

<p align="center"><b>SCIENCE</b></p> <p align="center"><u>Properties of materials</u></p> <p><b>Unit 2: Material world</b>  <b>Pupils should be taught to:</b>  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  give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  <b>Cross Curricular</b> – Deciding on materials for DT project (making Viking Boat)  <b>SMSC</b>  Science as a co-operative activity requiring communication and interaction.  Using senses to become aware of the world around them.</p>	<p><b>P.E</b>  Grassroots coach – Gymnastics  Hoops for Health  basketball coaching</p> <p><b>SWIMMING</b>  <b>SMSC</b>  Gaining a sense of achievement.  Developing a sense of fair play and positive sporting behaviour.</p>	<p align="center"><b>R.E</b></p> <p><b>UNIT QUESTION</b>  <b>How do Sikhs worship?</b>  This unit introduces children to the Sikh religion. It will explore Sikh beliefs and practices, and how Sikhs worship in the Gurdwara.- <b>(Tolerance of other faiths and beliefs)</b></p> <p><b>CHRISTMAS</b>  <b>unit question:</b>  What are the themes of Christmas?  <b>SMSC</b>  To encourage an understanding and respect for those who hold views different from their own.  Knowing and understanding the importance of family and traditions within religious faiths.</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p><u>Drawing</u>  Refining pen skills  <b>To use fine line pens to add detail.</b>  <b>To use broad pens to draw larger, bolder objects</b></p> <p><b>Cross Curricular</b>  Poppy pictures  <b>Wrapping paper repeated patterns.</b>  Christmas card designs  Calendar designs</p> <p><b>SMSC</b>  To use historical events to inspire artwork</p>	<p align="center"><b>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</b></p> <p><u>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, beginning at the first Viking invasion</u>  Who were the Anglo Saxons and Vikings?  Why did the Vikings raid and invade?  How did the Anglo Saxons resist further Viking invasions <i>Danegeld tax</i>  Why was King Alfred great?  Who was Edward the Confessor?  Why was his death significant?  <b>SMSC</b>  Developing empathy through learning to see things from other people's perspective.  Stories of leaders and their influences on cultures.</p>
<p align="center"><b>ENGLISH:</b></p> <p><b>UNIT 3: A modern re-telling of a myth/dilemma story</b>  <b>Key Fiction text:</b> 'Bling!' by Jon Blake  <b>Writing outcome:</b> To write a diary entry in role as Billy, explaining the final events of the story.</p> <p><b>UNIT 4:Recounts</b>  <b>Key Non-fiction text:</b> 'Newshound', 'Beach Bonanza!'  <b>Writing outcome:</b> To write a newspaper recount based on an image  <b>Grammar focus:</b>  Relative clauses  <b>Spelling focus:</b>  -able, silent letter t, -ibly, -ably, -ent  <b>Handwriting</b>  Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Cross Curricular Work</b>  <b>Class books (continued from 1<sup>st</sup> half term):</b> Baby Aliens Get My Teacher!' Pamela Butchart (LR) 'The Witches' Roald Dahl (AE) 'Wolf Brother' Michelle Paver.)  <b>SMSC</b>  Express their personal thoughts, views, beliefs, opinions and feelings. Hearing/ reading stories with moral themes.  To understand characters and empathise with their problems</p>		<p align="center"><b>YEAR 5</b>  <b>2017/18</b>  <b>Autumn 2<sup>nd</sup> Half</b>  <b>VIKINGS</b></p>	<p><b>UNIT 3</b>  * add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  * Recognise and describe linear number sequences, including those involving decimals and find the term-to-term rule.  * convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)  * understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints  * use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p><b>UNIT 4</b>  * multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  * multiply and divide numbers mentally drawing upon known facts  * multiply and divide whole numbers 10, 100 and 1000  * solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes  * solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  * 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  * solve problems involving converting between units of time  * use all four operations to solve problems involving measure using decimal notation, including scaling  <b>SMSC</b>  Encouraging a sense of personal responsibility for their own learning in class.  Maths games for social interaction, taking turns and sharing.</p>	<p align="center"><b>MATHEMATICS:</b></p>
<p align="center"><b>COMPUTING</b></p> <p><b>UNIT 2:We are cryptographers – cracking codes</b>  * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  * Understand 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.  * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>SMSC</b>  Wondering at the speed and complexity of developments in computing.  Making connections between technology used in the past and now and the influence that this technology had on historical events (War).  Considering the consequences of misuse.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>Designing</b>  Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagram, exploded diagram, prototypes, pattern pieces, and computer-aided design.</p> <p><b>Making:</b>  Select from and use a wider range of tools and equipment to perform practical tasks 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.</p> <p>1. <b>Viking boat, including sail (cross section and pattern pieces).</b></p> <p><b>Technical Skills:</b>  1. Understanding how to strengthen, stiffen and reinforce complex structures. Using textiles, stitches, seam allowance.</p> <p><b>Evaluate:</b> Investigate and evaluate a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in Design Technology have helped to shape the world.  <b>SMSC</b>  Persevering and taking care to produce something unique, a sense of achievement and worth.</p>	<p align="center"><b>FRENCH:</b></p> <p><b>Where exactly do I live?</b>  <b>All about Paris</b>  Children will think about countries surrounding France and the location of French towns confidently. They will learn to say where they live and in which country it is. They will begin to develop skills and understanding of questions words and question forms, then using the present tense of the verb to go – aller in singular forms. Children will learn more about Paris, points of the compass, describing one's home town and send a postcard from a holiday destination  <b>Recap numbers to 60-School</b>  Children will briefly revise numbers to 60, time and develop ability to form longer more complex sentences linked to time, revise –er verbs and learn names of school subjects and about schools in France. Children will begin to hear and express preferences and opinions about school subjects. They will develop writing letters about school subjects using complex sentences. They may begin to develop vocabulary for different means of transport.  <b>SMSC</b>  Appreciating another language and its use in the global society.</p>	<p align="center"><b>MUSIC</b></p> <p><b>Christmas songs for play</b>  <b>Christmas carols for carol concert.</b>  -To sing songs in rounds  - To understand that the tempo of a song can depict emotion  <b>SMSC</b>  To tell religious stories through song.</p>	
<p><b>FOCUS WEEKS: Staying Safe week W/C 13.11.17</b></p>				