

Year 5 Autumn 1: Half Term planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
<b>International Creative Curriculum</b>	<p><b>The American Dream?</b></p> <p>Entry Point: Virtual flight to the USA. Children will go through passport control and security before boarding a virtual flight to the USA.</p> <p>Knowledge Harvest: What we know about the States, think we know and what do we want to find out?</p>	<p><b>The American Dream?</b></p> <p>Mapping Skills: Children create a world map, naming continents &amp; discussing the physical differences between North &amp; South America.</p> <p>Children will identify the country's major features such as rivers, lakes &amp; mountain ranges.</p>	<p><b>The American Dream?</b></p> <p>Weather and Climate: Children will discuss the difference between weather and climate. Using their knowledge of American geography, they will identify different climate zones across the country and suggest how the weather may vary as a result.</p>	<p><b>The American Dream?</b></p> <p>Weather and Climate: Children will be learning to interpret and make predictions about specific regions based on climate data.</p> <p>Children to create a climate graph of a specific region in America.</p>	<p><b>The American Dream?</b></p> <p>Topographic Relief Maps: Interpreting ground elevation data from a variety of different maps, children will create a 3D model to represent the 'relief' of the land. They will also hypothesise about how vegetation and land use may change.</p>	<p><b>The American Dream?</b></p> <p>Natural Hazards: Children will explore how volcanoes and earthquakes are created. They will explore the ideas of tectonic movement and how this has created some of the most potentially dangerous areas on earth. Links to the San Andreas fault and the Ring of Fire.</p>	<p><b>The American Dream?</b></p> <p>Case Study: Children will learn about Yellowstone National Park and how wonderful, but potentially deadly, this place can be!</p>
<b>Cross Curricular writing opportunities</b>		Postcard from one of the children's chosen states describing the sorts of activities they have done and sites that have seen	Information document on how to accurately read a map and discover more about an area than just the name,	Children create a leaflet on a chosen State emphasizing the Weather, physical and human geography and the tourist attractions	Children create a leaflet on their chosen State emphasizing the Weather, physical and human geography and the tourist attractions	Children to create information booklets discussing some of the potential hazards associated with living along the San Andreas Fault	Descriptive writing. What would happen if Yellowstone erupted? Descriptive writing.
<b>English: Spoken English, Reading Comprehension and Writing Composition</b>	<p><b>Film Narrative – The Lonely Robot.</b></p> <p>Describing settings. Features of an opening scene using the senses. Compose and rehearse sentences orally building a rich and varied vocabulary and an increasing range of sentence structures.</p>	<p><b>Film Narrative – The Lonely Robot.</b></p> <p>Using dilemmas in our writing. Drama techniques. Prediction – writing an alternative ending</p> <p>Writing in the first person.</p>	<p><b>Film Narrative – The Fantastic Books of Mr Lessmore</b></p> <p>Comparing the descriptive dramatic opening scene of the video to a similar scene from The Wizard of Oz. (Link to ICC – USA and geography weather.)</p>	<p><b>Film Narrative – The Fantastic Books of Mr Lessmore</b></p> <p>How does the film compare to the book? Figurative language and the impact on the reader.</p> <p>Writing an account in the third person.</p>	<p><b>Film Narrative – The Piano</b></p> <p>Understanding how emotions can create an atmosphere within a video or piece of text. Identify the techniques used to create this.</p>	<p><b>Film Narrative – The Piano</b></p> <p>Evaluate the importance of character development and explore techniques in how this is accomplished.</p> <p>Deepen understanding of the characters through contrasting thoughts.</p>	<p><b>Film Narrative – The Piano</b></p> <p>Analyse the structure of film and written narratives. Explore the effect of changing structure within a narrative.</p> <p>Understanding when to use paragraphs within a text.</p>
<b>Vocabulary, grammar and punctuation</b>	Similes and metaphors. Ispaced – improving sentences. Proper nouns.	Ispaced – sentence construction. Expanded noun phrases	Nouns – abstract - concrete and collective noun. Show not tell – dropping clues for the reader. Characterisation	Inverted commas	Adjectives Use of imagery Use of paragraphs organised around a theme	Modal verbs Past and present tense	Personal pronouns
<b>Spelling</b>	tion/sion	ssion	cian	cious	tious	cial	tial

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<p><b>Maths</b></p>	<p><u>Number Sense</u></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>● read, write, order and compare numbers to at least 1 000 000 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 1 000 000</li> <li>● round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>● solve number problems and practical problems that involve all of the above</li> </ul>	<p><u>Number Sense</u></p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>● multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 and be able to explain the result.</li> <li>● Apply this to multiplying or dividing by factors of 10 or 100.</li> <li>● Link to converting measures.</li> </ul>	<p><u>Number Sense</u></p> <p><u>Fractions (including decimals and percentages)</u></p> <ul style="list-style-type: none"> <li>● read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>● recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>● round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>● read, write, order and compare numbers with up to three decimal places</li> <li>● solve problems involving number up to three decimal places</li> </ul>	<p><u>Number Sense</u></p> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>● convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>● solve problems involving converting between units of time.</li> </ul>	<p><u>Additive Reasoning</u></p> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>● add and subtract numbers mentally with increasingly large numbers</li> <li>● 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</li> </ul>	<p><u>Additive Reasoning</u></p> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</li> </ul>	<p><u>Additive Reasoning</u></p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <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>Maths across the curriculum</b></p>	<p>Map skills co-ordinates – ICC. Greenwich mean time - ICC</p>	<p>Reading scales – temperature charts - ICC</p>	<p>Units of time – timeline of history of America - ICC</p>	<p><i>Converting between different units of measure. Finding correlations within data.</i></p>	<p>Measuring - science investigation</p>	<p>Measuring - science investigation</p>	<p>Symmetrical patterns in American textiles - ICC</p>
<p><b>Science</b></p>	<p><b>Properties of Materials</b> Investigating properties of materials, and what makes different materials suitable for different purposes.</p>	<p><b>Properties of Materials</b> Investigating properties of materials, and what makes different materials suitable for different purposes.</p>	<p><b>Properties of Materials</b> Understanding reversible and irreversible changes and dissolving. Experiments observing dissolving and chemical changes.</p>	<p><b>Properties of Materials</b> Exploring rates of dissolving. Planning, setting up and carrying out a fair test.</p>	<p><b>Properties of Materials</b> Planning, setting up and carrying out a fair test exploring which materials make the best filters.</p>	<p><b>Properties of Materials</b> Challenge to separate a complex mixture of different materials with different properties, which includes a dissolved solid.</p>	<p><b>Properties of Materials</b> Review of the learning this half term. Games focussing on recapping and revising the vocabulary and terminology associated with properties and changes of materials.</p>
<p><b>DT</b></p>	<p><b>Food Technology and Cooking. (One class per half term)</b> Children will prepare and cook a variety of healthy meals whilst also learning about food</p>			<p><b>Textiles and Design</b> Children to create North American dream catchers, learning to weave using a variety of</p>			

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	hygiene and kitchen safety.			different patterns. Creation of totem poles.			
<b>Computing Media and e-safety</b>	E-safety  Learning to safely navigate and perform searches on the internet.	E-safety  Focus on protection of information and personal details.	Computer Science  Lego WeDo - Introduction to programming and Lego WeDo.	Computer Science  Lego WeDo – Children to explore programming physical models using the Lego WeDo pre-set controls.	Computer Science  Lego WeDo – Children to program models using their own control instructions.	Computer Science  Lego WeDo – Introduction to programming using Scratch.	Computer Science  Lego WeDo – Children to create their own programming/control sequences on Scratch to link with the physical Lego models.
<b>PSHE</b>	PATHS Rules Paths Pupil of the Day.	PATHS Co-operative learning skills.	PATHS The Golden Rule A guide to solving problems. Introduction to feelings.	PATHS Recognising and controlling anger. Feelings dictionary.	PATHS Discussing and talking about various feelings – group presentation on a feeling.	PATHS My own feelings story	PATHS Treasure Hunt – Problem-Solving Review.
<b>French</b>	On Holiday: Where are you going on holiday?	On Holiday: Where are you staying?	On Holiday: At the zoo.	On Holiday: At the beach.	On Holiday: At the theme park.	On Holiday: Going on Holiday (Story)	On Holiday: Going on Holiday (Story)
<b>RE</b>	I can say why the Bible is important to Christians	I know that the Bible consists of many books written in different styles and languages.	I can explain how the Bible is used to help Christians in their lives today.	Explore how the Bible can be used in different ways by Christians, and know about its use to help shape Christian life and belief, including belief about God. What books or stories have you read or heard which helped you or made you think? How did they do this?	I understand how Christians might use the Bible. Explore how the Bible can be used in different ways by Christians, and know about its use to help shape Christian life and belief, including belief about God.	Become familiar in an appropriate context with some of its contents, and be able to look up references.	Exploring Christian symbols and learning more about what they represent