



# Rivington Class (Year 5) St. Joseph's Overview



## Let's Go Outside – Autumn 1

To begin the year, the focus is as the title states – Let's get outside! Whether it be mathematical orienteering, advanced map-reading skills or our all-action week in the Lake District, this term will help the children to be resilient, independent and confident learners – who are ready to tackle the Upper Key Stage Two curriculum and achieve their amazing potential.

Using a range of geographical clues, the children will develop their geographical and fieldwork skills, including using compasses, grid references and Ordnance Survey maps. In writing, they develop their understanding of figurative language and cohesion to write a narrative that interweaves character, setting and plot.

### Learning Challenge Questions:

- What makes us unique and why should this be celebrated?
- How can we use maps to inform our understanding of land use?
- How do humans impact the environment, both negatively and positively?
- How can we overcome our fears to achieve our aspirations?
- What is the difference between what we want and what we need?

### Core Subjects

#### READING

We will use a variety of texts during our Guided Read sessions and follow the VIPERS as our skills base.

- Maintaining positive attitudes to reading
- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Regularly listen to texts read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same event
- Read books and texts that are structured in different ways for a range of purposes.
- Learn a wider range of poems by heart.
- Explain the meaning of words within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from information stated and implied.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.

#### WRITING

Writing to entertain this term focuses on the use of descriptive language to engage the reader. Non-fiction writing links tourism and persuasion to create a brochure advertising our residential centre – Waterpark – offering children a real-world situation to respond to.

**Genre: Narrative/Persuasive writing**

**Purpose: entertain**

**Outcome: An advertising brochure for an outdoor adventure.**

- Demarcate complex sentences with commas.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use expanded noun phrases to convey complicated information concisely.
- Blend action, dialogue and description within and across paragraph
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- To analyse how an author develops characters and develop our own characters.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

#### COMPUTING

This half term we will be learning to design and create effective Quizzes using Scratch. This project will focus on the skills of computational Thinking and Coding and programming.

Computational Thinking:

- I can solve problems by decomposing them into smaller parts
- I can use selection in algorithms

Coding/programming:

- I can create programs by decomposing them into smaller parts
- I can use a variety of selection commands in programs
- I can work with variables
- I can evaluate my work and identify errors

<ul style="list-style-type: none"> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<p><b>Plan, Draft, Edit &amp; Evaluate</b></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Identify audience and purpose of writing</li> <li>Note and develop initial ideas drawing from reading</li> <li>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</li> <li>Assess effectiveness of own and others' writing</li> <li>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarize. Scan and skim read, annotate, comprehension, supporting evidence.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Main clause, subordinate clause, complex sentence, relative clause, relative pronoun, proof read, modal verb, brackets, parenthesis, extended noun phrase.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>design, animation, program, algorithm, coding, repeat, variable, variable values, app, scratch.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading frequently and questioning me on what I have read: every night if possible and sign my reading journal. Sometimes read to someone and sometimes independently. Use the parent help sheet which helps you to use the VIPERS technique that we use in school. Allow me time to take my quiz on accelerated reader after completing a book. Challenging me to use new vocabulary learnt in my speech. Follow up on any subject areas discussed in class that interest me by finding different books and articles about them. Visit the library and take part in any book challenges going on in and out of school.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning any relevant vocabulary, commenting on my work on see-saw. 'Tinker' with existing Scratch projects using the remix tool, Play games like A.L.E.X. and Cargo-Bot on school iPad, Experiment with Keynote on school iPad.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>Place value: Have a good understanding of place value including the ability to read, write, round, order and compare numbers up to 1,000,000.</p> <p>Addition and Subtraction: Building on previous learning, we will revisit written methods for addition and subtraction moving on to numbers with more than four digits and applying our skills more widely to solve problems using a systematic approach.</p> <ul style="list-style-type: none"> <li>To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>Reversible and Irreversible Changes: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Investigate dissolving, mixing, separating and changes of state – which are reversible changes</p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Independently decide which observations to make</li> <li>Use science experiences to plan different types of scientific enquiry</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>We have all been gifted with different human qualities which can be developed. This is an opportunity to develop and affirm the uniqueness of all taking careful account of the different family groupings within the class.</p> <p><b>Prior learning:</b> The family of God in Scripture</p> <p><b>This Topic:</b> learning outcomes</p> <p><b>Know and understand:</b></p>

<ul style="list-style-type: none"> <li>• To solve number problems and practical problems using a systematic approach.</li> <li>• To read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> <li>• To add and subtract numbers mentally with increasingly large numbers.</li> <li>• To add and subtract whole numbers with more than 4 digits using a formal written method.</li> </ul>	<ul style="list-style-type: none"> <li>• Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs</li> <li>• Report and present findings from enquiries, examining causal relationships and reliability of results</li> <li>• Recognise and control variables where necessary</li> <li>• Take measurements using a range of scientific equipment with accuracy and precision</li> <li>• Use test results to make predictions to set up further tests (comparative/fair)</li> <li>• Identify scientific evidence that has been used to support/refute arguments</li> </ul> <p><b>Scientific Knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>• Give reasons, based on comparative and fair tests, for the particular uses of everyday materials</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible</li> <li>• Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible</li> </ul>	<ul style="list-style-type: none"> <li>• A deepening awareness of ‘Who I am’ – <b>Explore</b></li> <li>• Ourselves as made in the image and likeness of God – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <ul style="list-style-type: none"> <li>• Make links between their beliefs about talents and qualities and how they use them and how it affects others.</li> <li>• Make links between the words of Paul and the Christian’s belief in peace.</li> <li>• Be able to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.</li> <li>• Begin to show understanding of how the call to be holy shapes life.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>exchanging, multiply, product, divide, divisible, formal written method, column</p> <p>fraction, equivalent, improper, mixed number, numerator, denominator,</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Reversible, irreversible, soluble, thermal, conductivity, solution, insoluble, filtering, sieving, magnetism, dissolve, evaporating, substance, chemical, permeable</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Continuing on with Times Tables practice on TT Rockstars or similar, completing any relevant homework, testing me on the maths vocabulary, reading around the topics covered.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Reading around the topic, learning the meaning of any important vocabulary from the unit, discussing reversible and irreversible changes when cooking or baking for example.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Reading around the topics covered and also about Judaism, learning the meaning of any important vocabulary from the unit, visiting a synagogue.</p>

<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world. Observe, record and present human/physical features of local area, using maps, sketches, plans, graphs and digital technology. Use 8-point compass, grid references and Ordnance Survey maps.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate majority of world's countries &amp; cities using maps (focus on Europe) and identify environmental regions, key physical/human features.</li> <li>Share map of own town or city with children and plot a route. What would you see on the way? Recap physical and human features</li> <li>Stimulus: detective has a range of clues to solve to locate a criminal and all he has to use are maps, OS maps, grid references and a compass</li> <li>Recap symbols on OS map – what do they mean? Create own key using symbols</li> <li>Recap 4-point compass directions and develop understanding to include 8-point compass eg north-east, south-west</li> <li>Allow children to have hands-on, practical experience of compasses perhaps 'hiding' in the school grounds so 'detectives' have to navigate</li> <li>Introduce 4-digit grid reference to help locate things on a map. Challenge by introducing 6-digit grid reference</li> <li>Use this knowledge of OS map symbols, compass directions and grid references to plot route for the detective to track down criminal</li> </ul> <p><b>Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>Securely use world maps, atlases and globes and use digital mapping</li> </ul>	<p style="text-align: center;"><u>ART</u></p> <p>Explore our unique identity to create sketch books to record observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>Develop sketching and design techniques using graffiti art as inspiration for our designs.</li> <li>Explore street art and how artists express themselves using the urban setting as a canvas.</li> <li>Apply skills to create a family crest celebrating the uniqueness of our own identities.</li> </ul>	<p style="text-align: center;"><u>P.E</u></p> <p>This half term we develop, practice and hone athletic skills in track and field events incorporating opportunities for inter and intra school competitive events.</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>To develop throwing skills using a range of equipment and passes i.e. javelin, medicine ball</li> <li>To practice and develop jumping techniques including combination jumps i.e. standing jump, triple jump and long jump, vertical jump</li> <li>To understand skills and techniques for competitive events i.e. relay and baton techniques,</li> <li>Understand the importance of physical fitness and the impact of exercise on the body.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Ordnance Survey, topographical, communication, orientation, 8-point compass, climatic, navigation, location, destination, magnetic north, cardinal, bearing, digital, reference, mapping.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Enhance, evaluate, communicate, unique, audience, individuality, variation, significant, media</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Pass, move, strike, tactics, marking, attack, defend, position, shoulder pass, zone, pivot, block, landing foot.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Exposing me to different maps and geographic books, apps, resources, games, taking me to the library to search for books on the topic, taking me to points of interest in the local area, discussing routes and changes to land use, helping me with homework.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Look at street art in the local area and in wider society, Visit galleries or museums with different mediums of art on display. Use chalks to try out street art at home on pavements or outside walls to express identity.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Practice/play at home with me, sign me up to a local team, watch games with me and discuss the play.</p>

<p style="text-align: center;"><u>MUSIC</u></p> <p>In this unit we will focus on the song ‘Livin’ on a Prayer’ a rock song by Bon Jovi.</p> <ul style="list-style-type: none"> <li>• Recognise the style indicators for rock music.</li> <li>• Discuss the message within a song.</li> <li>• Discuss the musical dimensions such as texture and tempo</li> <li>• Recognise the structure of the song.</li> <li>• Name some of the instruments heard within different rock songs.</li> <li>• Discuss where rock music fits within musical history.</li> <li>• Find the pulse in a piece of music.</li> <li>• Share opinions about music.</li> <li>• Sing the song from memory.</li> <li>• Sing in unison.</li> <li>• Play glockenspiels using the correct technique</li> <li>• Understand what is meant by improvisation.</li> <li>• Create simple 2 or 3 note improvisations.</li> <li>• Create a 3 note composition using block notation.</li> </ul>	<p style="text-align: center;"><u>PHSE</u></p> <p>What decisions can people make with money? How do we prioritise what we want with what we need? How can credit/debit be used wisely to enhance our decisions about money?</p> <p>Delivery of the first module of the Money Management program by the Debt Aware Foundation.</p> <p>Children understand the difference between wants and needs. They know what ‘debt’ is and understand the difference between good debt and bad debt. They know the difference between credit and debit and can begin to make decisions about money taking into account earnings, taxes and wise financial decisions.</p>	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we are learning to introduce ourselves in French, talk about how we are feeling, learn the numbers 1-10 and 10 French colours.</p> <ul style="list-style-type: none"> <li>• Know and locate some of the French speaking countries of the world.</li> <li>• Ask and answer the question ‘How are you?’</li> <li>• Say hello and goodbye in French.</li> <li>• Ask and answer the question ‘What is your name?’</li> <li>• Count to ten in French.</li> <li>• Read, say and write ten colours in French.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Credit, debit, loans, debt, taxes, wants, needs, finance, overdraft</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Relevant vocabulary built up and revised throughout the topic.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Listening to music, discussing the instruments you can hear, sign me up to lessons for playing an instrument.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about any of the issues raised in my lessons, learning the meaning of any important vocabulary from the unit.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Practicing new words and vocabulary, accessing any home learning, using basic French around the house.</p>
<p style="text-align: center;"><u>Visitors, Visits and Outdoor Learning within the theme:</u></p> <p style="text-align: center;"><u>Residential visit to Waterpark, Science outdoors, orienteering and map-reading skills outside.</u></p>		