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| Autumn 1 |  |
| Year 5 | Topic Theme: Anglo-SaxonsPoR Book: Cosmic Disco Poems |  |
| Week 15th Sept | Week 211th Sept | Week 318th Sept | Week 425th Sept | Week 52nd Oct | Week 69th Oct | Week 716th Oct |
| Guided Reading.  | **Poetry** – Gruesome p72 Utterly Brilliant poems | **Non- Fiction**Sutton Hoo Discovery.P61 Dev. Reading.  | **Fiction** The Hobbit.*(Classic)*P62. Dev Reading. | **Non- Fiction**Harry Houdini.Reading Explorers.  | **Fiction**Dragon Mountain.*(Contemporary)* P56 Dev. Reading.  | **Non-Fiction** The Black Death. Page 88. Comprehension Ninja. | Poetry – The Legend Of The Lambton Worm. P120. Teaching Poetry |
| EnglishNarrative | First day writing task – story opener. (Assessment)Focus on improvements: Simple sentence structure to compound sentences (coordinating conjunctions) Paragraphing.Speech | Re-write opening day story – improved speech/paragraph and simple/compound sentences.  |  |   | Introduction to horror writing (watch film)Sensory writing notes – figurative writing (linked to poetry). Complex sentences – relative pronouns (building on knowledge of simple and compound sentences). | Horror writing – write own story and edit. Look for sentence structure – simple/compound/complex sentences.Improve on/add better simile (**extension – metaphor**).Check for paragraphing and correct use of speech inverted commas). Introduce subordinating complex sentences using ‘as’. *As he rubbed his stomach, the man licked his lips.*  | Horror writing – final piece ad reading performance. Record and edit on iPad. |
| EnglishNon-Fiction |  |  |  |  |  |  |  |
| EnglishPoetry |  | Read poems and discussWrite a verse/ poem to accompany image modelled using the structure of poemOnomatopoeic words | Write poem based on ‘Winter Trees’ using given formula. Reflect on the language chosen.Art based on images from poetry, (Look for figurative language choices – this will be used for our horror story) | Children given the opportunity to write their own poems based on inspiration from the unit, focussing, for example, on colour, personification or seasons – Keynotes on iPad. Rehearse and perform poems based on nature. (ICT – simple recording and sharing on seesaw) |  |  |  |
| Maths: Arithmetic 5 a day. (Autumn 1 – Arithmetic Ninja) | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts.  | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. | 10/100/1000 more/less.Partition numbers in different ways. Add and subtract decimals. All times tables and deriving related facts. |
| Maths | **Place value**  Numbers to 10 000Roman numeralsRound to 10, 100 and 1000 | **Place value**Numbers to 100,000Compare and order to 100 000Round within 100 000 | **Place value**Numbers to a millionCounting in powers of 10Compare and order numbers to a millionRound within a million | **Addition and Subtraction**Adding more than 4 digitsSubtract more than 4 digitsEstimate and approximate | **Addition and Subtraction**Estimate and approximateInverse operationsMulti step problems | **Statistics**Interpret line graphs.Draw line graphsProblems with line graphs | **Statistics**Read and interpret tables.Timetables.  |
| ScienceAnimals including humans  | **Human body**Pre topic assessment:What do we know about the human body and what do we think is inside ofus?Present to class.  | **PE/Sport science/Human body**Life processes (MRS NERG)Movement – muscles/muscular systemStrength experiments. Record own results and compare with class.  | **Pe/Sport Science/Human Body**Heart RateWhat happens to our heart rate as we exercise?Experiment and record date. |  **Human body**The central nervous system. The brain – memory. How can we improve memory?**Class Extension:****Can we visualise performance? Does it improve results?**  |  **Human development** and timeline (6 stages)(Children to use IPads to take photos of themselves acting out each stage + label)Sexual and asexual reproduction – very simple terms (no detail).  | **Human development**Changes as we age. Facts and myths as we age. Research how you can stay healthy in old age. Present findings in a poster ‘How to stay fit and healthy as we get older’ |  **Human development**Gestation periods of different animals.Life expectancy – research the statement ‘ animals with longer gestation periods live longer’**Present findings (ICT)** |
| Computing\*Purple Mash  | Introduction to seesawSimple presentation on ipads – creative thinking |  \*Online safetyIntroduction to seesaw | \*Online safety | \*Online Safety | Keynote presentation:This is me | Keynote presentation:This is me | Keynote presentation:This is me |
| Geography | n/a |  |  |  |  |  |  |
| History | **The Anglo- Saxons****Who were the Anglo-Saxons?**What does the helmet tell us about the Anglo – Saxons? | **The Anglo- Saxons****Sutton Hoo**What are the objects found and what do they tell us?ICT – record responses on SEESAW |  **The Anglo- Saxons****Staffordshire Hoard**What else have we found out about Anglo- Saxon life from the hoard? | **The Anglo- Saxons****Key documents of Anglo- Saxons**Who wrote the Lindisfarne Gospels and why was so much time spent decorating it – can you recreate it? (Art) | **The Anglo- Saxons****The Dark Age**Write an argument for or against the period being called the ‘Dark Age’. | **The Anglo-Saxons****Archaeological remains.**Devise a Sketching, photographing and a recording sheet.Child to dig (find) objects and record their findings in their own way. Present and photograph in Keynotes (Ipad) |  |
| MFL | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| PEDance/Gym | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| PEInvasion Games | **Fitness:****Warming up****Invasion Games**FootballPassing basic | **Fitness:****Warming up****Invasion Games**FootballDifferent ways to pass | **Fitness:****Cool down****Invasion Games**FootballBasic dribbling | **Fitness:****Warm up and cool down.****Invasion Games**FootballDribbling and passing | **Fitness****(Children take warmup)****Speed drills****Invasion Games**FootballShooting | **Fitness:****Reaction drills****Invasion Games**Football.Goalkeeping and shooting | **Fitness****(Children design the lesson)****Invasion Games**Applying skills in small sided games.  |
| MusicListen and Appraise Reflect and Rewind | **Living on a Prayer**Listen and appraise | **Living on a Prayer**Learning and singing the song | **Living on a Prayer**Learning and singing the song | **Living on a Prayer**Singing the song and improvise | **Living on a Prayer**Singing the song and play instrumental  | **Living on a Prayer**Listen to Johnny B Good – perform both songs and compare | **Living on a Prayer**End of unit performance. |
| Art |  | **I Need Space**To explore the purpose and effect of imagery. | **I need Space**To understand and explore decision making in creative processes. | **I need Space**To develop drawn ideas through printmaking. | **I need Space**To test and develop ideas using sketchbooks. | **I need Space**To apply understanding of drawing processes to revisit and improve ideas. |  |
| DTn/a |  |  |  |  |  |  |  |
| RE | What are the pupils’ roles and responsibilities in RE lessons?  | What do you know about Christianity? What do you want to know? Do all churches look the same?  | What would you find in churches that follow the same religion? Why? | What would you find in churches that follow the same religion? Why? | What is the difference between the Catholic and Cof E buildings, objects and symbols? | What are the similarities and differences in Christian religious practices? | What other religions use light as symbols? |
| PHSCE**Being me in my world.** | My year ahead. | Being me in Britain. | Responsibilities.  | Rewards and consequences. | Our learning charter. | Owning our learning charter. |  |
| Enrichment |  |  |  | Anglo Saxon visitor.  |  |  |  |