

Year group: 5 Term: Autumn 2

Focus Subject: Geography

BIG Question: Will you ever see the water you drink again?



Educate
Protect
Love
Serve

Key Vocabulary: Solid, liquid, vapour, melt, boiling, freezing, cooling, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, filter, flood plain, pollution.

Practise at Home:

- Homework grid
- Spellings
- Maths and English tasks weekly
- IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

South West water educational workshop (date to be confirmed)

Relationships and Health Education:

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

As Musicians, we will: In this unit, the Musical Spotlight is 'Emotions and Musical Styles'. You will continue to learn about all the Foundational Elements of Music with a focus on emotions and how they relate to musical styles, while working implicitly with all the other elements of music as you go through the steps of the unit. As a universal language and a mode of expression that has always been an integral part of how we make sense of our world and our existence, music is inextricably linked to communicating and understanding our emotions and feelings.

DT: As designers, we will:

- Select a range of appropriate tools to cut, shape and join materials and components effectively.
- Select and use tools and equipment to measure, mark out and shape materials and components accurately.
- Use a G clamp effectively.
- Join and combine materials and components in permanent and temporary ways.

RE: as theologians, we will:

Area of Study 1: Knowing and loving God,

the Scriptures, the Trinity, Jesus Christ, Son of God,

the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic, Mission

Area of Study 3: Liturgy, Sacraments, Eucharist, Matrimony, prayer

Area of Study 4: The dignity of the human person,

the human community, love of God, love of neighbour

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Science: As scientists, we will:

- know different energy stores.
- describe energy transfers (sound, heat, light energy)
- know what conservation of energy is
- Explain how electricity is generated in power stations.
- Renewable energy advantages and disadvantages
- How electricity is generated in power stations.
- Renewable energy advantages and disadvantages
- planning different types of scientific enquiries to answer questions, including
- recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing
- accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams.



English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

PE: As athletes, we will: Can you

work with a partner to show a variety of balances on the floor and apparatus with good body tension? Can you include matching, mirroring and contrasting balances? Can you work with a partner to develop part and full body weight partner balances? Can you link 2 balances together in a short sequence with your partner? Can you evaluate your performance and that of others for improvement?

Maths: As mathematicians, we will:

This unit builds on children's work in previous units on bar graphs. Also, it will bring together their understanding of tables and problem solving as they apply the four rules of calculation. Some questions will involve using their knowledge of fractions and measures.

In this unit, children develop their understanding of the multiplicative properties of numbers. This unit follows their learning about data handling and precedes their work on measure and perimeter.

This unit builds on the concepts of area and perimeter learned in Year 4. Previous methods (including the use of concrete representations and squares) will be used as a starting point to derive numerical strategies.

Art: As artists, we will:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

Geography: As geographers, we will:

- Respond to challenging geographical questions by planning a range of tasks in order to find the answers.
- Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.
- Present reasoned conclusions when presenting findings.
- Communicate findings using geographical terms e.g. location, land use, settlement.

Computing: As programmers, we will:

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

History: As historians, we will:

N/A this half

MFL: As linguists, we will learn: Saying what I and others have Phonics: the SSC (sound-symbol correspondences) taught this term are:

[a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d

Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/EAU/o/ô]