

Year Five- Autumn Term - Chile

During this topic, we will:

Art –Street Art Valparaiso

- explore Valparaiso architecture and experiment with different media
- identify what the highlight, shadow and cast shadow are - Easter island head
- create tone charts using different textures
- shade a sphere using different textures
- sketch onto a canvas using pencil creating tone, depth and texture
- design a printing block
- use different levels of etching on a printing block
- print using different colours to create a rainforest picture
- create a collage inspired by Chile using techniques taught

Fairtrade

- understand how Fairtrade helps growers
- debate the roles involved



Geography –Chile and Climate Zones

- add details about Chile's physical features to a map
- give facts about climate zones in the world
- describe each of the rainforest layers using key vocab – emergent, canopy, understory, forest floor
- give some key facts about Chile's rainforest and say what is damaging the rainforest
- describe the way that land is used in Santiago – physical geography
- compare South East England with Santiago de Chile region
- describe what Chile imports and exports
- explain about the natural resources available
- explain what a biome is and locate the biomes on a map
- name which biome the following places are located in; Santiago de Chile, Valparaiso, Valdivian Rainforest, River Loa, Mountains, Volcano, Copapio mine

DT – Cooking and Nutrition

Chilean Stir fry

- peel ingredients
- compile a stir fry

Sewing- A sampler

- tie a simple knot in thread
- thread a real needle
- create a sampler of stitches

Dance

- learn to keep in time with the music whilst moving
- know the meanings of tempo and pace
- adapt pace to fit the rhythm
- create movement that reflects the music
- remember a short routine
- be able to improvise

Year Five- Autumn Term - "Sayer's Croft"

During this topic, we will:

Music- Orchestral Pieces and Chords

- listen and reflect on a piece of orchestral music
- create a piece of music using instruments and voices
- perform as an ensemble
- learn musical language
- work as part of a group to create a soundscape
- record using notation or graphic score
- create a piece of music using instruments and voice
- learn the ukulele
- learn about pulses and beats



Geography - Sayers Croft Trip

- use Environmental Quality Surveys (EQS) to compare Sayer's Croft to our school using the correct latitude and longitude
- plot data using Arcgis on a digital map

Eco- Wild Flower garden

- learn how to create a beneficial environment for bees through: clearing the wild flower area, planting new seeds, recording bee activity

Computing

- review responsibility to one another in their online behaviour.
- be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- plot Environmental Quality Survey data gathered at two locations
- use Google Earth
- use coding vocabulary.
- use a sketch or storyboard to represent a program design and algorithm.
- create a playable, competitive game
- read code so that it can be adapted, personalised and improved.
- explore the launch command and use buttons within a program that launch other programs or open websites.

Year Five- Autumn Term - Light
During this topic, we will:

Science - Light

- use the words: light source, travel, straight line and blocked.
- know that light can travel in straight lines
- know that objects are seen because they reflect light into the eye
- explore the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- explain how we see light sources and non-luminous objects though diagrams
- carry out a light investigation and use the words reflect, mirror, light ray, light beam angles and protractor



History

- draw a timeline
- know the difference between BC and AD
- add important dates to our timeline

Year Five- Autumn Term - Lifecycles
During this topic, we will:

Science- Classification and Plant Life Cycles

- describe how plants are classified into broad groups
- use the words: meadow, environment, habitats, adapted, flourish, survey, questions, data, identification and prediction.
- plan a scientific enquiry to answer questions
- decide what data to collect and how to collect it
- collect data about trees in the meadow
- consider our data and discuss reliability and things that could change
- use the words: life-cycle, germinate /germination, pollen/pollinate/pollination, fertilise / fertilisation, disperse/dispersal, flowering, non-flowering, sexual, asexual, reproduction, runners, tubers, bulb, plantlets and cuttings
- use scientific language to explain the stages in the life cycle of a flowering plant
- name ways in which non-flowering plants reproduce
- identify differences between asexual and sexual reproduction in plants
- describe the differences on the life cycles of a mammal, an amphibian, an insect and a bird
- learn about **Scientist – Eva Crane – Life cycle of Bees**

Year Five- Autumn Term
Throughout the autumn term, we will:

Dance

- work out and remember a short routine
- change the beat and pace of movements.
- keep in time to the music
- choreograph a short routine.
- perform with feeling and expression.



Drama

- know how to improvise
- learn and understand the story, characters, setting
- follow direction
- have an awareness of an audience and how to meet their needs
- apply knowledge and understanding from previous drama lessons. e.g. improvisation, using voices for characters and freeze frame
- both in and out of role, comment thoughtfully on the drama and suggest ways of improving it
- learn how to improvise a problem within a scene
- explore how a character would act in a situation
- practise a performance – Harvest

Gymnastics- Rolls

- learn how to do the forward and teddy bear roll safely
- create a sequence on mats combining the different rolls.

PE

- children cover the skills based on the 'Real PE' scheme



Autumn Term Year Five

During this term, children will:

Literacy- PAG

- Use commas
- Use brackets
- Use colon
- Use bullet points
- Use modal verbs
- Use paragraphs
- Use mid sentence drop in clauses eg which, where, when, while
- Use fronted adverbials use speech marks
- Use the apostrophe
- Uses dashes to lengthen information
- Use connectives - when, before, so, after

Literacy- Reading

- Learn to scan and skim
- Predict and give evidence
- Use the dictionary to check word meanings
- Know that prefixes can be positive or negative
- Explore synonyms
- Read from tables and grids
- Summarise what they have read
- Decode if a statement is fact or opinion
- Find evidence for authors choices

Literacy- Write

- An information page on Chile and Easter Island
- A newspaper report on Valdivian Temperate rainforests
- Instructions for 'How to make a Stir Fry'
- A setting description of the rainforest
- Poetry based on Vivaldi's 'Winter'
- A dilemma story
- A diary entry

Maths

- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers 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.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts. Calculate and compare the area of rectangles, and including using standard units and estimate the area of irregular shapes. Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Multiply and divide numbers mentally drawing upon known facts and 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.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]

Autumn Term Year Five
During will term children will:



RE: Loving: FAMILY

- Know and understand ‘a deepening awareness of ‘Who I am’.
- Know and understand ourselves as made in the image and likeness of God.

RE: Hope: LOVING

- know and understand waiting hopefully
- know and understand that Advent is the church’s season of waiting in joyful hope for the coming of Jesus, the promised one.

RE: Life Choices: BELONGING

- know and understand how to show care and commitment
- know and understand the call to life and love within the community: marriage.

EPR:

- explore different ways to respond to the gifts of creation – using a variety of media and experiences
- learn about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health
- know which commonly available substances and drugs are legal and illegal and their effects and the associated risks.
- know how to cope with bullying.
- know about democracy. People vote for what they want to happen in the country.
- develop an awareness of the way the media influences our choices.
- be able to state their name, address and telephone number; in case of an emergency; know how to call 999; how to get help from another adult.