



	Autumn Term
Religious Education	<p>Creation: Know the story of Creation and the Fall - Know that God calls for us to care for each other and all creation with love and respect - Appreciate how we show respect for ourselves and God - Reflect on times we have failed and reflect on the talents and gifts God has given us.</p> <p>Cafod - Stewardship</p>
Collective Worship	Ten:Ten Resources
English -Reading	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p>
English-Writing	<p>Use writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work</p> <p>Write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>Give feedback on and edit vocabulary, grammar and punctuation to make writing clearer</p> <p>Mark and edit work to have the correct subject and verb agreement</p> <p>Read work looking for spelling errors and correct them using a dictionary</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)</p> <p>Set out my work correctly and use: headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>Proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose</p>
English-EPGS	<p>Change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</p> <p>Add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun</p>

	<p>use devices to build cohesion within a paragraph link ideas across paragraphs using adverbials of time Use relative clauses Use adverbs and modal verbs to indicate a degree of possibility Use brackets, commas and dashes to indicate parenthesis Use commas to demarcate clauses and avoid ambiguity</p>
<p>Maths</p>	<p>Please see hyperlink: Number and Place value: https://whiterosemaths.com/wp-content/uploads/2019/Sols/Primary/Autumn2019-20/Year-5-Autumn-Block-1-Number-Place-Value.pdf Addition and Subtraction: https://whiterosemaths.com/wp-content/uploads/2019/Sols/Primary/Autumn2019-20/Year-5-Autumn-Block-2-Number-Addition-and-Subtraction.pdf Multiplication and Division (whole numbers): https://whiterosemaths.com/wp-content/uploads/2019/Sols/Primary/Autumn2019-20/Year-5-Autumn-Block-4-Number-Multiplication-and-Division.pdf</p>
<p>Science</p>	<p>Properties and Materials: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda.</p>
<p>Art</p>	<p>Tudor Art: To explore pencil control, shading, tone, lines, shapes, drawing skills To create a self portrait To observe and explore Tudor portraits To use paint using a 'family of colours', apply paint to create large, flat areas of colour. To use brushwork and methods of painting to the edge of a shape. Talk about using colour symbolically. Explore the light and dark tones of colour.</p>
<p>Computing</p>	<p>Coding: Children can use sketching to design a program and reflect upon their design. Children can create code that conforms to their design Children can explain how their program simulates a physical system. Children can select the relevant features of a situation to incorporate into their simulation by using decomposition and abstraction. Children can reflect upon the effectiveness of their simulation.</p>

	<p>Children can explain what a variable is in programming. Children can set/change the variable values appropriately. Children know some ways that text variables can be used in coding Children can create a game which has a timer and score pad. Children can use variables to control the objects in the game. Children can create loops using the timer and If/else statements. Children can include buttons and objects that launch windows to websites and programs. Children can code a program that informs others.</p> <p>Online Safety: Think critically about the information shared online both about myself and others and know who to tell if I am upset by something that happens online. Children have clear ideas about good passwords. Children can see how they can use images and digital technology to create effects not possible without technology. Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. Children are able to cite all sources when researching and explain the importance of this. Children select keywords and search techniques to find relevant information and increase reliability. Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>
Design and Technology	<p>Tudor Houses Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Understand how key events and individuals in design and technology have helped shape the world</p>
Geography	War of the Roses/Reformation of England– linked to History
History	<p>Tudors and Stuarts To place periods of British history in order. To create a timeline showing key events of the Tudor period. To understand what The War of the Roses was and its significance. To investigate the common interpretation of King Henry VIII and use sources of evidence to find out about his character. To name all of his wives and state what happened to them and why. To study and describe what life was like for members of different religions during Tudor times. To use historical information to explain who King James I was and describe the reasons for the Gunpowder plot. To use sources to learn about King James I. To explain why the Civil War began To use sources to learn about King Charles II</p>
Languages (Spanish)	Greetings and Numbers
Music	<p>Rhythm and Tablature To understand basic rhythms and tablature (guitar notation) Songs for Christmas performances.</p>

P.E.	Fitness/Dance use principles of exercise activities when warming up work more consistently with control & fluency Improve agility Dance show/fluency/control in chosen dynamics in response to stimuli perform fluent dances with characteristics of different styles/eras adapt & refine(in pair/group), motifs that vary weight/space/rhythm
Personal, Social and Health Education	Keeping/Staying Safe

	Spring Term
Religious Education	Inspirational People: Know that Jesus has come for everyone and reflect on how we can join His mission Understand what it means to be a follower of Jesus and reflect on what it means for us Know that the Beatitudes show us the way to live and think of ways they help us to be true followers of Jesus Understand why Jesus blessed the merciful and think about what this means for us Know why Jesus blessed the pure in heart and reflect on the presence of God within us Know why Jesus blessed those persecuted for doing what is right and think of what we can do to help those suffering today Understand why Jesus blessed the poor in spirit and reflect on what we can learn from Fr. Arrupe Know that the meek are blessed and reflect on the importance of trying to do God's will Know what it means to be a saint and think about how it could affect your life Reconciliation: Understand that actions have consequences and reflect on some of the consequences of actions Understand that Mary, Our Mother untangles knots of sin and reflect on how Mary is always ready to help us Know about God's love and forgiveness and reflect on what this means for us Understand the meaning of sin and reflect on how sin hurts us, others and our relationship with God Know what happens in the Sacrament of Reconciliation and reflect on how this sacrament helps us Understand that God is love and always ready to forgive and reflect on what it means to experience forgiveness
Collective Worship	Ten:Ten Resources

English -Reading	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</p>
English-Writing	<p>Use writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work</p> <p>Write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>Give feedback on and edit vocabulary, grammar and punctuation to make writing clearer</p> <p>Mark and edit work to have the correct subject and verb agreement</p> <p>Read work looking for spelling errors and correct them using a dictionary</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)</p> <p>Set out my work correctly and use: headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>Proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose</p>
English-EPGS	<p>Change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</p> <p>Add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun</p> <p>use devices to build cohesion within a paragraph</p> <p>link ideas across paragraphs using adverbials of time</p> <p>Use relative clauses</p> <p>Use adverbs and modal verbs to indicate a degree of possibility</p> <p>Use brackets, commas and dashes to indicate parenthesis</p> <p>Use commas to demarcate clauses and avoid ambiguity</p>
Maths	<p>Please see hyperlinks:</p> <p>Multiplication&Division https://resources.whiterosemaths.com/resources/year-5/spring-block-1-multiplication-division/</p> <p>Fractions: https://resources.whiterosemaths.com/resources/year-5/spring-block-2-fractions/</p> <p>Decimals & Percentages https://resources.whiterosemaths.com/resources/year-5/spring-block-3-decimals-percentages/</p>
Science	<p>Life Cycles:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Describe the changes as humans develop to old age.</p>

Art	<p>Landscapes:</p> <p>Collect visual information to help develop ideas about the environment To compare ideas, approaches and methods in the work of a variety of artists To look at how artists use perspective and investigate ways of recreating images accurately To be able to use ideas gathered to inform a piece of artwork To be able to evaluate a finished piece of artwork and describe what you think and feel about it</p>
Computing	<p>Online Safety:</p> <p>Think critically about the information shared online both about myself and others and know who to tell if I am upset by something that happens online. Children have clear ideas about good passwords. Children can see how they can use images and digital technology to create effects not possible without technology. Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. Children are able to cite all sources when researching and explain the importance of this. Children select keywords and search techniques to find relevant information and increase reliability. Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>
Design and Technology	<p>Sewing:</p>
Geography	
History	Not covered this term
Languages (Spanish)	U.5 Alphabet U.6 School day U.7 Day out U.8 Weather
Music	<p>Rhythm and Tablature</p> <p>To understand basic rhythms and tablature (guitar notation) Songs for Christmas performances.</p>
P.E.	<p>Fitness/Dance</p> <p>use principles of exercise activities when warming up work more consistently with control & fluency Improve agility</p> <p>Dance</p> <p>show/fluency/control in chosen dynamics in response to stimuli perform fluent dances with characteristics of different styles/eras adapt & refine(in pair/group), motifs that vary weight/space/rhythm</p>
Personal, Social and Health Education	<p>1Decision – Anger</p> <p>To recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. To explain how feelings can be communicated with or without words.</p>

To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.

To demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as anger.

1Decision – Puberty

To explain what puberty means & to describe the changes that boys and girls may go through during puberty

To identify why our bodies go through puberty.

To develop coping strategies to help with the different stages of puberty and identify who and what can help us during puberty.