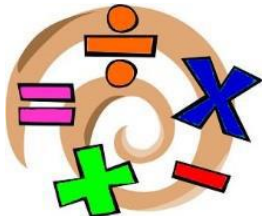





Core Subjects Overview Year Five Autumn 2019

Maths	Literacy	Science	RE
<p>Place Value</p> <ul style="list-style-type: none"> • Read and say numbers to 1 million recognising the value of each digit. • Comparing and ordering numbers to 1 million • Mental and written Addition • Mental and written subtraction <div style="text-align: center;">  </div> <p>Multiplication and division:</p> <ul style="list-style-type: none"> • Mental and written multiplication • Mental and written division. 	<p>Classic Narrative Scrooge and Oliver by Charles Dickens.</p> <div style="text-align: center;">  </div> <p>Classic poetry Poems from the Victorian Era including Wordsworth and The Struwwelpeter.</p> <p>Discussion/Debate texts Was the character of Fagan a good man? Should children be made to work? Should Advent calendars contain chocolates and many other interesting debates.</p> <p>Non-chronological reports Demonstrating our learning on the Victorians topic as part of our Moving Mechanisms book.</p>	<p>Forces That a pulley, lever or gear can increase the input to give a greater output.</p> <div style="text-align: center;">  </div> <p>Properties of materials Grouping materials according to their properties. Giving reasons for the use of materials based on a test of their effectiveness for a purpose and their properties.</p> <p>Separating Materials Looking at mixing and separating and how materials can be changed reversibly and irreversibly.</p>	<p>Ourselves - This topic explores gifts and talents God has given us and how he wants us to use them for good.</p> <p>Life choice- In this topic we learn about the promises made during the sacrament of marriage.</p> <div style="text-align: center;">  </div> <p>Other religions:</p> <p>Judaism: The story of Exodus and Passover celebration - a time for remembering.</p> <p>Hope - This topic teaches us that Advent is a time of preparation for a special visitor.</p>

Creative Curriculum Map Year Five Autumn

Geography

- I can distinguish between physical and human geography.
- I can use atlases, maps, computer mapping to study maps in order to plan a walk.
- I can use 8 points of a compass, 4 and 6 figure grid references and map symbols and keys to help me understand an area.
- I can use fieldwork such as computing, measuring and observing.

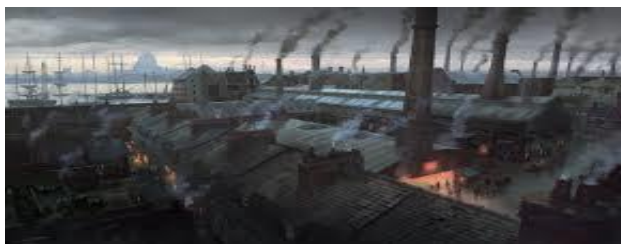
History

- I know that the Victorian Era was a significant changing point in British history.
- I can use evidence to understand how the industrial revolution changed Britain and to understand the key features and people that brought about change.
- I can use artefacts and different forms of evidence to make a judgement about that time.
- I can look at how reliable evidence is.

Visits/Visitors

- Walk up Rivington to research Lord Leverhulme using routes planned out in geography as a basis for our school trip.
- 'A Victorian Christmas' arts and crafts session at Astley Hall.

Victorian Heroes and Villains



What do artefacts and evidence tell us about Victorian times and the industrial revolution in Britain?

What was bad about Victorian times (especially for children?)

Who/what were the people/things that brought about positive changes in Victorian Britain?

Design Technology:

- I can investigate a range of existing mechanisms/pop up books.
- I can develop and design a functional, appealing mechanisms book for children.
- I can use a range of tools and equipment to create models and moving parts.
- I can evaluate the design of their mechanisms and finished

PE

- I can take off and land one foot to one foot (same foot)
- I can take off and land one foot to opposite foot
- I can perform a pull throw
- I can run over a longer distance at an appropriate pace
- I can perform a sprint start
- I can take off on one foot and on two

Music

- I can listen and recall sound accurately.
- I can improvise and compose music.
- I can perform on my own or in groups using my voice or instruments.