

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>Rainforests of the World</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>Rainforests of the World</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>Rainforests of the World</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 based on Art Andy Goldsworthy</p>	<p>Rainforests of the World</p> <p>Life in the Amazonian Rainforest – Children to learn about some of the indigenous people of the Amazon Rainforest; Yanomami Tribes People. 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>Rainforests of the World</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>Rainforests of the World</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>Rainforests of the World</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>
Cross Curricular writing opportunities		<p>Postcard from a rainforest location describing the geography, climate and habitat</p>	<p>Taking notes on laptops about the different biomes and habitats within the rainforests.</p>	<p>Diary writing from the point of view of a Yanomami tribe’s person.</p>	<p>Writing letters to oil company based on information researched on use of palm oil – link to literacy and ICC</p>	<p>Create promotional ecotourism brochure detailing the environmental benefits of this specific type of tourism.</p>	<p>Persuasive texts – making posters to ‘sell’ a location to the general public.</p>
English: Spoken English, Reading Comprehension and Writing Composition	<p>Kensuke’s Kingdom</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. We will be focussing on some of the more advanced vocabulary used in the story, using context to work out the meanings and practising the use of dictionaries. 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>Kensuke’s Kingdom</p> <p>We will be reading further in to the book, discussion 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. We will also be revisiting the skills we have learned last half term to write a descriptive extract from Michael’s point of view describing what it was like to wake up on the island.</p>	<p>Kensuke’s Kingdom</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>Kensuke’s Kingdom</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>Persuasive Writing and Debate</p> <p>Explore a variety of contentious issues and the pros and cons associated with these. Examine how to formulate these viewpoints into a cohesive and effective verbal and written arguments/debates.</p> <p>To plan and write a piece of persuasive writing – possible link to ICC.</p> <p>Examine the differences between this and a balanced argument – produce a balanced argument.</p>	<p>Persuasive Writing and Debate</p> <p>To plan and write a piece of persuasive writing linked to our ICC topic</p> <p>Examine the differences between this and a balanced argument – produce a balanced argument.</p> <p>Children to prepare themselves to take part in a debate about Palm Oil Plantations. As part of this debate it will be crucial that children can understand differing viewpoints and stances on an issue.</p>	<p>Non Chronological Reports</p> <p>Examine the features of a non-chronological reports.</p> <p>Practice note taking and determine which information is relevant.</p> <p>Conduct research about Rainforests – geography, animals, climate, biomes</p> <p>To be able to plan, write and evaluate a non-chronological report about the Rainforest.</p>

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Vocabulary, grammar and punctuation	Word classes Recap on Simple, Compound and Complex sentences	Ispaced – sentence construction Word classes – adjectives Simple, compound and complex sentences Embedded clauses	ISPACED	Use of paragraphs	Pronouns – 1 st and 3 rd person	Up-levelling sentences	Understanding the differences between relative and subordinate clauses.
Spelling	-able words	-able words	Words containing a silent ‘t’	Words containing a silent ‘t’	Words containing –ibly and –ably.	Words containing –ibly and –ably.	Assess and review
Maths	Division Children will recap using a number line for division based questions. They will use ‘chunking’ to help with this process. Using a series of concrete and pictorial stimuli, children will learn how to do short division as a formal written method.	Fractions Children will learn to recognize and understand different sized fractions, simplify fractions and recognize equivalents. Furthermore they will be able to order them from smallest to largest and vice versa. Children will learn how to find fractions of a number using a variety of written and pictorial methods.	Fractions Children will need to find fractions of a number in order to solve a variety of word/logic problems They will learn to add and subtract fractions by finding common denominators. They will understand how improper fractions can be converted back to mixed number fractions.	Geometric Reasoning Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Geometric Reasoning Identify: Angles at a point and one whole turn (total 360°). Draw given angles, And measure them in Degrees (°) Angles at a point on a straight line and 1/2 a turn (total 180°). Other multiples of 90° Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Fractions Children will link their knowledge of fractions to decimals and percentages. They will recognise equivalents measures and be able to order them from smallest to largest. Children will be able to convert fractions into percentages and vice versa by understanding that a percentage in simply and value out of 100. Children will learn how to multiply fractions.	Revision and Assessment Week Children will have a recap on the methods and concepts learnt during the Autumn term. Children will complete a calculation and reasoning test in order to inform teaching for the Spring term.
Science	Forces Introduction to Forces. Children will explore commonly encountered forces and the affect they have on our daily lives. Children will use force diagrams to show how different forces are acting in different situations.	Forces Gravity. Children will learn about the discovery of gravity and how this impacts upon the Earth and the wider solar system. Furthermore they will investigate the link between mass (kg) and weight (N)	Forces Air resistance. Children will learn about air resistance and explore this further through an experiment using different sized/shaped parachutes.	Forces Water resistance. Children will conduct a variety of experiments to understand the effects of water resistance.	Forces Upthrust/Buoyancy. Children will learn about the relationship between mass, weight, volume, surface area and buoyancy. They will design and test their own small boats and systematically record the results.	Forces Upthrust/Buoyancy. Children will evaluate the success of their boats from the previous lesson and suggest improvements based on observations and scientific theory.	Forces Mechanisms. Children will explore how different mechanisms can achieve different results. They will analyse common mechanisms and use these to influence their own designs.
DT	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. Textiles and Design						

Year 5 Autumn 2: Half Term planning

	Children to create Christmas themed arts and crafts using a variety of different materials. 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.						
Computing Media and E-safety	Animation and Coding Children will use Scratch to code their own short animation. They will continue build on coding techniques learnt in Years 3 and 4 as well as learning a number of new coding processes. Their animations will be fully automated as opposed to a control based animation/game.						
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.
Music	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.