Autumn 1
Year 5

English

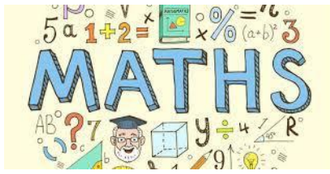
Texts
Zelda Claw and the Raincat

Writing Genres
Suspense

Non-Negotiables
Consistently joined writing following 'Letterjoin'
Correct sentence structure
Simple, compound, complex sentences
Weekly Spellings
Imperative Verbs
Coordinating Conjunctions

Maths

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Solve number problems and practical problems that involve all of the above
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
add and subtract whole numbers with more than 4 digits, Including using formal written methods (columnar addition and subtraction)
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
add and subtract numbers mentally with increasingly large numbers
Complete, read and interpret information in tables, including timetables
Solve comparison, sum and difference problems using information presented in a line graph



Non – Negotiables
Recall timetables up to 12 x 12, including applying this knowledge to multiples and corresponding division facts. (Times Tables) (Division Inverses)

Experiences

Geography – North America

Key Knowledge
To identify and locate the continent of North America and the Rocky Mountain Region.
To identify the position and significance of the major lines of longitude and latitude that run through North America.
To identify and present the similarities and differences between the Kirkby in the UK and a town in the Rocky Mountain Region.
To identify climate zones around the world and in North America.
To describe the physical geography of the Rocky Mountain region.
To describe the human geography of the Rocky Mountain region.

Vocabulary
American State
National Park
The 'big apple'
economy
trade
rivers
Great Lakes
mountains
population
Human/Physical
geography
natural

Science – Forces

Key Knowledge
To know what friction is
To plan and investigate an air resistance experiment (parachute experiment Investigate)
To know what water resistance
To explore gravity
Use small forces for greater effects

Vocabulary
Force
Contact force
Frictional force
Air resistance
Repeatability
anomalous result
precision
independent variable
dependent variable
controlled variables
water resistance
resistance
gravitational force
non-contact force
lever
gear
pulley

Computing – Online safety

Key Knowledge
Identifying possible dangers online and learning how to stay safe.
Evaluating the pros and cons of online communication.
Recognising that information on the Internet might not be true or correct and learning ways of checking validity.
Learning what to do if they experience bullying online.
Learning to use an online community safely.

Vocabulary
accurate information
advice
app permissions
application
apps
bullying
communication
emojis
health
in-app purchases
information
judgement
memes

Music – African drumming

Key Knowledge
To know the cultural importance of Djembe playing in African society, understanding the roots, context and cultural importance of music
Playing can be found in all sorts of different contexts i.e. a wedding
To continue the theme of contextual importance of djembe playing in African society.
To know the grand master's role as musical leader

Art

PSHE – Me and my Relationships

Key Knowledge
Explain what collaboration means;
Give examples of how they have worked collaboratively;
Describe the attributes needed to work collaboratively.
Explain what is meant by the terms negotiation and compromise;
Describe strategies for resolving difficult issues or situations.
Understand that online communication can be misinterpreted;
Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Demonstrate how to respond to a wide range of feelings in others;
Give examples of some key qualities of friendship;
Reflect on their own friendship qualities.
Identify what things make a relationship unhealthy;
Identify who they could talk to if they needed help.
Recognise basic emotional needs, understand that they change according to circumstance;
Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Identify characteristics of passive, aggressive and assertive behaviours;
Understand and rehearse assertiveness skills.

RE – 5.1 – Inspirational People in Today's World	Enquiry Question: What can we learn from great leaders and inspiring examples in today's world? **Key Knowledge** Know and understand how inspirational leaders are examples of their religions' ideals Connect two examples from different worldviews: what have they in common? Consider varied answers to questions about what makes a person inspiring Know how to explain ideas about the inspiring leaders studied Know how to apply the idea of inspiration for themselves to stories of leaders Know how to explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?	**Vocabulary** Religion Muslim, Hindu Christian prophet mahatma holiness spiritual inspiration vision, symbol community, commitment, values
DT	**Key Knowledge** To identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. Developing design criteria based on findings from investigating existing products. Developing design criteria that clarifies the target user. Altering a product's form and function by tinkering with its configuration. Making a functional series circuit, incorporating a motor. Constructing a product with consideration for the design criteria. Breaking down the construction process into steps so that others can make the product. Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. Determining which parts of a product affect its function and which parts affect its form. Analysing whether changes in configuration positively or negatively affect an existing product. Peer evaluating a set of instructions to build a product.	**Key Vocabulary** circuit component configuration current develop DIY investigate motor motorised problem solve product analysis series circuit stable target user
MFL - Talking about us / School subjects	**Key Knowledge** how to introduce myself with simple sentences Know how to explain in more detail about how I am feeling Know how to say some important things about myself and somebody else Know how to name some school subjects in Spanish Know how to give my opinion about school subjects Know how to say an extended sentence about how they are feeling and a reason. Know how to say a third person singular sentence with details about someone else. Know at least five nouns for school subjects. Know how to say and extended opinion of a school subject including a reason for liking/disliking.	
PE	**Athletics** **Key Knowledge** Apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling, throwing the javelin and jumping Demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important. Consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect. Strive to improve their own technique, ensuring they always apply maximum effort. **Vocabulary** tactics speed distance evaluation change over personal best lap 	**Tag Rugby** **Key Knowledge** Be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills. Develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. Through game based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing. **Vocabulary** tactics transition outwit offside loop pass miss pass