

## National Curriculum

**As scientists** we will be learning about Earth and Space and Forces. We will learn to describe the movement of the Earth and other planets relative to the sun in the solar system and describe the movement of the moon relative to the Earth. We will study the planets and the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Our work on Forces will include working scientifically to investigate friction, air resistance and water resistance.

**As geographers** we will be investigating the physical landscape of the local environment. We will be using geographical vocabulary to describe its features and how humans have been affected by the natural landscape. We will look in more detail at changes to our locality with a focus on Sherford including a fieldtrip.

**As historians** we will study the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. They will carry out a 'simulated' excavation within the school grounds related to Anglo-Saxon artefacts.

**In PE** we will learn to develop our 'cognitive skills' by playing invasion-type games which involve throwing and catching through Throw Tennis and Endball. To support our 'creative skills' in PE, we will be developing static balances. In traditional games, we will play Football and Netball.

**In Jigsaw** we will think about 'Being Me in my World' and 'Celebrating Difference'. We will look at being able to compare our lives with other people in our country and discuss rules, rights and responsibilities which help to make our community and school a fair place. We will discuss bullying and how we can use strategies to help ourselves and others if we become involved in a bullying situation.

## Year 5 – Autumn Term 2021

**Geography: Changes to our Local Environment and how is our country changing?**

**History: Was the Anglo-Saxon period really a dark age?**



**In our English** lessons our texts and class readers will include 'The Jamie Drake Equation' by Christopher Edge, Beowulf by Michael Morpurgo and extracts from Cogheart by Peter Bunzi to develop our knowledge on how to write descriptively. We will use a short animation to write exciting sentences for a narrative linked to our Space topic. We will continue to focus on children's handwriting as well as learn a spelling rule each week which is set on Spelling Shed. Comprehension will be a weekly lesson using a variety of extracts and teaching a variety of skills.

**As mathematicians** our blocks of work will be Place Value, Calculations, Perimeter, Area and Statistics. We will also continually provide revision and practise of key number operations such as addition, subtraction, multiplication and division in order to develop fluency and understanding of the number system.

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**As religious enquirers**, we will be finding out what it means if God is holy and loving. We will study a range of biblical texts and discuss connections and theology of Christianity. Our second unit will focus on what it means to be a Muslim in our country. We will look at who the Muslims are within our community, why they make pilgrimages and what helps them through their life.

**As linguists** we will practise French conversation and make simple sentences linked to classroom instructions, sports and opinions and the weather.

**In computing** we will develop our game development skills using the Purple Mash scheme of work. We will use the Game Creator to explore elements of gaming and programming to design our game.

**As design technologists** we will design and make a playground frame structure linked to our Sherford Geography work. We will competently use and select the appropriate tools to create our structures and then critically evaluate the structures strengths and areas for development.

**As musicians** our focus will be on learning about Musical theatre. We will be introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as we use songs to convey emotions

**As artists** we will study architecture. We will learn how to draw from observation, create a print and draw from different perspectives. We will learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.

## Curriculum Drivers

### Resilience

Our curriculum focuses on the knowledge and personal qualities needed for children to be successful and confident. It teaches them to challenge themselves, set themselves goals and to never give up.

### Environment

We want every one of our children to value the environment and feel passionate about its management. Our curriculum provides opportunities to be responsible for our school, our local area, our world and everything in it.

### Communication

Communication is more than spoken language. Our curriculum promotes an ambitious use of language in all forms and well as teaching children to become good communicators. Children will learn that words, actions and how they listen to others makes them a good communicator.

### Respect

We believe if children develop a deep knowledge of other cultures, it helps them to understand different perspectives within the world in which we live. Children will learn to respect and celebrate differences as well as value other peoples' opinions, cultures and beliefs.