

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>Remarkable Rainforests</b></p> <p>Exploring the geography behind the location of the world's rainforests. Looking at Biomes in the Southern hemisphere and how these are unique.</p>	<p><b>Remarkable Rainforests</b></p> <p>Geography skills: weather and climate. Comparing the climate in South America to a temperate climate. Analysing climate graphs and determining what they show.</p> <p>Explore some of the adaptations of plants and animals to these climates.</p>	<p><b>Remarkable Rainforests</b></p> <p>Children are to explore the different ecosystems within the Rainforest. They will learn about the key layers of the forest and will examine how the wildlife differs at each level.</p> <p>Environmental Art based on the work of Andy Goldsworthy</p>	<p><b>Remarkable Rainforests</b></p> <p>Life in the Amazonian Rainforest – Children to learn about some of the indigenous people of the Amazon Rainforest; Yanomami Tribespeople. They will explore their history, how they have come to survive within the forest and some of the modern day pressures that are threatening their society.</p>	<p><b>Remarkable Rainforests</b></p> <p>Palm Oil – Weighing up the pros and cons of this global product. Children will engage in spoken and written debate, using real life evidence and examples to support their arguments.</p> <p>Children will create campaign posters to support or oppose the use of palm oil.</p>	<p><b>Remarkable Rainforests</b></p> <p>Deforestation and Eco tourism – Children will learn about one of the biggest issues to face the world's rainforests and examine reasons for this. They will engage in drama and role play activities to explore different points of view behind these issues.</p> <p>Children will learn about eco-tourism and sustainable use of the world's rainforests.</p>	<p><b>Remarkable Rainforests</b></p> <p>Persuasive texts - Designing leaflets to advertise an area of rainforest habitat and sustainable tourism within this location. Focus on measures of protecting these habitats and benefits to the rainforest.</p>
<b>Cross Curricular writing opportunities</b>		Postcard from a rainforest location describing the geography, climate and habitat	Taking notes on laptops about the different biomes and habitats within the rainforests.	Diary writing from the point of view of a Yanomami tribe's person.	Writing letters to oil company based on information researched on use of palm oil – link to literacy and ICC	Create promotional ecotourism brochure detailing the environmental benefits of this specific type of tourism.	Persuasive texts – making posters to 'sell' a location to the general public.
<b>English: Spoken English, Reading Comprehension and Writing Composition</b>	<p><b>Kensuke's Kingdom</b></p> <p>Introduce the story of Kensuke's Kingdom by Michael Morpurgo. We will look at what makes the opening of the story so effective and compare techniques used to that of certain of his other books.</p> <p>We will explore the characters' choice in the book to take a round the world trip and write a balanced argument around their decision.</p>	<p><b>Kensuke's Kingdom</b></p> <p>From what we know about the characters at this point, we will write a letter from Michael's point of view to his friend at home, explaining his adventures so far.</p>	<p><b>Kensuke's Kingdom</b></p> <p>We will be reading further in to the book, discussing important questions about events and characters. We will focus on Michael as he is lost overboard, writing soliloquys for different characters to explore the depth of their emotions at this point in the story.</p>	<p><b>Kensuke's Kingdom</b></p> <p>We will be reading further in to the book, discussing important questions about events and characters and will focus on writing a descriptive extract from Michael's point of view, describing what it was like to wake up on the island.</p>	<p><b>Kensuke's Kingdom</b></p> <p>We will be exploring more of the text, answering questions using inference and deduction and drawing the island from the description in the book. We will look at the conflicting emotions in the story between the characters of Michael and Kensuke and what factors are affecting their relationship and opinions of each other. We will be working together to create a diary entry for Michael before thinking writing our own from Kensuke's point of view.</p>	<p><b>Kensuke's Kingdom</b></p> <p>We will be completing our diary entries and exploration of the dynamic between the two characters, exploring how that changes and why as we read further in to the book. We will draw the inside of Kensuke's cave, identifying nouns, adjectives and prepositions to help us to do this successfully. We will complete the book, focussing on the characters of Michael and Kensuke and discuss important points throughout.</p>	<p><b>Kensuke's Kingdom</b></p> <p>We will end our work with Kensuke's Kingdom by writing a full book review to show our likes, dislikes, thoughts and feelings about the story.</p>
<b>Vocabulary, grammar and punctuation</b>	Use of paragraphs	Brackets, dashes or commas for parenthesis	Figurative language Nouns	Extended noun phrases & 1 <sup>st</sup> person	Conjunctions & Sentence structure	ISPACED (sentence starters).	ASSESSMENT

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<b>Spelling</b>	Words containing a silent b	Words that contain the letter-string ough	Words ending in -ible	Homophones	Words ending in -able	Words with the silent letter t	Assess and review
<b>Maths</b>	<p><b>Number &amp; place value</b></p> <p>Represent numbers to 10,000.</p> <p>Read Roman Numerals to 1,000 (M) and recognize years written in Roman Numerals.</p> <p>Rounding numbers up to 10,000 to the nearest 10, 100 and 1,000.</p> <p>Compare and order numbers to 100,000.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p><b>Number &amp; place value</b></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Rounding numbers within 100,000.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p><b>Number &amp; place value</b></p> <p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Addition &amp; Subtraction</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables including timetables.</p>	<p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables including timetables.</p>
<b>Science</b>	<p><b>Life cycles of plants.</b></p> <p>Children will explore and label different parts of a flower and learn about their functions. Dissecting flowering plants to locate the different parts studied.</p>	<p><b>Life cycles of plants.</b></p> <p>Children will learn that all plants reproduce and that flowering plants are usually pollinated by insects. Explore some of the more unusual methods of pollination in the plant world.</p>	<p><b>Life cycles of plants.</b></p> <p>Children are to consider conditions that might affect germination and growth of plants. Planning a fair test to compare the germination and growth of a packet of lettuce seeds.</p> <p>Children will know that plants need nutrition to live and will learn about the process of photosynthesis in green plants.</p>	<p><b>Life cycles of plants.</b></p> <p>To carry out the investigation across the class, measuring, monitoring, and comparing germination success and growth rates.</p> <p>Recording these results and comparing them across the year group</p>	<p><b>Life cycles of plants.</b></p> <p>Children will look to record the results from their test in a more visual way, using graphs and charts. They will also work out other statistical facts such as the percentage of germination and growth rate per day etc.</p>	<p><b>Life cycles of plants.</b></p> <p>Children will learnt that seeds can be dispersed in a variety of ways, including the more common methods of explosion, wind, water and animals. Practical handling and exploring different seeds.</p>	<b>Assessment.</b>
<b>DT</b>	<p><b>Food Technology and Cooking</b> Across the school year, children will prepare and cook a variety of healthy meals whilst also learning about food hygiene and kitchen safety.</p> <p><b>Textiles and Design</b> Children to create Christmas themed arts and crafts using a variety of different materials.</p>						

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	As part of our Science module, children will be designing and evaluating the effectiveness of different models. They will then use these findings to inform changes to their models and creations.						
<b>Computing Media and E-safety</b>	E-safety  General rules around E-safety. Children will use a variety of websites to learn about E-safety.	E-safety  Using PowerPoint or Word, children will create posters to help others be safe online.	Search Engines  Learning how to conduct safe searches on the internet to find the information you want.	Search Engines  Determining whether information from our searches is reliable. Learning how to find the most relevant information.	PowerPoint  Learning to use only the most important and relevant information within our presentations.	PowerPoint  Learning to use only the most important and relevant information within our presentations.	Email and Social Media  Children will learn how to be safe and to protect themselves when using email and social media platforms.
<b>PSHE</b>	<b>PATHS</b>  Feelings presentation to class	<b>PATHS</b>  How to control anger  The feelings dictionary	<b>PATHS</b>  Learning to cope with frustration.	<b>PATHS</b>  My own feelings story	<b>PATHS</b>  Making good decisions  Identifying problems – Feelings, Goals and solutions	<b>PATHS</b>  Consequences – What might happen next?	<b>PATHS</b>  Making a good plan for problem solving
<b>French</b>	Eating Out –  Ordering a drink. Simple spoken phrases.	Eating out – At the shop.  Ordering an ice cream from a shop and the language needed to do this competently.	Eating out – At the market  Asking for items at a market and the weight you would like.	Eating out – At the restaurant  Essential spoken language needed to order food in a café or restaurant.	Eating out – I would like...  Children to build confidence in ordering food from a menu and specifying their preferences.	Eating out – Story: ‘A fly in the orange juice’  Children to learn and retell a French story.	Christmas: French Christmas carols.  Explore similarities and differences in English/French Christmas carols. Attempt to translate famous carols into English.
<b>RE</b>	To know that the Sagrada Familia is an important place for Christians.	To understand the symbolism of the Sagrada Familia’s magic square.	To learn about the last days of Christ and their representation on the Sagrada Familia.	To explore some Christian symbols from the Sagrada Familia and their meanings.	To extend understanding of the importance of Christian symbolism in the design of Sagrada Familia.	To understand that art can be a way of showing faith.	To know that the Sagrada Familia is an important place for Christians.
<b>Music</b>	Pupils will learn the names of the different parts of a ukulele. They will learn how to hold the instrument and how to play two chords.	Pupils will learn a song that uses two chords. They will rehearse and perform the song.	Pupils will learn the chords of C major, F major and G major. They will perform different rhythms using these chords.	Pupils will learn the song ‘Silent Night.’ They will perform by singing and playing the ukuleles.	Pupils will select their own chords and compose a song. They will fit some lyrics to music.	Pupils will select their own chords and compose a song. They will fit some lyrics to music.	Pupils will rehearse and perform their own compositions. They will appraise their work.