

Autumn 1 Year 5

A Kingdom United

Stimulus:

Visit/Visitors:

The Priory (Big Sing)

End of Unit Celebration:

Science –

Standalone unit - Material Properties.

Comprehensive / fair tests of everyday materials.

Key Learning:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Give reasons, based on evidence from comprehensive and fair tests, for the particular uses of everyday materials, including metals, wood, plastic (advantages and disadvantages.)
- Compare a variety of materials and measure their effectiveness (hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity.)
- Know that in temperature and thermal insulation:
 - Heat always moves from hot to cold.
 - Some materials (insulators) are better at slowing down the movement of heat than others.
 - Objects/ liquids will warm up or cool down until they reach the temperature of their surroundings.
- To work scientifically.

French –

Recap of the basics

Holiday

Computing

Data handling - Skills

- Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.
- Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools.
- Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data.
- Check the reliability of the data; identify and correct inaccuracies.
- Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions, e.g. is there a relationship between minibeast habitat and diet?
- Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.
- Search data according to more than one criterion.
- Present data to a specified audience and display findings in other software, e.g. through presentation software.
- Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.
- Select and use the most appropriate method to organise, present, analyse and interpret data.

Knowledge and understanding

- Recognise the need for accuracy when designing, entering and interrogating data and how this will affect the quality of information gained.
- Recognise the consequences of using inaccurate data and relate to the outside world, e.g. police, doctors, banks, school databases.
- Understand which searches and graph types are relevant to a specific problem and types of information.
- Understand that there are different types of data, e.g., numeric, alphabetic, date, alphanumeric, currency.
- Understand the need for data protection and some of the rights of individuals over stored data and how it affects use and storage of data in the real world.

R.E –

The Bible

Music

Listening to and performing a range of music from around the UK including anthems.

Musical History and performance Including: Big sing, British Folk songs and composers, the national anthem.

Key Learning

- To explore traditional music from the present and the past.
- To explore music from different cultures, especially national music and anthems.
- Learn to sing and perform a national anthem as part of a school performance.

Performing

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

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Creating

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

Understanding

- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

Local/National/Global Links:

Lancaster Priory

Art/DT

3D textiles – using gussets, patterns, joining with seam allowance, combining fabrics.

Topic

Geography – UK cities, counties and key features – research

Locational Knowledge

- Name and locate counties and cities of the United Kingdom.

Human and Physical Geography

- Describe and understand key aspects of:
 - physical geography, including rivers, mountains.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Use six figure coordinates.
- Use a wider range of Ordnance Survey symbols including 1:50K symbols.
- Know that different scale Ordnance Survey maps use some different symbols.

Communication

- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

Use of ICT/technology

- Use appropriate search facilities when locating places on digital/online maps and websites.
- Use wider range of labels and measuring tools on digital maps.
- Start to explain satellite imagery.
- Use and interpret live data e.g. weather patterns.
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.

History – Britain's settlements by Anglo-Saxons and Scots (including place names)

Chronology

- Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period.
- In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts.
- Analyse connections, trends and contrasts over the Anglo-Saxon period.

Events, People and Changes

- Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history.
- Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied.
- Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.

Communication

- Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Enquiry, Interpretation and Using Sources

- Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots).

Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)

Indoor P.E -

Dance – perform a traditional dance from the UK or beyond.

Key Learning - Dance

- Through KS2 pupils should perform dances using a range of movement patterns and learn how to make dance phrases and sequences of movement. The children will learn how to evaluate and recognise their own success and compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- In Year Five dance, children think about how to use movement to explore and communicate ideas. Children learn different styles of dance from the UK and different countries from around the world, with a focus on dancing with other people.
- They should create, perform and watch dances in a range of styles, working with partners and groups. As they work, they will develop an awareness of the historical and cultural origins of the different dance styles.

Children Should Learn How to

- Extend their dance skills and movement vocabulary by using body actions (**what** the body can do), dynamics (**how** the body can move i.e. **time/speed** – quick/slow), use of space (**where** in the space) and relationships (with **who** or **what** is the body moving in relationship to).
- Explore dance ideas through improvisation, selecting and refining movement using simple compositional tools to make dances on their own, with a partner and in small groups.
- Perform and experience traditional dances from the UK and other countries.
- Describe and interpret their own and others dances using expressive language and appropriate dance terminology.
- Use stimuli from and link to, other areas of the curriculum including art and design, music and drama.
- Understand how dance can support a healthy active lifestyle.

Outdoor P.E -

Invasion games

Swimming -

PSHE – New Beginnings

Our Value for this half term is –

Our BLP focus for this half term is –