

Year 5 Autumn Term Provision

We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> <li>• Cadbury World</li> </ul>
Book ideas:	<ul style="list-style-type: none"> <li>• Charlie and the Chocolate Factory- Roald Dahl</li> <li>• The Great Chocoplot – Chris Callaghan</li> <li>• The Story of Chocolate- Russell Punter</li> <li>• Fair Trade – Julian Powel</li> <li>• The Great Kapok Tree</li> <li>• The History Detectives Investigates: Mayan Civilization</li> <li>• To the Stars by Canoe</li> <li>• Rainplayer – David Wisniewski</li> <li>• Bootleg – Alex Shearer</li> </ul>
Values and Virtues (Golden Thread): British Values links	<ul style="list-style-type: none"> <li>• AEloquent and Truthful</li> <li>• Learned and Wise</li> <li>• Democracy</li> </ul>
Catholic Social Teaching:	<ul style="list-style-type: none"> <li>• Family and Community Week – Mary’s Birthday</li> <li>• Stewardship of God’s Creation – Creation, New Beginnings, Harvest Festival, St Francis of Assisi</li> <li>• Dignity of the Human Person – Christmas Shoe Box Appeal, Migrants and Refugees, Advent</li> </ul>
Subj	Learning Aims

R.E.	<p><b>Creation</b></p> <ul style="list-style-type: none"> <li>• recognise that we are made in the image and likeness of God</li> <li>• have an understanding of the creation story</li> <li>• hear the words of the Canticle of Creation</li> </ul> <p>V+V: we are grateful for the gift of the Earth from God</p> <p><b>Miracles &amp; the Sacrament of the Sick</b></p> <ul style="list-style-type: none"> <li>• know a number of miracles that Jesus performed and identify how his actions brought change to people's lives</li> <li>• know about some places of pilgrimage</li> <li>• understand that the Sacrament of the Sick is an important celebration for those that are ill</li> <li>• research some of the messages of the Old Testament</li> <li>• learn the story of the birth of John the Baptist</li> </ul> <p>V+V: we are attentive to our learning and the experiences of those who lived at the time of Jesus</p> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• prepare to remember the first Coming of Christ and prepare for his second coming during Advent</li> <li>• know and discuss the messages of those who have proclaimed the coming of Christ</li> <li>• know the main features of the Christmas story from Matthew's Gospel</li> </ul> <p>V+V: grateful for birth of Christ and generous in the spirit of the season</p> <p>BV: Mutual respect and tolerance is shown throughout as well as the individual liberty to have our own relationship with Christ</p>
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English	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Use some prefixes and suffixes and understand the guidance for adding them.</li> <li>• Begin to distinguish between homophones and other words which are often confused.</li> <li>• Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Begin to use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Begin to use a thesaurus.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Plan their writing by beginning to consider how authors have developed characters and settings.</li> <li>• Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</li> <li>• Draft and write by beginning to precise longer passages</li> <li>• Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</li> <li>• Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</li> <li>• Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</li> <li>• Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</li> <li>• Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</li> <li>• Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Beginning to proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.</li> </ul> <p><b>Vocabulary Grammar Punctuation</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li><li>• Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li><li>• Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li><li>• Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</li></ul> |
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Maths	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b>Number- Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Statistics</li> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables including timetables.</li> </ul> <p><b>Number – multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts</li> <li>• Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> </ul> <p><b>Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</li> <li>• Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Read and interpret line graphs</li> <li>• Draw line graphs</li> <li>• Use line graphs to solve problems</li> <li>• Read and interpret tables</li> <li>• Two-way tables</li> <li>• Timetables</li> </ul>
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Science	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• 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</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, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
P.E.	<p><b>Striking and Fielding</b></p> <p>Play competitive games such as cricket and rounder's.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <ul style="list-style-type: none"> <li>• Explore the use of space during games</li> <li>• Choose appropriate positioning when fielding</li> <li>• Strike a ball/object using both hands and feet</li> </ul> <p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Perform using a range of movement patterns</p> <ul style="list-style-type: none"> <li>• Begin a sprint in the crouching position</li> <li>• Develop the basic skills for acceleration</li> <li>• Develop knowledge of how to gain and maintain fitness</li> </ul>

Computing	<ul style="list-style-type: none"><li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>• 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.</li><li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>
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P.S.H.E.	<p>To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1).</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <ul style="list-style-type: none"> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>• To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• To understand the importance of, and how to maintain, personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>• To learn about the process of growing from young to old and how people's needs change.</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring. To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. To understand that household products, including medicines, can be harmful if not used properly.</li> <li>• To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</li> <li>• To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> <li>• What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy</li> <li>• To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</li> <li>• To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>• To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</li> <li>• To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</li> <li>• To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>• The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc).</li> </ul>
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M.F.L.	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>			
Topic The Mayans/Chocolate				
Values and Virtues (Golden Thread): British Values links		<ul style="list-style-type: none"> <li>• Attentive and Discerning</li> <li>• Generous and Grateful</li> </ul>		
Planning Resources:		<ul style="list-style-type: none"> <li>• Chocolate Performance Poetry (TES)</li> <li>• Poetry link on Twinkl</li> </ul>		
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<p>•A non-European society that provides contrasts with British history</p> <p>V+V: we are generous and grateful to be able to learn about and from other cultures</p> <p>V+V: we are attentive and discerning in our learning and when forming opinions over others' beliefs and society</p> <p>BV: understand democracy and rule of law through comparisons with other societies</p>	<p>To sequence events/To understand when in history The Maya lived</p> <p>To recognise techniques which made The Maya civilisation successful</p> <p>To explore how Mayan society was organised</p> <p>To understand what Mayan civilisation was like (<i>everyday life</i>)</p> <p>To investigate the reasons for the decline of the Mayan civilisation.</p> <p>To compare Ancient Maya with Maya today</p>	<ul style="list-style-type: none"> <li>• Civilization</li> <li>• Temple</li> <li>• Jungle</li> <li>• Pyramid</li> <li>• Priest</li> <li>• Warrior</li> <li>• Codices</li> <li>• Astronomy</li> <li>• Stelae</li> <li>• Hieroglyphs</li> <li>• astronomy</li> </ul>	<p>Design, market, create, taste and sell your own chocolate bar</p> <p>Cadbury World trip</p> <p>Recreate ancient Mayan ball game</p>
Geo grap	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Locate the world's countries, using maps to focus on North and South America,</p> <ul style="list-style-type: none"> <li>• Use maps, globes, atlases to locate countries</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North and South America</li> <li>• Describe and understand key aspect of physical geography (rivers, mountains and the water cycle)</li> </ul> <p>V+V: we are grateful for the world we live in and we empathise with the experiences of others and show generosity (fair trade)</p> <p>V+V: we are attentive and discerning in our approach to understanding trade and how people are treated in developing countries</p> <p>BV: tolerance of others and empathy with people of a different social status</p>	<p><b>L.O: To locate where the Maya live and the modern-day countries and cities that are there now.</b></p> <p>To use a map, atlas and globe to locate the area of Maya and the modern-day countries that are there now.</p> <p><b>L.O: To use a variety of sources to explore their physical geography of Mesoamerica.</b></p> <p>To understand what physical geography is</p> <p>To use pictures and other sources to be able to explain physical geography.</p> <p><b>L.O: To compare life of modern Mayan people and the Maya people from the 1<sup>st</sup> century.</b></p> <p>To compare and contrast modern day Maya and Maya in the 1<sup>st</sup> century using primary and secondary resources.</p>	<ul style="list-style-type: none"> <li>• Climate zones</li> <li>• Biomes</li> <li>• Vegetation belts</li> <li>• Rivers</li> <li>• Mountains</li> <li>• Water cycle</li> <li>• Cacao beans</li> </ul>	
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Pupils should be taught about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>V+V: we are grateful for the opportunity to learn about art and culture and indulge our creativity</p>	<p>To sketch Mayan artefacts</p> <p>To sketch a Mayan temple (<i>use point perspective</i>)</p> <p>To explore different techniques of sculpting clay</p> <p>To create a Mayan temple</p>	<ul style="list-style-type: none"> <li>• Sketch</li> <li>• Shade</li> <li>• Perspective</li> <li>• industrial</li> <li>• Charcoal</li> <li>• Thorough</li> </ul>	
	<p>National Curriculum Outcome</p>	<p>Small Steps to Learning (assessment criteria)</p>	<p>Key vocab includes:</p>	

DT	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>V+V: we can be attentive and discerning in our decision making and how we approach this team-based task</p> <p>BV: links to rule of law and individual liberty through the idea that we can advertise, promote and consume products of our choice</p>	<p><b>L.O: To design a Mayan temple.</b>  <b>L.O: To make a Mayan temple.</b>  <b>L.O: To evaluate a model template.</b></p> <p>To create cross sections for a design  To research how to make paper sturdy  To choose the right materials for the purpose.  To use a range of critical terms to evaluate their design and final product.</p> <p><b>L.O: To research chocolate.</b>  <b>L.O: To design a chocolate bar.</b>  <b>L.O: To design the packaging for a chocolate bar.</b>  <b>L.O: To make a chocolate bar and packing.</b>  <b>L.O: To evaluate my design.</b></p> <p>To look at famous chocolate makers and see what makes a good chocolate.  To work out the function of packing and what will make packing so good.  To make and evaluate a chocolate design.</p>	<p>Key vocab includes:</p> <ul style="list-style-type: none"> <li>• Melting</li> <li>• Cooling</li> <li>• Combining</li> <li>• Texture</li> <li>•</li> </ul>	
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"><li>• develop an understanding of the history of music.</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>	<ul style="list-style-type: none"><li>• Practise for Pyramid concert</li></ul>	<ul style="list-style-type: none"><li>• Orchestra</li><li>• Dynamics</li><li>• Tempo</li><li>• Profession</li><li>• Rhythm</li></ul>	
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