






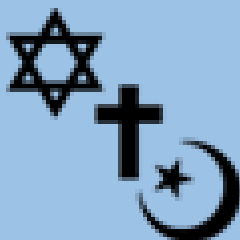

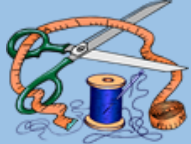






Year 5- Mrs Wells	Autumn Term 2021		
	Victorians		
<p>English</p> 	<p>Class novel: 'Street Child' – Berlie Doherty</p> <ul style="list-style-type: none"> • Poetry • Adventure tale • Dialogue • Diary writing • Biography • Newspaper report • Spelling, punctuation and grammar work in Active English lessons 	<p>Maths</p> 	<ul style="list-style-type: none"> • Place Value • Estimating and rounding • Negative numbers • Roman Numerals • Mental and written methods of addition and subtraction (up to 5 digits) • Factors and Multiples • Long multiplication (up to 5 digits) • 2D and 3D shapes • Investigating shapes and angles
<p>SCIENCE</p>  	<p>Earth and Space</p> <ul style="list-style-type: none"> • <i>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i> • <i>describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies</i> • <i>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i> <p>Electricity – (with Miss Derbyshire)</p> <ul style="list-style-type: none"> • <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers</i> 	<p>HISTORY</p> 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • <i>the changing power of monarchs using Victoria as a case study</i> • <i>a significant turning point in British history- the impact of the first railways</i>

	<p>and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</p>		
<p>GEOGRAPHY</p> 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Prime/Greenwich Meridian and time zones (including day and night) • land-use patterns (industrial and growth of cities); and understand how some of these aspects have changed over time <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>COMPUTING</p> 	<p>Sharing information Identifying and exploring how information is shared between digital systems</p> <p>Video editing Planning, capturing and editing video to produce film</p>
<p>PSHE</p>  	<p>Being me in My World</p> <ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<p>RE</p> 	<p>God – Hinduism How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</p> <p>Being Human – Hinduism How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</p>
<p>ART</p>	<p>William Morris Inspired printing- layered</p>	<p>Design and</p>	<p>Mechanical Systems</p>

	<p>printing and Batik Children will carry out a detailed study on the artist William Morris. They will explore his technique of repeating patterns to inspire their own print, whereby they use the resist method of textile decoration, Batik.</p>	<p>Technology</p> 	<p>-To design and make a moving wooden toy inspired by the Victorians Children will learn how different shaped CAMS produce different movements. They will learn how to safely use a range of tools to perform practical tasks (cutting, shaping and joining).</p>
<p>MUSIC</p>  	<p>All the learning is focused around one song: Term 1: Livin' On A Prayer. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs. Children will learn a simple accompaniment on the glockenspiel to go alongside the song. Term 2: Classroom Jazz 1 All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p>	<p>MFL</p> 	<p>Phonetics 1, 2 and 3 Core Vocabulary Fruit</p>
<p>PE</p> 	<p>Dance- Victorian themed</p> <p>Football Hockey Outdoor Learning</p>		<p>Forest school Autumn 2</p> <p>PE days- Monday and Friday (Autumn 1)</p> <ul style="list-style-type: none"> • New spellings will be introduced on Fridays and tested on the following Tuesday. • Homework will be given out on Fridays and due on Wednesdays – children will be rewarded if it is handed in early.