

Curriculum Year Plan 2018-19 Year 5

Autumn 2018

Topic	Geography – Land of the Free History – Conflict DT – Balloon Blaster							Geography – Land of the Free History – Conflict DT – Balloon Blaster						
<b>Maths</b>	<u>Place Value:</u> -reading, comparing and ordering numbers at least to 1,000,000, - value of each digit up to 1,000,000 -counting forwards and backwards in powers of 10	Negative numbers- counting forwards and backwards by whole numbers through 0 (PV) Roman Numerals	Rounding any number up to 1,000,000 to nearest 10,100,1000, 10000, 100,000 (PV)	<u>Addition and Subtraction:</u> -Formal columnar addition method	-Looking at column method subtraction -Using Rounding to estimate and check answers (A/S)	- Adding and subtracting negative integers (A/S)	Consolidation Activities PV + A/S	<u>Multiplication and Division:</u> -multiplying using formal method including long multiplication (4 by 2/1)	Solidifying knowledge of multiplication method, applying to PS and Reasoning (M/D)	-Dividing using formal division method (4 by 1), interpreting remainders appropriately for the context (M/D)	Solidifying knowledge of division method, applying to PS and Reasoning (M/D)	Prime Numbers Square and Cube numbers (M/D)	Multiples and Factors (M/D)	Consolidation Activities M + D
<b>English</b>	Looking at our key concept of 'entertain' and examples. Intro to GMT	Comic strip of event from first chapter - drama GS – Speech Introduce RCs	Character description to use in their chapter. Plan chapter incl. key vocab etc GS-RCs and Parenthesis	<u>Main Outcome of Unit 1</u> – rewriting a chapter edit and improve from peer feedback Focusing on Speech, RCs and Parenthesis.	Narrative Poem -exploring concept of narrative poems, looking at different examples – what is the point? Read Jabberwocky and translate unfamiliar vocab together.	Performing the poem and breaking the story down together, designing their own animal for a similar narrative poem. GS- adverbs	<u>Main Outcome of Unit 2</u> – Writing own narrative poems in the style pf LC about a creature.	Looking at 'Inform' as a purpose. Reading a selection of newspapers and identifying features. GS – commas for clarity - time adverbials	Looking at a famous battle (link to conflict theme) Drama – POV of soldiers -Incidental – diary entry of a soldier	Editing incidental (focus on vocab, commas and parenthesis) Writing a non-fiction book page about the battle (incidental) – GS- formal vs informal.	<u>Main Outcome of Unit 3</u> – Newspaper report of battle – plan using elements of incidental. Draft Perform as news reports (film) GS- cohesion, time adverbials	Introduction to artist's work – boxing it up. Researching their life using box prompts. Presenting their information in a leaflet. GS - time adverbials, parenthesis, RCs	Drama – interviewing each other in role to solidify knowledge. Writing letters to the artist about why they want to write about them. Plan main outcome.	Main Outcome of Unit 4 – Biography of chosen artist. Edit and Improve Peer 'reviews'
<b>Science</b>	Working Scientifically Assessment	Planning an experiment – how? Variables? Fairness?	How do we follow a method? Completing experiment	Analysing Results from a table – what does it show us? What could we do with it next?	Bar Charts – why? How? Constructing them from given data, analysing and looking at when we might use them.	Line Graphs- Why? Constructing line graphs (incl. 2 on one graph), analysing and looking at which experiments we might use it for.	Working Scientifically Assessment for progress.	Spherical Bodies- describing the Sun, Earth and Moon and how we have gathered knowledge about them (E+S)	The planets and solar system- describing the movement of planets relative to the Sun (E+S)	Geocentric v Heliocentric- evaluating the theories using evidence (E+S)	Night and Day- Look at Earth's rotation and explain night/day and the 'movement' of the sun (E+S)	Night and Day 2- focusing on international night/day-why and how is it different?	Movement of the Moon-explaining its orbit. (E+S)	Planning investigations for astronauts – what could we find out? How would it be done? (E +S)
<b>Continuous Provision</b>	<b>Geography</b> - mapwork re identifying N.AM countries/flags/key stats (link to continents)	Geog-exploring the capitals of N.Am- comparing to London	exploring the wildlife of N.Am- what kind of habitats are there? Is any of it similar to the UK?	Investigating what National Parks are in the US-what are they for? Famous egs.	Mountain Ranges- looking at the famous US mountain ranges and how they were formed	what impact do you think mountains have had on the US and why?	Make up of the earth - layers	investigating tectonic plates and fault lines, mapping these and spotting patterns	What is a volcano? How does it form?	investigating the events of Mt St Helens	How does an earthquake happen?	Famous earthquakes in N.Am – where? What happened?	plotting the locations of volcanoes/earthquakes on a map to investigate the tectonic plate boundaries	Recap activity re. tectonics, volcanos and earthquakes
	<b>History</b> - Primary/Secondary sources from WW2-sorting and evaluating	Exploring WW2 propaganda – what is it? What is it for? Creating their own.	Exploring the artefacts that tell us about Stone Age to Iron Age conflict-are these enough to be sure? Why?	researching why the Romans came to Britain and the resistance they faced i.e Boudicca	Looking at sources about Roman battles and evaluating bias- why is bias important? (Looking at both sides)	looking at continuity vs change in conflict re. Romans and Anglo Saxons- factors for change	Exploring the Staffordshire Hoard in order to learn more about A/S weaponry and conflict.	Famous battles and the crowning of Cnut, why did the Vikings win?	exploring the design of Tamworth Castle, why was it built that way? What attacks could it defend against?	. The Battle of Bosworth- examining and prioritising sources	. How important was the Castle in defending Tamworth? How do you know?	Introduction to the Sumer- weapons and key conflicts.	The Indus – who were they? Were they similar/different to the Sumer?	Bronze weaponry and the bronze age

	<b>Spelling- -Baseline -Strategies</b>	-words with 'ough'	-silent letters	-able/ible	-homophones	-plurals	consolidation of strategies	apostrophe for contraction and possession	use of the hyphen	proofreading	word roots	word webs	building new words consolidation	End of Autumn assessment
	<b>Music -</b>  Livin' on a prayer (Rock)							Livin' on a prayer (Rock)						
	<b>Art-</b> Look at poppies and their symbolism-make sketches/collages	Paint watercolour pictures using poppies based on the flieds of flanders	Character portrait from GMT	Sketching portraits of Boudicca from historical descriptions.	Creating 'alternative landscapes' based upon National park scenery – using photographs to create collages.	Drawing sketched portraits of their creatures for NPs	Artist Study	Viking Art	Sketching Tamworth Castle	Evaluating and improving sketches	Creating portraits of the Castle using colour	Working on examining, evaluating and recreating a piece of the artist's work.		Christmas Craft
	<b>DT-</b> Designing a nutritious meal for a member of the armed forces in WWI/2 on a budget- research recipes-link to rationing	Producing the meal, evaluating its nutrition, cooking process and taste-refining the recipe	Exploring forces- how do we create objects which move?	Looking at impacts of force upon wheels etc, diagrams of axles to determine how they work and why	Looking at examples of cars, how they use force to move and the importance of the axle movement	Given the selection of materials and an example design, need to design their product	Manufacturing the car, before a race/test on the Friday to compare our products.	Evaluating their product and suggesting any changes or modifications they would make in future	Investigating cams, drawing conclusions as to how they work and what they may be used for	Putting together cam caterpillar toy and articulating what this has taught them about cams	Research existing children's toys that use cam mechanisms, looking at target groups- potentially surveying younger children to get design ideas	Designing their own toy using cams-making it more detailed to improve design skills from previous project	Creating their toys using the cam mechanisms.	Christmas Craft
<b>ICT</b>	<u>Programming - imovie</u> <u>Computational Thinking - Tangrams</u>							<u>Online Safety - Strong Passwords</u> <u>Cross Curricular Creativity - 3D model on Sketch Up</u>						
<b>PSHE</b>	<u>Keeping Staying Safe</u> Peer Pressure							<u>Keeping Staying Healthy</u> Smoking						
<b>French</b>	The High Street - Shops and Directions Where is...?							Days of the Week Months of the Year Christmas Theme						
<b>PE</b>	Netball							Tag Rugby						
<b>RE</b>	<b>Exploring</b> forms of literature found in sacred books and <b>investigating</b> religious teachings <b>Sacred writings: Hinduism</b>							<b>Exploring</b> the symbolic use of objects, sounds, visual images, actions and gestures and <b>make suggestions</b> as to the meaning they have for believers. <b>Peace</b>						