

Year 5 Autumn 1: Half Term planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
International Creative Curriculum	<p>Remarkable Rainforests</p> <p>Geography skills: Exploring the geography behind the location of the world's rainforests. Children will use maps to locate the areas of the world that contain rainforests.</p> <p>Children will be able to identify the Northern and Southern hemispheres, equator and tropics of Cancer & Capricorn and know that tropical rainforests are situated between the tropics.</p>	<p>Remarkable Rainforests</p> <p>Children will focus on a specific country and carry out research to find out what it is like there. This will include how much rainforest there is and the different kinds of animals and plants found there. They will take notes on laptops about the different biomes and habitats within the rainforests.</p>	<p>Remarkable Rainforests</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. Children will draw their own graph.</p> <p>Children will be able to explain why the weather in the tropics is always hot and wet.</p>	<p>Remarkable Rainforests</p> <p>Life in the Rainforest – Children get immersed with drama and are taught what would be needed to survive in the rainforest, from clothing to equipment!</p> <p>They will have the opportunity to write a letter home to a family member describing the geography, climate and habitat.</p>	<p>Remarkable Rainforests</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>Remarkable Rainforests</p> <p>Children will explore some of the adaptations of plants and animals to these climates, making links between life processes in animals and their environment.</p>
English: Spoken English, Reading Comprehension and Writing Composition	<p>Kensuke's Kingdom Big Write: Informal Letter.</p> <p>Begin to read the book. Explore the emotions and experiences of a character. Analysing an example of a letter and how the composition and grammar could be improved. Explore the features of a letter.</p>	<p>Kensuke's Kingdom Big Write: Informal Letter</p> <p>Exploring the emotions and experiences of a character, creating a shared write of a letter as a class, then independently drafting and producing a written letter to a friend.</p>	<p>Kensuke's Kingdom Big Write: Diary Entry</p> <p>Further reading of the story, using what we have learned in our grammar sessions to plan and create a class write of a diary entry from Kensuke's point of view. This shared write will be edited as a class and displayed on English Working Wall.</p>	<p>Kensuke's Kingdom Big Write: Diary Entry</p> <p>Building upon our class write from last week, we will be working towards writing an independent diary entry from the point of view of Michael.</p>	<p>Kensuke's Kingdom Big Write: Debate</p> <p>Building on our grammar work of Comparative Conjunctions, we will be working towards creating a balanced argument, asking the question of 'Should Michael have ever got on the boat in the first place?'</p>	<p>Kensuke's Kingdom Big Write: Book Review</p> <p>Recapping the grammar from the half term which will feed into the skills required to write a review of the story of Kensuke's Kingdom. We will be modelling and analysing book reviews, drafting and creating our own finished versions.</p>
Vocabulary, grammar and punctuation	Full Stops and Capital Letters.	Writing in First Person	Extended Noun Phrases	Purpose of Paragraphs	Comparative Conjunctions	Determiners and Recap of A1
Spelling	Words with the ay sound spelt <i>eigh, ei, ey</i> .	Words with the ay sound spelt <i>eigh, ei, ey</i> .	Words ending in -ous	Words ending in -ous Words with the s sound spelt <i>sc</i>	Words ending in zhun spelt -sion	Words ending in zhun spelt -sion
Maths	<p>Number & place value</p> <p>Represent numbers to 10,000.</p> <p>Read Roman Numerals to at least 1,000 (M) and recognise years written in Roman Numerals.</p> <p>Rounding numbers up to 10,000 to the nearest 10, 100 and 1,000.</p>	<p>Number & place value</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>Number & place value</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>Addition & Subtraction</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</p>	<p>Addition & Subtraction</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</p>	<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>

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	Compare and order numbers to 100,000. Solve number problems and practical problems that involve all of the above.	Rounding numbers within 100,000. Solve number problems and practical problems that involve all of the above.	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Solve number problems and practical problems that involve all of the above.	to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
Science	Life cycles of animals. Children learn about the life cycle of a frog from frogspawn to tadpoles to froglets to frogs. They will consider how this is different to other animals.	Life cycles of animals. Children learn about the life cycle of humans and how this is different to frogs. They will explain the different stages of development from babies to the elderly.	Life cycles of animals. Children will learn about the life cycle of a butterfly. They will create a script for an informative video, teaching younger children about the life cycle.	Life cycles of animals. Children will learn about the life cycle of a bird from the embryo inside an egg to hatching, nesting and growing in to a young bird.	Life cycles of animals. Children will be taught about the reproduction of animals through both external and internal fertilisation. They will choose two animals (1 from the UK and 1 from a tropical rainforest) and produce a mini project showing their learning.	Life cycles of animals. Children will continue and complete their projects, ensuring that they inform the reader of the reproduction methods and life cycle of each animal.
DT	The children will design and make their own sliding cards to show how an animal in the rainforest can blend in with their habitat or even 'disappear'!					
Computing Media and E-safety	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 presentations.	PowerPoint Learning to use only the most important and relevant information within presentations.
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?
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.
RE	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.

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<p>Music</p>	<p>Pupils listen to Pachelbel's Canon and compare it to modern tunes it has influenced. They perform the ground bass and compose their own melody.</p>	<p>Pupils explore and perform the tune 'Heart and Soul' and compare it to Pachelbel's Canon. They learn the term ostinato.</p>	<p>Pupils continue to explore the tune 'Heart and Soul' and its influence on modern music. They perform a more complicated version of the tune.</p>	<p>Pupils explore and perform the tune 'Consider Yourself' from Oliver. They compare the use of the ostinato bass to previous lessons.</p>	<p>Pupils explore how a walking bass is used in Blues music. They perform a tune that uses a walking bass along with a riff.</p>	<p>Pupils compose and perform their own ostinato bass part for a given melody.</p>
<p>PE</p>	<p>This half term, the children will be taught Games (rules, skills and tactics) for Tennis and Football.</p> <p>Swimming will commence at the UEA for Year 5 from Thursday 26th September – Letters to follow.</p>					