

AMAZING AFRICAN ADVENTURES - YEAR 5 AUTUMN TERM

ENGLISH - READING

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views.

GEOGRAPHY

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

SCIENCE

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- 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.

ENGLISH - HANDWRITING

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

ENGLISH - SPELLING

- use further prefixes and suffixes and understand the guidance for adding them

- spell some words with 'silent' letters

- continue to distinguish between homophones and other words which are often confused

- use dictionaries to check the spelling and meaning of words

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- use a thesaurus.

ENGLISH - WRITING

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

- noting and developing initial ideas, drawing on reading and research where necessary

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

- evaluate and edit by:

- assessing the effectiveness of their own and others' writing

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ENGLISH - GRAMMAR & PUNCTUATION

-extending the range of sentences with more than one clause by using a wider

range of conjunctions, including when, if, because, although

-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

-using conjunctions, adverbs and prepositions to express time and cause

-using fronted adverbials

-using commas after fronted adverbials

-using and punctuating direct speech

-using expanded noun phrases to convey complicated information concisely

HISTORY

-study a non-European society that provides contrasts with British history
– one study Benin (West Africa) c. AD 900-1300.

PE

-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-swim competently, confidently and proficiently over a distance of at least 25 metres

-use a range of strokes effectively

-perform safe self-rescue in different water-based situations.

MATHS

-read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

-read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

-count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

-round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

-solve number problems and practical problems that involve all of the above

-add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

-add and subtract numbers mentally with increasingly large numbers

-use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

-measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

-identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

-know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

-establish whether a number up to 100 is prime and recall prime numbers up to 19

ART/DT

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

COMPUTING

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

-multiply and divide whole numbers by 10, 100 and 1,000

-recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

-solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

-compare and order fractions whose denominators are all multiples of the same number

-identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

-recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]

-add and subtract fractions with the same denominator, and denominators that are multiples of the same number

FRENCH

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally to a range of audiences

RE

- make links between Bible passages and Christian values, attitudes and beliefs.
- use religious language to ask relevant questions.
- talk about the work and perseverance of Bible translators.
- describe what inspires and influences them.
- describe the impact of the content of the Bible on believers' lives.
- use religious vocabulary to show understanding of religious texts.
- make comparisons between the Bible and other holy books.
- identify which parts of the story are found in each gospel and the purpose of each writer.
- identify the influence the two stories have on our Christmas celebrations.
- describe using religious vocabulary the Christian beliefs revealed in the nativity story.

VALUES THIS TERM

Justice

Hope

PHSE/RSE

- explain what collaboration means, give examples of how they have worked collaboratively, describe the attributes needed to work collaboratively.
- explain what is meant by the terms negotiation and compromise, describe strategies for resolving difficult issues or situations.
- demonstrate how to respond to a wide range of feelings in others, give examples of some key qualities of friendship, reflect on their own friendship qualities.
- identify what things make a relationship unhealthy, identify who they could talk to if they needed help.
- identify characteristics of passive, aggressive and assertive behaviours, understand and rehearse assertiveness skills.
- recognise basic emotional needs, understand that they change according to circumstance.
- define some key qualities of friendship, describe ways of making a friendship last, explain why friendships sometimes end.
- demonstrate respectfulness in responding to others, respond appropriately to others.
- develop an understanding of discrimination and its injustice, empathise with people who have been, and currently are, subjected to injustice, including through racism, consider how discriminatory behaviour can be challenged.
- identify and describe the different groups that make up their school/wider community/other parts of the UK, describe the benefits of living in a diverse society, explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
- identify the consequences of positive and negative behaviour on themselves and others, give examples of how individual/group actions can impact on others in a positive or negative way.



MUSIC

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music