

# YEAR 5 - AUTUMN 1



English	Maths	
<p><b>Fiction:</b> 'Stay Where You Are and then Leave' by John Boyne</p> <p><b>Non-Fiction:</b> Letters</p> <p><b>Poetry:</b> 'The Highwayman' by Alfred Noyes.</p>	<p><i>Maths planning is based on the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	History
<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>Earth and Space (Autumn 1 &amp; 2)</i></p>	<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>Programming &amp; Networks</i></p>	<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>How could WWI have been avoided?</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describing the movement of the Moon relative to the Earth.</li> <li>• Describing the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Using the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Using sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Using chronological knowledge</u> Applying correct spaces on a timeline indicating the time in history.</li> <li>• <u>Understanding history</u> Researching key information about key events of WWI.</li> <li>• <u>Using historical enquiry</u> Analysing the conditions of the trenches.</li> <li>• <u>Developing cross-curricular links</u> Illustrate the conditions of the trenches during WWI.</li> </ul>
PSHE	RE	
<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>Health and Well-being</i></p>	<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>History of Belief</i></p>	
<p><b>Overall Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>A healthy</b> (including physically, emotionally and socially)</li> <li>• <b>balanced lifestyle</b> (within relationships, work-life, exercise and rest, spending and saving and diet)</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding beliefs and teachings.</li> <li>• Explaining the practises and lifestyles involved in belonging to different faiths.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Creating sketch books to record observations and using them to revisit ideas.</li> <li>• Knowing about great artists in history.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how religious beliefs shape the lives of individuals and communities.</li> <li>• Recognising and expressing feelings about their own identities and relating these to religious beliefs or teachings.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques.</li> </ul>
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b>Key Question/Theme:</b> <i>Music is taught by a specialist teacher</i></p>	<p><b>Key Question/Theme:</b> <i>Healthy eating</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills &amp; Games (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvising and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listening with attention to detail and recall sounds with increasing aural memory</li> <li>• Using and understanding staff and other musical notations</li> <li>• Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms and how these differ from or are similar to English.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

#### Spiritual

- **Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

#### Moral

- **Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

#### Social

- **Developing personal qualities and using social skills:**  
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**  
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

#### Cultural

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.