

2019 Year 5 Autumn 2: Half Term planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
International Creative Curriculum	<p>Remarkable Rainforests</p> <p>Children will explore many endangered animals and will work together to produce a black & white collage of an endangered animal to display in the classroom, which will be made up of lots of smaller endangered animals, drawn by the children.</p>	<p>Remarkable Rainforests</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>Remarkable Rainforests</p> <p>Children will learn about the vast diversity of animals found in the rainforest. They will use drama to make links between life processes in animals and their environment and will explore how different species adapt to their surroundings.</p>	<p>Remarkable Rainforests</p> <p>The children will be introduced to Greta Thunberg, a climate activist whose beliefs and commitment to change has made her quite famous.</p> <p>This links to our school values and children’s viewpoint on climate change and what we can do to help.</p>	<p>Remarkable Rainforests</p> <p>The children will plan and carry out a local litter survey to determine how much waste (recyclables and non-recyclables) our immediate environment is left on our streets.</p>	<p>Remarkable Rainforests</p> <p>The children will analyse the data gathered from the local litter survey to determine its effects on our immediate environment. From this, they will discuss and provide potential changes that could be put in place to address the issue.</p>	<p>Remarkable Rainforests</p> <p>Persuasive letter – The children will write a letter to our local MP about local and international environmental issues.</p> <p>They will consider their learning from the past term as ask for a call for action, referring to their local litter survey carried out 2 weeks previously.</p>
English: Spoken English, Reading Comprehension and Writing Composition	<p>Persuasive letter</p> <p>The children will re-cap their learning of letters from last half term and be introduced to persuasive language devices used when writing formal letters to persuade Nestle to use less palm oil in their products.</p>	<p>Persuasive letter</p> <p>The children will draft and write letters using their learning to ask for a call for action from Nestle to reduce or stop the amount of products that use palm oil as an ingredient.</p>	<p>Information Text</p> <p>The children will learn about non-chronological reports and their uses and will focus on producing an information text about a chosen endangered animal, which would be found in a rainforest.</p> <p>They will carry out research and plan the layout and content of their writing.</p>	<p>Information Text</p> <p>The children will write up their research and produce a comprehensive piece of writing which will be showcased in the classrooms and shared with their peers.</p>	<p>The Explorer</p> <p>The children will use the book ‘The Explorer’ by Katherine Rendell to learn how narratives are written.</p>	<p>The Explorer</p> <p>Using the book as a platform, the children will explore various language devices used to provide readers with imagery to ensure an exciting and engaging read.</p>	<p>The Explorer</p> <p>The children will write their own narrative, using ideas from the text. They will plan, draft and produce a final chapter for the story, using all their knowledge gained.</p>
Vocabulary, grammar and punctuation	Persuasive sentence starters and time connectives (including ISPACED).	Rhetorical questions, modal verbs and commas.	Use of the present tense and the 3 rd person. Colons to introduce a list and bullet points.	Conjunctions, facts and adjectives. Commas for clarity.	Use of the past tense and the 3 rd person.	Use of dialogue to advance the action. Inverted commas.	Expanded noun phrases,
Spelling	Adding the prefix il- and revising un-, in-, mis-, dis-	Adding the prefix il- and revising un-, in-, mis-, dis-	The c sound spelt –que and the g sound –gue.	The c sound spelt –que and the g sound –gue.	Adding the prefix ir- to words beginning with r.	Adding the suffix –ion.	Adding the suffix –ion.
Maths	<p>Statistics</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>Multiplication & Division</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and</p>	<p>Multiplication & Division</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³).</p> <p>Know and use the vocabulary of prime numbers, prime factors</p>	<p>Multiplication & Division</p> <p>Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Solve problems involving</p>	<p>Area & Perimeter</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard</p>	<p>Assessments</p> <p>NFER Tests to be carried out to gauge progress so far and next steps in children’s learning.</p>	<p>Area & Perimeter</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard</p>

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		cubes.	and composite (non-prime) numbers. Solve problems involving multiplication and division.	multiplication and division.	units, cm ² , m ² Estimate the area of irregular shapes.		units, cm ² , m ² Estimate the area of irregular shapes.
Science	Healthy Living The children will look at and discuss the food we eat. They will classify food and liquids in to food groups and will be able to identify healthy and unhealthy foods.	Healthy Living The children will learn about the importance of exercise combined with a balanced diet and will explore what athletes do to maintain fitness levels when competing against the best in the world.	Healthy Living The children will learn about and explain the dangers of smoking.	Healthy Living The children will learn about and explain the dangers of alcohol.	Healthy Living The children will combine their learning this half term and create a presentation to show others how to lead a healthy lifestyle.	Assessment. The children will present their work to their peers, in a format of their choice.	Assessment. The children will present their work to their peers, in a format of their choice.
DT	<p>Food Technology and Cooking 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>Textiles and Design Children to create Christmas themed arts and crafts using a variety of different materials.</p>						
Computing Media and E-safety	Coding Children will build on their previous knowledge of Scratch. They will learn how to import a sprite, make it move and use repeating loops.	Coding Writing instructions to draw simple shapes. Make a sprite change costume and use the 'wait' function.	Coding Using the 'if' statement to make a decision in a program.	Coding Use X and Y coordinates to control the position of sprites.	Coding Use "Variables" to keep numeric values in your game.	Coding Make improvements to games to make them more exciting.	Coding Evaluate computer games and explain what you like and think can be improved in them.
PSHE	PATHS Feelings presentation to class.	PATHS How to control anger. The feelings dictionary.	PATHS Learning to cope with frustration.	PATHS My own feelings story.	PATHS Making good decisions. Identifying problems – Feelings, Goals and solutions.	PATHS Consequences – What might happen next?	PATHS Making a good plan for problem solving.
French	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.
RE	What is the Qur'an?	What importance does the Qur'an have to Muslims?	How Muslims show their respect for the Qur'an?	Arabic's special significance to Islam.	Guest speaker: Q and A with local Imam.	Islamic art.	Islamic art.

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Music	Pupils explore and perform the tune 'Consider Yourself' from Oliver. They compare the use of the ostinato bass to previous lessons.	Pupils will practice Christmas Songs in prep for Christmas Concert!	Pupils explore how a walking bass is used in Blues music. They perform a tune that uses a walking bass along with a riff.	Pupils will practice Christmas Songs in prep for Christmas Concert!	Pupils compose and perform their own ostinato bass part for a given melody.	Pupils will practice Christmas Songs in prep for Christmas Concert!	Pupils will practice Christmas Songs in prep for Christmas Concert!