** (cycle 1)  **Peace** (cycle 2) |
| **English** | **Anthony Browne - Zoo:**  Creating effective sentences.  Using adverbial phrases.  Correctly punctuating dialogue.  Including a complex sentence, relative clause and brackets. into a piece of writing.  Using modal verbs, similes and a metaphor when writing.  Plan, draft and edit work.  **Nature documentary – non-fiction writing:**  Use expanded noun phrases.  Retrieving specific information from a text.  Comparing and contrasting texts.  Interview a narrator.  Magpie words and phrase and justify reasons to steal ideas.  Creating relative clauses with commas to mark the clauses.  Draft and edit work.  Publish a nature documentary  Practise different sentence structures in a slow write format (De:De sentence, relative clause, Tell: show 3 sentence).   * Evaluate and publish. * Comprehension activities.   Develop use of standard English. | **Wonder – PSHE (Kindness):**  Making predictions.  Inferring thoughts and feelings using evidence.  Giving arguments for and against.  Draft and edit  Publish a diary entry in role  Selecting and retrieving information from a text.  Create a concept.  Explore characters through creative writing and drawing.  Comprehension activities.  Use increasingly sophisticated punctuation (colons, semi-colons) |
| **Maths** | Place Value  Addition & Subtraction  Statistics | Number: Multiplication and Division  Measurement: Perimeter and Area |
| **RE** | **People of God:**  Explore the connections between the story of Moses and the concepts of freedoms and salvation.  Make connections between Bible texts and what Christians believe about being the people of God.  Explain how Christians put their beliefs into practice.  Understanding that the Old Testament pieces together the story of the People of God  (Move to Autumn 2 next year) | **Creation and Fall:**  Understanding Christianity 2b.2: Creation and Science – conflicting or complementary?  **Islam:**  Muslim visitor to come to school to talk about their faith and discuss what values are important, fasting, halal food and attitudes to alcohol.  Research the Muslim calendar in particular Ramadan. Explore customs and foods associated with Eid-ul-fitr.  Consider values we have been taught at home.  Make a list of things we really need and things that are extra pleasures (relating to zakat).  (Move to Autumn 1 next year) |
| **Science** | **Properties of materials:**  To compare and group everyday materials  Investigate thermal conductors and insulators  Investigate electrical conductors  Investigate dissolving in liquid  Use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtration, sieving, magnetism and evaporation)  Understand that some changes result in the formation of new materials and that this is not usually reversible, including burning  Demonstrate that dissolving, mixing and changes of state are reversible changes  Plan investigations to answer questions, including recognising and controlling variable  **Scientist:** Stephanie Kwolek | **Earth, Sun and Moon:**  Describing the Sun, Earth and Moon as spherical bodies  Movements of the planets in the solar system (Heliocentric and Geocentric)  Movement of the moon  Idea of Earth’s rotation to explain day and night  Research the life of the astronomers: Tycho Brahe, Nicolaus Copernicus or Johannes Kepler |
| **History** | **Mayan Civilisation**  *Why do you think we study the Mayan empire in school?*  Pupils are able to speculate and make deductions from a range of visual clues  They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people  *When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?*  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.  *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 it 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.  *If the Maya were so civilized, why then did they believe in human sacrifice?*  Pupils are able to accord this ancient civilization dignity and respect.  Pupils appreciate that over 1,000 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).  Pupils grasp that historical explanations are often provisional and that new evidence and research techniques cause explanations to be modified.  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. |  |
| **Geography** |  | **Fairtrade:**  To understand why the Silk Road was so important two thousand years ago  Using photographs and map work to locate Asia, China, Shanghai, Venice and Burma  To understand why Marco Polo visited the United Kingdom every 11 weeks  Using a satellite image and an Ordnance Survey map  To understand why trade isn’t always fair |
| **Art** | **Art and Design Skills:**  To design a new invention  To develop observational drawing skills  To create a continuous line drawing  To create a collage and draw this from observation  To upscale a drawing and paint accurately  Use imagination and visualisation to create an original piece of artwork  **Artist:** Dominic Wilson |  |
| **DT** |  | **Eating Healthy:**  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** | **Online Safety – Potential dangers and safety:**  To learn about staying safe online  To learn the main features of the stop motion software  To use stop motion software to create an animation  To edit my animation  To evaluate a stop motion animation | **Micro:bit – the meaning and purpose of programming:**  To tinker with BBC micro:bit  To program an animation  To recognise coding structures  To create a program |
| **Music** | Rhythms and songs of the Caribbean  Percussion patterns | Christmas music and songs |
| **PE** | **Olympic Training:**  Develop knowledge of the triple jump technique  Begin a sprint in a crouching position  Develop the basic skills for acceleration  Throw a discus with developing technique  Develop knowledge of how to gain and maintain fitness | **Leadership (Outdoor Adventure):**  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**  **Spanish** | **Core vocabulary** | **Do you have a pet?** |
| **PSHE** | **Rights and Responsibilities**  Explain that people have rights and responsibilities and give examples of these two different things  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  Explain some of the wider rights and responsibilities that we have, such as to the community or the environment  *Rights and responsibilities relating to my health:*  Give an example of something that I can be responsible for to keep myself healthy  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  *Decisions about lending, borrowing and spending:*  Explain that local councils spend money on services where I live  Explain that local councils have to make decisions about how money is spent on things we need in the community | **Keeping Myself Safe**  *Managing risk, including staying safe online:*   * Give examples of risky situations that happen online and what I can do to make them less risky * Give examples of things that might influence a person to take risks online * Explain how I can manage to reduce or remove the risk (applying skills and knowledge)   *Norms around use of legal drugs (tobacco, alcohol):*   * Explain that fewer young people smoke than people usually think * Give reasons why some people think it’s a lot more than this   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 |
| **Enrichment opportunities** | Visit to the Lake District Wildlife Park  Lead Harvest Festival in church | Cyclewise  Hinduism workshop  Life bus – Friends workshop  Water workshop: Explanation of the water cycle and using maps of the Lake District exploring how the National Park are working with United Utilities to save and improve water supplies |