



Year: 5M - 2020/21			
Term: Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Setting Descriptions Letter Writing	<p>Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Children will be familiar with settings and be able to give some ways in which settings are created. Some should be able to describe the mood of a setting and discuss why some stories are set in different places.</p> <p>Children should know what a letter is and will have some understanding of form from other examples such as postcards etc. Children should be able to describe some reasons for why we write letters.</p>	<ul style="list-style-type: none"> <li>• Choose words that create a mood</li> <li>• Personification</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Preposition</li> <li>• Noun Phrases</li> <li>• Figurative Language</li> <li>• Parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Study vehicle text - identify significant words and phrases.</li> <li>• Look at images from vehicle text, create a mood palette for each illustration.</li> <li>• Identify noun phrases, adverbial phrases, verbs and adverbials in VT</li> <li>• Look at the Zoom in approach to developing setting description.</li> <li>• Consider how to use prepositions in their writing, can they write their own examples.</li> <li>• Use dictionaries to find the meanings of words from the VT, can they use any of these in their own sentences.</li> </ul>

<p><u>Maths</u> Statistics</p> <p>Multiplication and division</p>	<p><b>Statistics:</b> Children will have experience interpreting line graphs, understand the terms comparison, sum and difference and how these are presented differently in statistics. Children will use their knowledge of addition and subtraction to support with their understanding of how to compare sets of data.</p> <p><b>Multiplication and division:</b></p> <p>Understand and have awareness of vocabulary, factor x factor = product. Understand groups, equal groups and know the representations of arrays.</p> <p>Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to scaling a number by 10 or 100.</p> <p>Recall multiplication and division facts up to , and recognise products in multiplication tables as multiples of the corresponding number. Recognise multiples of 10, 100 and 1,000. Apply place-value knowledge to known additive and multiplicative number facts.</p>	<ul style="list-style-type: none"> <li>• Read and interpret, draw and solve problems with line graphs.</li> <li>• Read and interpret tables, including two way tables.</li> <li>• Solve problems by reading and interpreting timetables.</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>• solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret tables</li> <li>• explore comparison, sum and difference</li> <li>• Introduce line graphs</li> <li>• Read and interpret line graphs</li> <li>• Draw line graphs</li> <li>• Read and interpret tables</li> <li>• Explore two-way tables</li> <li>• Read and interpret timetables to solve problems</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Build and find multiples of whole numbers</li> <li>• Explore arrays for factors showing relationship with multiplication and division.</li> <li>• Explore common factors</li> <li>• Investigate prime numbers using numicon and rods</li> <li>• Explore odd number of factors for square numbers</li> <li>• Explore cubed numbers</li> <li>• Multiply by 10 and 100</li> <li>• Divide by 10 and 100</li> <li>• Multiply and divide by 1000</li> <li>• Explore multiple relationships by powers of 10</li> </ul>
<p><u>Geography</u> Extreme Earth</p>	<ul style="list-style-type: none"> <li>• To know the continents of the world.</li> <li>• To know some of the oceans of the world.</li> </ul>	<p>Extreme Earth</p> <ul style="list-style-type: none"> <li>• Explore the Earth's extreme climates.</li> <li>• The Water Cycle</li> <li>• Tropical Storms, floods, lightning, hurricanes and tornadoes.</li> </ul>	<p>Investigate what climates there are on our planet and find out about the hottest, wettest, coldest and driest places on Earth.</p>

- To be able to identify different countries around the world
- To know that the position of our country affects our climate.

- Tectonic Plates, earthquakes.
- Tsunamis
- Volcanoes

Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world.

Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.

Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.

Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.

Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.

<p><u>Science</u> <u>Forces</u></p>	<p>compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of friction acting between moving surfaces.</p> <p>To identify and explain the effects of air resistance.</p> <p>To identify and explain the effects of water resistance. To recognise that levers and pulleys allow a smaller force to have a greater effect.</p> <p>To recognise that gears allow a smaller force to have a greater effect.</p>	<p>Children will consider what weight is, and how the impact caused by falling objects can vary, depending on their size, shape, mass, and the height they fall from.</p> <p>Children will learn about what friction is and some ways in which it can be measured. They will also identify instances of high and low friction and conduct friction investigations.</p> <p>Children will learn about ways in which air resistance affects moving objects, then plan and conduct investigations where they will determine how air resistance affects falling objects. Children will learn about water resistance and how it affects objects moving through water. They will then conduct water resistance investigations.</p> <p>Children will learn how simple machines can make it easier to move objects. They will then make and test models which have pulleys or levers.</p> <p>Children will learn about how gears work together in transmissions and look at a variety of transmission. They will then make models to explore in greater depth how gears work.</p>
<p><u>RE</u> <u>Christmas</u> <u>Around the</u> <u>World</u></p>	<p>To develop children's perceptions of Christmas beyond their experiences in Britain. To increase their understanding of Christianity as a world faith.</p>	<p>To know that Christmas is celebrated worldwide and that not all celebrations are linked to the nativity story. Children will learn to describe different Christmas celebrations around the world and give reasons for such celebrations. They will make links between story, beliefs and actions.</p>	<p>Children will compare religious and secular celebrations and share their own experiences of Christmas.</p> <p>Children will research Christmas traditions and celebrations in other countries and discover their origins.</p>

		<p>Children will investigate the distinctive Christian beliefs in the Christmas celebrations. Children will learn to use religious vocabulary to ask relevant questions.</p>	<p>Children will investigate many forms of Christian artwork depicting the nativity and interpret how the story was told to give a greater understanding.</p> <p>Children will make and taste Christmas food from around the world and understand their symbolic meaning.</p> <p>Children will make comparisons throughout the unit highlighting differences and similarities between the story, beliefs and traditions.</p>
<p><u>PSHE Jigsaw</u>  Celebrating Difference</p>	<p>Children will have explored the meaning of making assumptions and have learned how other factors might have influenced their judgments.</p> <p>Understanding the term of bullying, its displayed behaviour and begin to discuss why others join in rather than doing something to stop it.</p> <p>Children can identify what is special about them and why and discuss a time when their first impression of someone changed.</p>	<ul style="list-style-type: none"> <li>● Explore different cultures</li> <li>● Discuss terms such as racism</li> <li>● Discuss ways in which bullying is escalated or made worse</li> <li>● Explore types of bullying</li> <li>● Discuss money and its relation to happiness</li> <li>● Explore and celebrate difference across the world</li> </ul>	<ul style="list-style-type: none"> <li>● Explore how differences in culture have caused conflict and be aware of their own culture.</li> <li>● Awareness of racism in many form and its relevance today</li> <li>● Understand rumour spreading and name calling and its effect on others</li> <li>● Discuss and explain the difference of direct and indirect bullying</li> <li>● compare our lives with people in a developing world and discuss the value of happiness</li> <li>● Children to explore and experience a different culture of their own and celebrate it</li> </ul>