



## The Class of St Josephine Bakhita: Year Five: Autumn Term Overview



<u>English - Reading and Writing</u>	<u>Maths</u> NCETM	<u>R.E.</u> <i>The Way, The Truth and The Life scheme</i>	<u>Science</u> <i>Developing Experts scheme</i>
<ul style="list-style-type: none"> <li>• <b>Narrative texts</b> <i>The Man who walked between the towers by Mordicai Gerstein</i> <i>Into the Forest by Anthony Browne</i> <i>Ruin - Literacy Shed Film</i> <i>Beetle Boy by M. G Leonard</i></li> <li>• <b>Narrative written outcomes</b> <i>Fairy Tale</i> <i>Mystery/suspense</i></li> <li>• <b>Non-fiction</b> <i>Diary entry</i> <i>Balanced argument</i> <i>Non-chronological report</i> <i>Persuasive letter</i></li> <li>• <b>Poetry</b> <i>Wet by Lilian Moore</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Place Value</b> <i>Identify, represent, compare and order numbers and decimals</i> <i>Round numbers</i> <i>Partition numbers up to 2 decimal places in different ways</i></li> <li>• <b>Addition, subtraction and money</b> <i>Add and subtract numbers up to 6 digits using column method</i> <i>Solve problems using addition and subtraction, including inverse.</i> <i>Convert between pounds and pence</i> <i>Calculate change using subtraction</i> <i>Add and subtract decimals including money.</i> <i>Find change when purchasing several items</i></li> <li>• <b>Negative numbers</b> <i>Read and write negative numbers</i> <i>Place negative numbers on a number line</i> <i>Interpret negative numbers in a range of contexts</i> <i>Use negative numbers in a coordinate grid and interpreting graphs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creation</b> <i>How did the world begin?</i> <i>God is the Creator</i> <i>The Fall</i> <i>Stewards of the Earth</i> <i>God's great Helpers</i> <i>God's great Gifts</i></li> <li>• <b>God's Covenants</b> <i>What is a Covenant?</i> <i>God's Covenant with Abraham</i> <i>The Exodus</i> <i>God's Covenant with the Israelites</i> <i>The Prophet's Message</i> <i>The New Covenant</i></li> <li>• Advent</li> <li>• Christmas</li> <li>• Catholic Social Teaching - Dignity of the Human Life, Stewardship and Family and Community</li> </ul>	<p><b>Living things and their habitats.</b> <i>Learn about...</i></p> <ul style="list-style-type: none"> <li>• reproduction in animals and plants</li> <li>• asexual reproduction</li> <li>• the life cycle of an insect and amphibian</li> <li>• the life cycle of a mammal, bird and reptile</li> <li>• the life and work of Sir David Attenborough.</li> <li>• the life and work of Dame Jane Goodall.</li> </ul> <p><b>Changes of materials</b> <i>Learn about...</i></p> <ul style="list-style-type: none"> <li>• filtering, sieving and evaporating</li> <li>• how to dissolve something into a solution</li> <li>• how some changes are not reversible</li> <li>• permanent chemical changes</li> <li>• the difference between physical and chemical change</li> <li>• the difference between the elements of compound and mixtures.</li> </ul>



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### History

#### The Anglo-Saxons and The Vikings

- To know about the impact of the Roman's withdrawal from Britain
- To know who the Anglo-Saxons were, and why and when they chose to settle in England. cc Geography
- To discover how the Anglo-Saxons lived using archaeological evidence - focus on art and culture
- To explore Christian conversion in Canterbury, Iona and Lindisfarne.
- To understand why there are differing accounts of what happened during the raid on Lindisfarne.
- To know when, where and why the Vikings settled in Britain. cc Geography
- To present a valid argument for whether King Alfred deserved the title 'Great'.
- To understand the impact that the Vikings had on Britain.

### P.S.H.E

Through assemblies, reflections and Jigsaw scheme

#### Being me in my world

- My Year Ahead
- Being a Citizen of My Country
- Responsibilities
- Rewards and consequences
- Our Learning Charter
- Owning our Learning charter

#### Celebrating difference

- Different cultures
- Racism
- Rumours and name-calling
- Types of bullying
- Does money matter?
- Celebrating difference across the world.

### Art

Twinkl scheme

#### Plants and Flowers

- Drawing plants in pencil
- Drawing plants in colour
- Printing plants using hammers
- Making plants in paper
- Making plant sculptures
- Finishing plant sculptures and evaluate.

### Computing

Teach Computing scheme

#### Sharing systems

- Explain that computers can be connected to form systems.
- To recognise the role of computer systems in our lives
- To recognise how information is transferred over the internet
- To explain how sharing information online helps people in different places work together.
- To contribute to a shared project online
- To evaluate different ways of working together online

#### Video Editing

- To recognise video as moving pictures which can include audio
- To identify digital devices that can record video
- To capture video using a digital device
- To recognise the features of an effective video
- To identify that video can be improved through reshooting and editing
- To consider the impact of the choices made when making and sharing a video.

#### Cross curricular links

- Internet research
- Word processing text
- Online games e.g. Spelling Shed, TTRS



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<u>P.E.</u> <i>The PE Hub scheme</i>	<u>Music</u> <i>Sing Up scheme</i>	<u>DT</u> <i>Twinkl scheme</i>	<u>Spanish</u> <i>Language Angels scheme</i>
<ul style="list-style-type: none"><li>• Gymnastics</li><li>• Netball</li><li>• Badminton</li><li>• Football</li><li>• Swimming</li></ul>	<ul style="list-style-type: none"><li>• Sing 1</li><li>• Listen 1</li><li>• Sing 2</li><li>• Compose 1</li><li>• Learn songs for the production.</li></ul>	<p><b>Felt Phone Case</b></p> <ul style="list-style-type: none"><li>• Designs</li><li>• Step by step plan</li><li>• Selecting stitches</li><li>• Decoration and fastenings</li><li>• Christmas stocking</li></ul>	<p><b>Phonics and pronunciation</b></p> <p>Look at the sounds;</p> <ul style="list-style-type: none"><li>• 'GA'</li><li>• 'GE'</li><li>• 'GI'</li><li>• 'GO'</li><li>• 'GU'</li></ul> <p><b>Presenting Myself</b></p> <ul style="list-style-type: none"><li>• Count to 20 in Spanish.</li><li>• Say their name and age in Spanish.</li><li>• Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.</li><li>• Tell you where they live in Spanish.</li><li>• Tell you if they are Spanish or English, introducing concept of gender and agreement.</li></ul>