

Year 5 Autumn Term

RAIDERS & TRADERS

Science

Earth & Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the 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.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

Making Movies, Music & Sound

- Record sounds using microphones.
- Edit sounds using audacity software.
- Collect sounds from a variety of sources (online, digital sound recorder).
- Import sounds into sound editing software.
- Layer and edit sounds.
- Plan, create and refine either a radio programme or play with sound effects or a sonic postcard.
- Save as a web compatible format for uploading and podcasting.
- Create a storyboard to plan a movie.
- Film in front of the green screen.
- Edit film to insert backgrounds.
- Edit movie to link sequence.
- Plan an animation using plasticine.
- Film different frames to create animation.
- Record and upload (and edit) audio for animation.
- Edit movies to play as a sequence.

Physical Education

Invasion Games - Basketball.

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Gymnastics

Music

- **Brass** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

History

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Viking & Anglo Saxon Struggle for Kingdom of England
- Anglo-Saxon laws and justice Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Edward the Confessor and his death in 1066

Geography

- Locate Scandinavian countries on map of Europe.
- Physical & human geography characteristics of Scandinavian countries.
- Major cities of Norway, Sweden & Denmark.
- Physical Geography of Norway - Fjords & Mountains.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art & Design

Skill - Drawing

- Express different feelings through drawing.
- Use appropriate language to skill and techniques.
- Able to change colours, overlay marks etc.
- Work in the style of artists.
- Discuss own work and that of others.

Skill - Painting

- Using sketchbooks to store information on colour mixing, brush marks, etc. Experience in the colour wheel.
- Able to use brush marks for appropriate work.
- Construct imaginative work, selecting source material as appropriate.

Skill - 3D

- Work with confidence with tools and media.
- To shape form, model and join with confidence.
- Able to work safely to organise working area and clear away.
- Able to take into account the properties of the media being used.

Languages

- Je me presente- all about me
- Ma famille
- Les animaux-aller au zoo- going to the zoo

Religious Education

Islam

- Explore key beliefs and practices of Islam through an investigation of the five pillars and of how these affect the way that Muslims live their lives.
- about God as holy and loving might make a difference in the world today, developing insights of their own.

Incarnation

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah - a saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives.

Design and Technology

Design, Make & Evaluate

- Use research and develop design criteria to inform the 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 and computer aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- 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.
- Understand how key events and individuals in design and technology have helped shape the world.