



Year Five Autumn Outline 2021

English	Maths	Science
<ul style="list-style-type: none"> <input type="checkbox"/> Discuss and analyse a novel (Beowulf or Kensuke's Kingdom) <input type="checkbox"/> Complete analysis of characters <input type="checkbox"/> Expand descriptive writing skills <input type="checkbox"/> Write an extended story <input type="checkbox"/> Write in the first and third person <input type="checkbox"/> Write blurbs and book reviews <input type="checkbox"/> Look at persuasive writing <input type="checkbox"/> Letter writing – formal/informal <input type="checkbox"/> Recap and complete instructional writing <input type="checkbox"/> Myths and Legends 	<ul style="list-style-type: none"> <input type="checkbox"/> Numbers to 1,000,000: reading and writing numbers, comparing numbers, making number patterns, rounding numbers <input type="checkbox"/> Addition and subtraction: mental and written methods <input type="checkbox"/> Multiplication and division: finding factors, multiples, common factors and prime numbers, square and cube numbers, multiplying by 1 and 2 digit numbers, multiplying and dividing by 10, 100, 1000, dividing up to 4-digit numbers <input type="checkbox"/> Solving word problems <input type="checkbox"/> Tables and line graphs 	<p style="text-align: center;">Materials and their properties:</p> <ul style="list-style-type: none"> <input type="checkbox"/> States of matter, <input type="checkbox"/> changes of state and particle theory. <input type="checkbox"/> Testing and comparing the properties of materials. <p style="text-align: center;">Reversible changes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dissolving, solubility, suspension and mixtures.
French	Geography	History
<ul style="list-style-type: none"> <input type="checkbox"/> Revise and extend topics met in Y4 <input type="checkbox"/> Classroom objects <input type="checkbox"/> Personal Information <input type="checkbox"/> Family, pets and other animals <input type="checkbox"/> Masc/fem nouns and adjectives <input type="checkbox"/> Singular pronouns (Je, tu il,elle) <input type="checkbox"/> The verbs 'to have', 'to be' (I, you, he) <input type="checkbox"/> Possessive adjectives 'my', 'your' 	<p style="text-align: center;">Location Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> The UK and Europe <p style="text-align: center;">Rivers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Features of a river from source to mouth <input type="checkbox"/> Waterfalls in the UK and North America <input type="checkbox"/> How flooding occurs 	<p style="text-align: center;">What is history?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept of chronology <input type="checkbox"/> Working out centuries <input type="checkbox"/> Using sources <p style="text-align: center;">William Conqueror and beyond</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidates for kingship in 1066

<input type="checkbox"/> Numbers 1-50	<input type="checkbox"/> Flooding case study: Tewkesbury <input type="checkbox"/> Fieldwork at a local river	<input type="checkbox"/> The Battles of Stamford Bridge and Hastings <input type="checkbox"/> Reading the Bayeux Tapestry <input type="checkbox"/> William's method of controlling England: castles, feudal system, Harrying of the North, Domesday Book <input type="checkbox"/> Sieging and the evolution of castles <input type="checkbox"/> Hereward's decision about whether to rebel <input type="checkbox"/> Murder Mystery of William Rufus <input type="checkbox"/> The importance of the Church to people's lives
Art	Music	Technology
<input type="checkbox"/> Watercolour paintings based on photographer Simon de Glanville inspired by urban animals <input type="checkbox"/> Creating clay gargoyles and drawings <input type="checkbox"/> Scraffito technique cityscape and fireworks theme <input type="checkbox"/> Creating Christmas cards	<input type="checkbox"/> How rock music developed from the Beatles onwards. Analysing performance. <input type="checkbox"/> History of music - Jazz in its historical context.	Sharing Information <input type="checkbox"/> Recognise how information is transferred over the internet <input type="checkbox"/> Explain how sharing information online lets people in different places work together <input type="checkbox"/> Contribute to a shared project online <input type="checkbox"/> Evaluate different ways of working together online Selection in physical computing <input type="checkbox"/> Control a simple circuit connected to a computer <input type="checkbox"/> Write a program that includes count-controlled loops <input type="checkbox"/> Explain that a loop can stop when a condition is met, e.g. number of times <input type="checkbox"/> Conclude that a loop can be used to repeatedly check whether a condition has been met <input type="checkbox"/> Design a physical project which includes selection <input type="checkbox"/> create a controllable system which includes selection

PE and Games

- Fitness/Circuits**
- Variety of circuit exercises
- Children work in pairs- alternate cardio/core and arm/leg muscles
- Cognitive** – develop strengths and weaknesses of individual
- Social** - negotiation and collaboration planning, take on different roles and work effectively with others
- Creative** - adjust and adapt to tasks
- Personal** - Negotiate self/peer evaluation, receive and react positively to critical feedback, recognise and refine desire to improve

PSHE**Being Me in My World**

- My Year Ahead
- Being a Global Citizen
- Learning Charter

Celebrating Difference

- Am I normal?
- Understanding Disability
- Power Struggles
- Why Bully?
- Celebrating Difference

Religious and Moral Education**World Religion**

- Belief – what does it mean?
- What are the world's main religions?
- What religions are found in our community?
- Who are the founders of different religions?
- Where do different religions worship?

Hinduism

- Its founders, leaders and teachers
- Main beliefs – gods and goddesses
- The Mandir
- Holy books
- Festivals
- Pilgrimages (may continue to Spring term)