Year 5 Autumn Term Overview

Topic:	Autumn 1: *Tomb Raiders*	Autumn 2: *Wild Waters*
PSHE:	**Keeping/Staying Safe** Peer Pressure Adults' & Children's' Views **Keeping/ Staying Healthy** Smoking Adults' & Children's' Views	**Relationships** Puberty Adults' & Children's' Views
English:	The Egyptian Cinderella King Tut & diary	The Tale of Three Brothers
Maths:	**Place Value** Can I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit? Can I count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000? Can I interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero? Can I round any number, up to 1,000,000, to the nearest 10, 100, 1000, 10 000 and 100 000? Can I solve number problems and practical problems that involve all of the above? Can I read Roman numerals to 1000 (M) and recognise years written in Roman numerals? **Addition & Subtraction** Can I add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)? Can I add and subtract numbers mentally with increasingly large numbers? Can I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy? Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why?	**Multiplication & Division** Can I identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers? Can I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers? Can I establish whether a number up to 100 is prime and recall prime numbers up to 19? Can I multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers? Can I multiply and divide numbers mentally drawing upon known facts? Can I divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context? Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000? **Measurement: Perimeter and Area** Can I measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres? Can I calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes?
Science:	**Earth and space** - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Forces** - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
History:	- Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history. - Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics. - Look at a range of Egyptian artefacts – what do they tell us about the past?	
Geography:	- Using maps and atlases to locate Egypt on a map.	- Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world. - Use their understanding to describe how rivers are formed.
DT:	**Mechanical systems** *Making a pop-up book*	**Structures** *Bridges*
Computing:	**Computing systems and networks – Sharing information** - To explain that computers can be connected together to form systems - To recognise the role of computer systems in our lives	**Creating media – Video editing** - To explain what makes a video effective - To identify digital devices that can record video

	- 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	- To capture video using a range of techniques - To create a storyboard - To identify that video can be improved through reshooting and editing - To consider the impact of the choices made when making and sharing a video
Music:	Charanga Unit: Livin' on a prayer	Charanga Unit: Classroom Jazz 1
Art:	Ancient Egyptian Death Masks - Sketching portraits in pencil. - Designing and making using clay.	Space Art – Kandisky and Fiona Jenkins - Compare and contrast artists. - Explore composition. - Use different media to create a composition- chalk and paint.
PE:	**Swimming** **Health and Fitness**	**Swimming** **Games –** Netball
RSHE:	**Healthy & Happy Friendships** **Changing friendships** Identity and peer pressure off- and online. Positive emotional health and wellbeing. **Video: Changing Friendships**	**Similarities & Differences** Celebrating strengths, setting goals and keeping ourselves safe online. **Video: See me for who I am**
RE:	**BELIEVING** Why do some people believe God exists?	**BELIEVING** What would Jesus do? Can we live by the values of Jesus in the 21st Century?
Spanish:	Phonetics lesson 3 Do you have a pet?	What is the date?