

## As writers we will:

- Write poetry exploring figurative language based on our 'Take One Picture' painting.
- Study a range of fiction written by significant authors such as 'Michael Morpurgo'. Use this as a basis to develop our own creative writing, varying sentence structures and embedding ambitious vocabulary.
- Explore the genre of persuasion, producing our own persuasive writing linked to our local area and study of the Mayans in history.
- Improve our ability to clarify new language and use inference skills, studying a range of genres, during our group reading sessions.

## As scientists we will:

- Study the life cycle of various animals, plants and insects.
- Investigate scientists linked to the study of biology of animals.
- Carry out a visit to our class tree, then use classifying and identification scientific enquiry skills.

## As geographers we will:

- Understand key aspects of physical geography.
- Learn about and compare different mountains and mountain ranges across the world, identifying their main features.
- Compare locations using digital maps and atlases.



Year 5 Autumn Term

## Our Big Question

### The Power of Togetherness—

### What can we learn from each other?

This question is based on our PSHE theme.

We will explore how powerful it is to be positive and work together. We will revisit this throughout the term as we develop our knowledge across the curriculum.

### Useful Websites:

[www.mymaths.co.uk](http://www.mymaths.co.uk)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.topmarks.co.uk](http://www.topmarks.co.uk)  
[www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

## As historians we will:

- Learn about the Ancient Mayan Civilization.
- Understand where this period in history fits chronologically.
- Compare the daily life during this period with our own experiences and routines.
- Explore how this period has influenced our world today.

## As mathematicians we will:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Count forwards and backwards in steps of powers of 10 (100, 1000, 10,000) for any given number up to 1 000,000.
- Round any number, including decimals.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods.
- Use rounding to add together mentally any two 2-digit or 3-digit numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- Understand and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is a prime number and recall prime numbers up to 19.
- Multiply numbers up to 4 digits by a one or two-digit number using a formal method including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts
- Divide any number with 4 digits by a single digit number with remainder.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

## In RE lessons we will:

- Study the faiths of Christianity and Humanism to explore why people believe in God
- Explore how Christians use Jesus' teaching to influence their values and the way they live their lives, relating it to the values that we hold.
- Explore and discuss people that are inspiring and special to us.

### As artists we will:

- Study the work of Georges Seurat as part of our 'Take one Picture' project.
- Develop our painting techniques, producing a piece of painting on silk that links to our study of mountain ranges in Geography.

### As SpaG Collectors we will:

- Write sentences with more than one clause, using fronted adverbials, carefully selected nouns and pronouns and expanded noun phrases.
- Use a variety of sentence starters for impact.
- Explore the use of commas, dashes and brackets to indicate parenthesis.
- Identify modal verbs within sentences and the effect that they have.
- Spell words from the year 3/4 and 5/6 word lists correctly.

### As computer users we will:

- Develop skills within programmes that use selection and repetition to increase efficiency and effectiveness.
- Use graphics software to create pieces of art.
- Understand how to use technology safely and responsibly, communicating and collaborating with others.

We will begin the term with a refresher on internet safety, understanding the importance of keeping ourselves safe online.

### As citizens during PSHE we will:

- Understand how to face new challenges positively.
- Understand our rights and responsibilities.
- Know how important it is to work together to make decisions democratically.
- Explore how racism and types of bullying can cause conflict.
- Celebrate different cultures.
- Know how to appreciate what we have.

### As designers we will:

- Research and evaluate existing mechanisms used in toys.
- Produce detailed step by step plans.
- Create and evaluate a product to match the design brief.
- Consider the final finish of a product and how this can be improved.
- Use sawing and joining skills to create a frame for a moving toy.

### As linguists we will:

- Develop our knowledge of the French language through songs, stories and conversation.
- Express opinions through speaking and listening activities.
- Revise and develop our spoken and written language of greetings.
- Converse, using French, all about ourselves.

### As sportspeople we will:

- Develop invasion game skills through the sports of basketball
- Work as a team and use communication skills.
- Develop our gymnastics skills, using both the floor and apparatus, to build core strength.

### As musicians we will:

- Listen to music by different artists and composers and see how musical styles have been influenced.
- Compose and perform soundscapes linked to our Geography topic 'Mountains'.
- Develop our singing skills when studying the Mayans, composing vocal pieces to perform.