










## Year 5:

### Autumn Term 2021 – 2nd half

Lesson/Da te	Week 1 1 <sup>st</sup> November	Week 2 8 <sup>th</sup> November	Week 3 15 <sup>th</sup> November	Week 4 22 <sup>nd</sup> November	Week 5 29 <sup>th</sup> November	Week 6 6 <sup>th</sup> December	Week 7 13 <sup>th</sup> December
Visits/Visitors/ Other Info	1 <sup>st</sup> Space Centre Visit 5 <sup>th</sup> Bonfire Night 2 <sup>nd</sup> Poppy Making 5 <sup>th</sup> Author visit 5 <sup>th</sup> Wear Wellies Day	9 <sup>th</sup> /10 <sup>th</sup> Parent Consultations- 3:45- 6:45pm 11 <sup>th</sup> Remembrance Assembly	12 <sup>th</sup> Dress down day 16 <sup>th</sup> ECT pm 17 <sup>th</sup> Heart of England Year 5 17 <sup>th</sup> TP- Anti-bullying assembly	24 <sup>th</sup> Parent Workshop 26 <sup>th</sup> Christmas Fayre 24 <sup>th</sup> Steve Lawton Genie lamps due in.	30 <sup>th</sup> Dress the school for Christmas		Year 5 in the news Whole school panto Christmas lunch
Spellings and GPS	<b>SPELLINGS FOCUS</b> Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:						
	<b>Spelling rule:</b> Words ending in ‘-ance’. ‘-ance’ is used if there is an ‘a’ or ‘ay’ sound in the right place.	<b>Spelling rule:</b> Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation’.	<b>Spelling rule:</b> Words ending in -ably and -ibly.	<b>Spelling rule:</b> Challenge Words	<b>Spelling rule:</b> Words ending in ‘-able’. If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.	<b>Spelling rule:</b> Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	<b>Spelling rule:</b> Adding suffixes beginning with vowel letters to words ending in –fer.  The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.
	<b>GPS FOCUS</b>						
	<b>Word</b> - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	<b>Sentences</b> - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentences</b> - Introducing and identifying modal verbs	<b>Sentence</b> -Sorting and ordering modal verbs in terms of probability	<b>Sentence</b> - Introducing adverbs of possibility	<b>Text</b> - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	<b>Punctuation</b> - Brackets, dashes or commas to indicate parenthesis

English	<p><b>Writing focus/ purpose:</b> Writing to entertain/inform</p> <p><b>Text title:</b> Skellig</p> <p>Children to write a <b>recount</b> of their visit to National Space Centre.</p> <p>Steven Lenton- Genie Poetry</p>	<p><b>Writing focus/ purpose:</b> writing to entertain/inform</p> <p>Read Chapters 1-3 of Skellig- Book cover/title page</p> <p>Chapter 1-3 Vipers</p> <p><b>Infer character's thoughts and feelings.</b></p> <p>Shades of meaning to explore feelings and use ambitious vocabulary for highest impact.</p>	<p><b>Writing focus/ purpose:</b> writing to persuade</p> <p>Chapter 4-6 Vipers</p> <p>Writing an extended <b>formal advertisement</b> for the house on Falconer Street.</p> <p>Ispace</p> <p>Adverbials of time, place, manner Imperative and modal verbs</p>	<p><b>Writing focus/ purpose:</b> Writing to entertain</p> <p>Chapter 7-9 Vipers</p> <p>Writing to entertain- <b>character description.</b> <b>Dr Who</b></p> <p>Writing in role following creating a role on the wall.</p> <p>Ispace</p> <p>Expanded noun phrases/conjunction choices</p>	<p><b>Writing focus/ purpose:</b> Writing to entertain</p> <p>Chapter 10-12 Vipers</p> <p>Writing to entertain- <b>setting description.</b> Inside the Tardis/travel back in time.</p> <p>DADWAVERS</p> <p>Ispace</p>	<p><b>Writing focus/ purpose:</b> Writing to inform</p> <p>Chapter 13-16 Vipers</p> <p><b>Newspaper report-</b> Angel found in loft/ Back to the Future</p> <p>Writing features – headings/subheadings Use of technical vocabulary, Speech</p> <p>Green screen reporting</p> <p>Alliteration Colons</p>	<p><b>Writing focus/ purpose:</b> Writing to entertain</p> <p>Chapter 16-18 Vipers</p> <p>Christmas themed Vipers based on Literacy Shed Christmas advertisements.</p> <p><b>Angel poem.</b></p>
Maths	<p><b>Unit: Statistics</b></p> <ul style="list-style-type: none"> <li>-Interpret charts</li> <li>-comparisons, sums and difference</li> <li>-Introduce line graphs</li> <li>-Read and interpret line graphs</li> <li>-Draw line graphs</li> </ul>	<p><b>Unit: Statistics</b></p> <ul style="list-style-type: none"> <li>-Use line graphs to solve problems</li> <li>-Read and interpret tables</li> <li>--Two-way tables</li> <li>-Timetables</li> <li>- Mini-assessment</li> </ul>	<p><b>Unit: Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>-Multiples</li> <li>-Factors</li> <li>-Common factors</li> <li>-Prime numbers</li> <li>-square numbers</li> </ul>	<p><b>Unit: Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>-Cube numbers</li> <li>-Multiply by 10</li> <li>-Multiply by 100</li> <li>-Multiply by 10,100 and 1000</li> </ul>	<p><b>Unit: Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>-Divide by 10</li> <li>-Divide by 100</li> <li>-Divide by 10,100 and 1000</li> <li>-Multiples of 10,100 and 1000</li> </ul>	<p><b>Unit: Perimeter &amp; Area</b></p> <ul style="list-style-type: none"> <li>-Measure perimeter</li> <li>- Perimeter on a grid</li> <li>-Perimeter of rectangles</li> <li>-Perimeter of rectilinear shapes</li> <li>-Calculate perimeter</li> </ul>	<p><b>Unit: Perimeter &amp; Area</b></p> <ul style="list-style-type: none"> <li>-Counting squares</li> <li>-Area of rectangles</li> <li>-Area of compound shapes</li> <li>-Area of irregular shapes</li> </ul>
Science	<p><b>Educational Visit:</b></p> <p><b>Space Centre-</b> to follow up with a recount.</p>	<p><b>Science focus: Forces</b></p> <p><b>Mission training camp-</b> Know what gravity and resistance are and identify balance and unbalanced forces</p>	<p><b>Science focus: Forces</b></p> <p><b>Parachuting challenge-</b> Air resistance-Plan an investigation, identify variables, record data. Video findings.</p>	<p><b>Science focus: Forces</b></p> <p><b>Levers and Pulleys challenge-</b> investigate how levers and pulleys work. Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys</p>	<p><b>Science focus: Forces</b></p> <p><b>Bike Gears challenge-</b> understand how gears and gears ratios work. Identify gear combinations for specific terrains and identify and record gear ratios.</p>	<p><b>Science focus: Forces</b></p> <p><b>Friction challenge-</b> investigate the effects ground friction has on movement. Identify an appropriate amount of friction for the safe onward journey of a bike. Use the results to make further predictions and suggest further investigation.</p>	<p><b>Science focus: Forces</b></p> <p><b>Water Resistance challenge-</b> investigate and identify the effects of a boat shape on water resistance (then on salty water). Present findings and recommendations, based on scientific evidence, in written form.</p>

ART/D & T	<b>ART</b> <b>Poppy making –</b>  Sewing buttons, 3D ART Pebble painting	<b>ART</b> <b>English text focus –</b>  Steven Lawton Paint genie lamps and add jewels. Add poems	<b>D &amp; T</b> <b>Build-</b>  Plan and design a Tardis. Draw up specification for design, what materials and tools are needed?	<b>D &amp; T</b> <b>Build-</b>  Parent workshop to build Tardis designs. Use a range of materials to create a time travelling machine.	<b>ART – Sketches</b> <b>Andy Warhol-</b>  Introduce Andy Warhol and show them some of the most famous pieces of art. Discuss these. Take portrait photos of each child in the class and print these.	<b>D &amp; T</b> <b>Baking-</b>  Plan and design a biscuit. Draw up specification for design, what materials and tools are needed?	<b>D &amp; T</b> <b>Baking-</b>  Use skills in weighing and measuring accurately (time, dry, ingredients, liquids). Apply basic rules for food hygiene- health and safety relating to the oven and correct use of tools.
Topic	<b>Topic: Geography</b> Locate the world's countries, using maps to focus on Europe	<b>Topic: Geography</b> Name and locate countries and cities of the United Kingdom- geographical regions	<b>Topic: Geography</b> Identify human and physical characteristics including mountains, hills, coasts and rivers.	<b>Topic: Geography</b> Identify where the school is placed and the local area and how it has changed over time.	<b>Topic: Geography</b> Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<b>Topic: Geography</b> Identify the position and significance of latitude, longitude, equator.	<b>Topic: Geography</b> Identify the position of the Northern and Southern Hemispheres.
PE	<b>Tuesday: Dance-</b> <b>1920 Charleston</b>  <b>Friday:</b> Sequence of choreography 1980- Hip-hop Stage 1	<b>Tuesday: Dance –</b> <b>1930 Tap</b>  <b>Friday:</b> Sequence of choreography 1980- Hip- hop Stage 1 +2	<b>Tuesday: Dance-</b> <b>1950 Rock n Roll</b>  <b>Friday:</b> Sequence of choreography 1980- Hip-hop Stage 1 +2 +3	<b>Tuesday: Dance-</b> <b>1950 Swing</b>  <b>Friday:</b> Sequence of choreography 1980- Hip-hop Stage 1 +2 +3 +4	<b>Tuesday: Dance-</b> <b>1970 Disco</b>  <b>Friday:</b> Sequence of choreography 1980- Hip- hop Stage 1 +2 +3 +4 +5	<b>Tuesday: Dance-</b> <b>1980 Hip-Hop</b>  <b>Friday:</b> Sequence of choreography 1980- Hip-hop Stage 1 +2 +3 +4 +5	<b>Tuesday: Dance-</b> <b>2000 onwards- Viral</b> <b>trends of today</b>  <b>Friday:</b> Final performance
Music-Charanga	<b>Charanga:</b> Make You Feel My Love: Step 3 Listen and Appraise 'So Amazing by Luther Vandross'. Warm-up games, sing the song.	<b>Charanga:</b> Make You Feel My Love: Step 4 Listen and appraise 'Hello by Lionel Richie'. Warm-up and introduce instruments with the song.	<b>Charanga:</b> Make You Feel My Love: Step 5 Listen and appraise 'The Way You Look Tonight by Jerome Kern'. Warm- up and perform with instruments and vocals.	<b>Charanga:</b> Make You Feel My Love: Step 6 Listen and appraise 'Love Me Tender by Elvis Presley'. Final performance and record.	<b>Christmas performance:</b> Layer one of the Christmas song- children to learn the pace and first two set of lyrics.	<b>Christmas performance:</b> Layer one and layer two of the Christmas song- repeat first two sets of lyrics and then move to 5/6.	<b>Christmas Performance:</b> Warm up exercises and run through song

RE Taken from the Warwickshire SACRE		<b>Unit: Believing-</b> What would Jesus do?  <b>Big Question-</b> Which people are special and why?  Children to express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.		<b>Unit: Expressing-</b> If God is everywhere, why go to a place of worship?  <b>Big Question-</b> Which places are special and why?  Recall and names places of worship. Select and describe the most important functions. Present ideas about the importance of people in a place of worship.		<b>Unit: Living-</b> What does it mean to be a Muslim in Britain today?  <b>Big Question-</b> What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?  Describe and reflect on the significance of the Holy Qur'an to Muslims.	How do different religions celebrate Christmas around the world?
PSHE-Jigsaw	<b>Unit: Being me in my world</b>  -Anti-social behaviour -role-modelling Relaxed Kids		<b>Unit: Celebrating Difference</b>  -Accept that everyone is different -Different cultures Relaxed Kids		<b>Unit: Celebrating Difference</b>  -Include others when working and playing -Racism Relaxed kids		
MFL	<b>Recap Numbers 1-20</b>  -Count form 1-20 in French	<b>Protective Behaviours</b>	<b>Family- Brothers and Sisters</b>  - Learning vocabulary for family members and relations.	<b>Protective Behaviours</b>	<b>Family- Build a family tree</b>  -Reading a text and identifying family members from the written clues. -	<b>Protective Behaviours</b>	<b>Family- Describing my family</b>  -Describing at least one family member spoken and written.