

Year Group: Year 5 – Hazel/Maple Classes		Class Teachers: Mr Furzland & Miss Tipson	
Autumn 1		Autumn 2	
Unit Title: 'Infinite Possibilities 1'		Unit Title: 'Infinite Possibilities 2'	
Entry point: What or who inspires us to be the best we can be?		Entry point: What are our dreams for the future?	
Exit point: What are our hopes and dreams for the future?		Exit point: How can we make those dreams come true?	
Outcome: Share who or what inspires us – our motivations and the role models for us to be the person we are / will become		Outcome: Share our dreams and the many ways in which we might realise them	
<p><b>English:</b> <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>o Prevention is better than cure.</li> <li>o As the crow flies</li> <li>o Beauty is only skin deep.</li> <li>o The bigger they are, the harder they fall.</li> <li>o Blow hot and cold</li> </ul> <p>Poetry (1 week) Narrative writing – Sci fi (3 weeks) Non chronological reports – TBC</p> <p><b>Maths:</b> Weeks 1-3: Number and Place Value – reading writing and ordering numbers to 1000000 Weeks 4-5: Addition and Subtraction Weeks 6-7: Multiplication and Division</p> <p><b>Geography: Spatial Sense</b> Discover the imaginary lines that mapmakers draw and how they help to locate places accurately</p> <ul style="list-style-type: none"> <li>o Equator</li> <li>o Lines of latitude (meridians)</li> <li>o Lines of longitude (parallels)</li> <li>o Hemispheres</li> <li>o Co-ordinates</li> <li>o Map scale</li> <li>o Reading relief maps</li> </ul> <p><b>History:</b> Baghdad c 900E</p> <ul style="list-style-type: none"> <li>• The rise of islam - Baghdad a city of peace - building a city</li> <li>• A centre of learning in the Islamic golden age</li> <li>• The Mongol attack on Baghdad and regional powers</li> </ul> <p><b>Science:</b> Astronomy: The Big bang theory Gravity The Universe Our Solar System The moon and our galactic neighbourhood</p> <p><b>Visual Art:</b> Islamic Art and Architecture as inspiration.</p> <p><b>Computing:</b> Sharing Information</p> <p>Digital Literacy – creating strong passwords to protect private information, being good digital citizens and recognising spam and digitally altered images.</p> <p><b>RE:</b> Islam</p> <p><b>PE:</b> <b>Outdoor:</b> Team building, Invasion games: hockey <b>Indoor:</b> Gymnastics – fundamental skills and apparatus</p> <p><b>MFL:</b> The Alphabet Places in the Locality Journeys to school Directions</p> <p><b>MUSIC:</b> Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.)</p>	<p><b>Key Text:</b> 'Cosmic' by Frank Cottrell-Boyce 'The Eagle' Alfred Lord Tennyson</p> <p><b>UNCRC Article(s):</b> <b>Article 16</b> You have the right to privacy.</p> <p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 30</b> You have the right to practice your own culture, language and religion.</p> <p><b>P4C Stimuli:</b> I travel a luxury or a necessity?</p> <p><b>Key Questions:</b> What are role models? Who or what can impact on the way we do things – now and in the future Is it important to have hopes and dreams for the future?</p> <p><b>Community/International Involvement:</b></p>	<p><b>English:</b> <b>Sayings –</b></p> <ul style="list-style-type: none"> <li>o Break the ice</li> <li>o Bull in a china shop</li> <li>o Bury the hatchet</li> <li>o Don't put all your eggs in one basket.</li> <li>o Gone to pot</li> </ul> <p>Recounts - UFOs (2 weeks) , Biographies – famous astronauts (1 week), Persuasive writing (2 weeks),</p> <p><b>Maths:</b> Week 1: Multiplication and Division review Week 2: Solving Word Problems Weeks 3-4: Graphs – reading and presenting data in tables and line graphs Weeks 5-7: Working with Fractions - Dividing to Make Fractions, Writing Improper Fractions and Mixed Numbers Finding Equivalent Fractions, Comparing and Ordering Fractions, Making Number Pairs, Adding &amp; Subtracting Fractions, Multiplying Fractions by Whole Numbers, Multiplying Mixed Numbers</p> <p><b>Geography: Mountains of the World</b> Children should learn the names of some of the world's mountain ranges. They should also become familiar with the terms peak meaning the highest point of a mountain and range meaning a connected group of mountains.</p> <ul style="list-style-type: none"> <li>• The Alps</li> <li>• The Himalayas</li> <li>• The Andes and The Appalachian Mountains</li> <li>• The Atlas Mountains</li> </ul> <p><b>History:</b> The Transatlantic slave trade: &gt;The origins of the trade &gt;The Atlantic Passage &gt;Enslaved Africans – Treatment and resistance &gt;The abolition of Slavery &gt;The Abolitionists</p> <p><b>Computing:</b> Video Editing</p> <p><b>Science:</b> Materials &amp; Their Properties: Solubility Conductivity Flexibility Fair testing Mixtures Reversible change Changes of state</p> <p><b>Visual Arts:</b> Style in Art</p> <p><b>RE:</b> Christmas – the two birth narratives</p> <p><b>PE:</b> <b>Outdoor:</b> Invasion games – football <b>Indoor:</b> Net/wall games - handball</p> <p><b>MFL:</b> Celebrations Lunchtimes Food Building Sentences</p> <p><b>MUSIC:</b> Notation</p>	<p><b>Key Text:</b> : 'Cosmic' by Frank Cottrell-Boyce Poetry - TBC</p> <p><b>UNCRC Article(s):</b> <b>Article 12</b> You have the right to give your opinion, and for adults to listen and take it seriously. <b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><b>Article 3</b> All adults should do what's best for you. When adults make decisions, they should think about how these decisions affect children.</p> <p><b>Article 37</b> No one is allowed to punish you in a cruel or harmful way</p> <p><b>P4C Stimuli:</b> Anything is possible if you work hard enough</p> <p><b>Key Questions:</b> What does success look like? Does success mean different things to different people What do you need to be successful?</p> <p><b>Community/International Involvement:</b>  Writing letters to our role models: Parents/family and 'celebrity'/sporting idols</p>

PSHE:

Being Me (Jigsaw):

- My year ahead
- Being a citizen of my country
- Year 5 responsibilities
- Rewards and consequences
- Our Learning Charter
- Owning our Learning Charter