

| <u>Year Five Term 1</u> <u>Ancient Egypt</u> | |
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| English | <u>Reading for Enjoyment</u> |
| | <p>Unit 1: Novels and stories by significant authors The Twits</p> <p>Unit 3: Choral and performance poetry Revolting Rhymes (learn off by heart)</p> <p>Unit 3: Persuasive writing Cross Curricular links : Recounts link to Egyptians – diary of an Egyptian</p> |
| Mathematics | <ul style="list-style-type: none"> • Place Value • Place value decimals • Written addition and subtraction including problems • Geometry (angles) • Geometry measures (perimeter) • Addition and subtraction (statistics) |
| Science | <p><u>Earth and Space</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and explain the movement of the Earth and other planets relative to the Sun in the Solar System • Explain how seasons and the associated weather is created • Describe and explain the movement of the Moon relative to Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. • Know that the Sun is a star at the centre of the Solar system and name all the 8 planets (Pluto reclassified as dwarf planet) • Know a moon is a celestial body which orbits a planet – earth has one moon, Jupiter has four moons etc. <p>Challenging</p> <ul style="list-style-type: none"> • <i>Compare the time of day at different places on the earth</i> • <i>Create shadow clocks</i> • <i>Begin to understand how older civilisations used the sun to create astronomical clocks, e.g. Stonehenge</i> • <i>Explore the work of scientists such as Ptolemy, Alhazen, Copernicus</i> |
| History | <p><u>Ancient Egypt</u> Chronological understanding</p> <ul style="list-style-type: none"> • Use dates and historical language in their work • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc. • Use mathematical skills to work out exact timescales and differences • Appreciate that some ancient civilisations showed a greater advancement than people who lived centuries after them. <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Summarise the main events from a specific period, explaining the order in which key events happen. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Summarise what Britain may have learnt from other countries and civilisations. • Describe features of historical events and people from past societies and periods they have studied. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question • Devise historically valid questions about change, cause, similarity and difference and significance • Appreciate how historical artefacts have helped us understand more about the past |
| Geography | No Geography |
| Computing | <p><u>Safety – see AT1</u> <u>Using the internet</u></p> <ul style="list-style-type: none"> • Focus: Use a search engine using keyword searches • Compare the results of different searches • Decide which sections are appropriate to copy and paste from at least 2 web pages • Save stored information following simple lines of inquiry • Download a document and save it to the computer. <p><i>NC: understand computer networks including the internet; how they can provide multiple services, such as the world wide web,; and the opportunities they offer for communication and collaboration.</i></p> <ul style="list-style-type: none"> • (own plans) |

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| Religious Education | <u>What do different religions believe about God? (Use Newham Agreed Syllabus)</u> <ul style="list-style-type: none"> • Where is God? What do I think about God? • What do Muslims believe about God? • What do Christians believe about God? • What do Hindus believe about God? • What do Sikhs believe about God? • How might people represent God? |
| Physical Education | <u>Games (striking and fielding) – Rounders Use Matalan and OCA</u> <ul style="list-style-type: none"> • Can they pass in different ways? • Can they field? • Can they use a number of techniques to pass? Acquiring and developing skills <ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? Evaluating and Improving <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? Health and Fitness <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? <u>Sports Coach – Basket ball</u> <ul style="list-style-type: none"> • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? Acquiring and developing skills <ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? Evaluating and Improving <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? Health and Fitness <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? |
| Art and Design | <u>Printing – link to Egyptians</u> <ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? |
| Design and technology | <u>Moon Buggies – link to Science</u> Design <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces Make <ul style="list-style-type: none"> • Can they select from a wide range of tools and equipment to perform practical tasks accurately? (cutting, joining, shaping and finishing) • Select from a wider range of materials and components according to their functional properties and aesthetic qualities. • Are their measurements accurate enough to ensure that everything is precise? Evaluate <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • How have they ensured that their product is strong and fit for purpose? • Understand how key events and individuals in design and technology have helped shape the world. Technological understanding <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (e.g. cams, gears, levers and linkages) |
| Music | <u>Performing</u> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • •Can they sing and use their understanding of meaning to add expression? • •Can they maintain their part whilst others are performing their part? • •Can they perform ‘by ear’ and from simple notations? • •Can they improvise within a group using melodic and rhythmic phrases? • •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <u>Challenging</u> <ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a |

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| | <i>song?</i> |
| French | <p>Listening and responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? |
| PSHE | <p>e-safety</p> <p><u>Jigsaw-Being Me in My World</u></p> <p>My year ahead Can we help others to feel welcome?</p> <p>Being me in Britain Can we try to make our school community a better place?</p> <p>Year 5 responsibilities Can we think about everyone's right to learn?</p> <p>Rewards and consequences Do we care about other people's feelings?</p> <p>Our learning charted Can we work well with others?</p> <p>Owning our learning charter Do we choose to follow the learning charter?</p> |
| Enrichment | <ul style="list-style-type: none"> • Astrodome planetarium Tel: 01634 832222 www.bookings@astrodome.tv • The British Museum – Ancient Egypt • History Off the Page • Parent workshops • Black History week • Cross country run |