



















Year 5 – Mr Moutrey	Autumn Term 2023		
	Victorians		
<p><b>English</b></p> 	<p><b>Class novel: 'Street Child' – Berlie Doherty</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Adventure tale</li> <li>• Dialogue</li> <li>• Diary writing</li> <li>• Biography</li> <li>• Spelling, punctuation and grammar work in Active English lessons</li> </ul>	<p><b>Maths</b></p> 	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Estimating and rounding</li> <li>• Negative numbers</li> <li>• Roman Numerals</li> <li>• Mental and written methods of addition and subtraction (up to 5 digits)</li> <li>• Factors and Multiples</li> <li>• Long multiplication (up to 5 digits)</li> <li>• 2D and 3D shapes</li> <li>• Investigating shapes and angles</li> </ul>
<p><b>SCIENCE</b></p>  	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the</li> </ul>	<p><b>HISTORY</b></p> 	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>• The changing power of monarchs using Victoria as a case study</li> <li>• Significant turning point in British history- the impact of the first railways</li> </ul>

	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</p>		
<p><b>GEOGRAPHY</b></p> 	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Land-use patterns (industrial and growth of cities); and understand how some of these aspects have changed over time</li> <li>•</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>Sharing information</b> Identifying and exploring how information is shared between digital systems</p> <p><b>Video editing</b> Planning, capturing and editing video to produce film</p>
<p><b>PSHE</b></p>  	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<p><b>RE</b> (Term 1 – Sikhism)</p>   <p>(Term 2 – Christianity)</p>	<p><b>Theme – Belief into Action</b></p> <p><b>Key Question–</b> How far would a Sikh go for his/her religion?</p> <p><b>Religion – Sikhism</b></p> <p><b>Theme – Christmas</b></p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question–</b> Is the Christmas story true?</p> <p><b>Religion - Christianity</b></p>

<p><b>ART</b></p> 	<p><b>William Morris Inspired printing- layered printing and Batik</b>  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><b>Design and Technology</b></p> 	<p><b>Mechanical Systems</b>  -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><b>MUSIC</b></p>  	<p>All the learning is focused around one song:  Term 1: <b>Living' On A Prayer</b>. 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: <b>Classroom Jazz 1</b>  All the learning is focused around two tunes and improvising:  Three Note Bossa and Five Note Swing</p>	<p><b>MFL</b></p> 	<p><b>Phonetics 1, 2 and 3</b></p> <p><b>Core Vocabulary</b></p> <p><b>Las Frutas-</b> fruit</p>
<p><b>PE</b></p> 	<p><b>Dance-</b> Victorian themed</p> <p><b>Football</b>  <b>Hockey</b>  <b>Outdoor Learning</b></p> <p><b>PE days-</b> Monday and (Autumn 1)</p>		<p><b>Forest school Autumn 2</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling tests will be on Tuesdays.</b></li> <li>• <b>Homework will be given out on Fridays and due on Wednesdays – children will be rewarded if it is handed in early.</b></li> <li>• <b>Children will be expected to spend time reading and practising their times tables.</b></li> </ul>