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| Autumn 1 | | | | | | |  |
| Year 5 | Topic Theme: Anglo-Saxons  PoR Book: Cosmic Disco Poems | | | | | |  |
| Week 1  5th Sept | Week 2  11th Sept | Week 3  18th Sept | Week 4  25th Sept | Week 5  2nd Oct | Week 6  9th Oct | Week 7  16th 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 |
| English  Narrative | 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. |
| English  Non-Fiction |  |  |  |  |  |  |  |
| English  Poetry |  | Read poems and discuss  Write a verse/ poem to accompany image modelled using the structure of poem  Onomatopoeic 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 10 000  Roman numerals  Round to 10, 100 and 1000 | **Place value**  Numbers to 100,000  Compare and order to 100 000  Round within 100 000 | **Place value**  Numbers to a million  Counting in powers of 10  Compare and order numbers to a million  Round within a million | **Addition and Subtraction**  Adding more than 4 digits  Subtract more than 4 digits  Estimate and approximate | **Addition and Subtraction**  Estimate and approximate  Inverse operations  Multi step problems | **Statistics**  Interpret line graphs.  Draw line graphs  Problems with line graphs | **Statistics**  Read and interpret tables.  Timetables. |
| Science  Animals including humans | **Human body**  Pre topic assessment:  What do we know about the human body and what do we think is inside of  us?  Present to class. | **PE/Sport science/Human body**  Life processes (MRS NERG)  Movement – muscles/muscular system  Strength experiments.  Record own results and compare with class. | **Pe/Sport Science/Human Body**  Heart Rate  What 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 seesaw  Simple presentation on ipads – creative thinking | \*Online safety  Introduction 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 |
| PE  Dance/Gym | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| PE  Invasion Games | **Fitness:**  **Warming up**  **Invasion Games**  Football  Passing basic | **Fitness:**  **Warming up**  **Invasion Games**  Football  Different ways to pass | **Fitness:**  **Cool down**  **Invasion Games**  Football  Basic dribbling | **Fitness:**  **Warm up and cool down.**  **Invasion Games**  Football  Dribbling and passing | **Fitness**  **(Children take warmup)**  **Speed drills**  **Invasion Games**  Football  Shooting | **Fitness:**  **Reaction drills**  **Invasion Games**  Football.  Goalkeeping and shooting | **Fitness**  **(Children design the lesson)**  **Invasion Games**  Applying skills in small sided games. |
| Music  Listen 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. |  |
| DT  n/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. |  |  |  |