Harvington C of E (Controlled) First & Nursery School

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Headteacher –Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 5 for Autumn term 2.

Class Teacher: Mrs Amy Whillock (Mon-Wed) Mrs Bryony Cruchley (Thurs and Fri)	**Teaching Assistants:** Mrs Lucy Phillips		**PTFA Rep:** Mrs Abbott, Mrs Dhir and Mrs Dale
Parent Share Sessions: NA	**End Product:** Travel Brochure	**Planned Trips/Visitors:** NA	**Homework:** Spellings weekly Reading daily Times tables practise daily

Medium Term Plan- Year 5- Autumn 2

Geography-What is life like in the Alps?

Key Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know some similarities and differences between the UK and a European mountain region.
- To know the location of key physical features in countries studied.
- To know why tourists visit mountain regions.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Key Vocabulary: atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation

R.E. Why do Christians believe that Jesus was the Messiah?

Make sense of belief:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

Understand the impact:

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

Science-Materials properties and changes- Kapow

Key Knowledge

- To describe a broader range of materials and their properties, including hardness, solubility, transparency, conductivity and response to magnets
- Dissolving, mixing and changes of state are reversible changes.
- Some changes result in the formation of new materials, which are usually irreversible (e.g. burning, rusting, the action of acid on bicarbonate of soda).

Key Vocabulary: burning, conductor, electrical conductivity, hazard, insulator, irreversible change, reversible change, rust, rusting, safety, thermal conductivity, transparency

PE Gymnastics -Get Set for PE

Key Knowledge:

- To perform symmetrical and asymmetrical balances.
- To develop the straight, forward, straddle and backward roll.
- To explore different travelling actions using both canon and synchronisation.
- To perform progressions of inverted movements.
- To explore matching and mirroring in sequence work
- To create a partner sequence using apparatus

PSHE-Celebrating Difference-Jigsaw

Key Knowledge

- I understand that cultural differences sometimes cause
- conflict
- I understand what racism is
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect
- types of bullying
- I can compare my life with people in the developing world

Art and Design- Sculpture and 3D-Interactive Installation

Key Knowledge

- An art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- The size and scale of three-dimensional artwork change the effect of the piece.
- How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- How to try out ideas on a small scale to assess their effect.

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- I can understand a different culture from my own

Key Vocabulary: appearance, assumptions, banter, bullying, colour, community, continuum, culture, cyber bullying, difference, direct, developing world, disability, discrimination, fair, happiness, homophobic, indirect, included, name-calling, race, racist, racism, respected, respect, rumour, sexist, similarity, stereotype, texting

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- How to use everyday objects to form a sculpture.

- How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- How to try out ideas for making a sculpture interactive.
- How to plan an installation proposal, making choices about light, sound and display.
- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- How an artwork is interpreted will depend on the life experiences of the person looking at it.
- Artists create works that make us question our beliefs.
- Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.
- Sometimes people disagree about whether something can be called 'art'.
- Art doesn't always last for a long time; it can be temporary.
- People make art to express emotion.
- People make art to encourage others to question their ideas or beliefs.
- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.
- Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Comparing artworks can help people understand them better.

Key Vocabulary: analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional

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Music-Blues-Kapow

Key Knowledge:

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

Key Vocabulary:
12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation

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Computing Unit: Databases-Purple Mash

Key Knowledge:

- To understand what a database is.
- To design and create a database.
- To build queries to find information.
- To solve problems using a database

Key Vocabulary: condition, data, database, edit, field, filter, group, linked tables, operator, query, record, sort, validation

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Spelling	English	Maths
Spelling focus: • Word list – years 3 and 4 • Singular possessive apostrophe • More prefixes: anti-. un-,-in • More prefixes: il-. in-/im-,-ir • Homophones and near-homophones • Homophones and near-homophones **Mastery focus:** • Word list – years 5 and 6 • Plural possessive apostrophe • Verb prefixes: dis-, mis • Verb prefixes: de-, re-, over • Homophones and other words that are often confused • Personal spelling log	The children will be writing narratives based on the story 'The Lost Happy Endings.' They will also be writing diary entries and completing a unit on poetry. **Spoken language:** • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in **discussions**, presentations, performances, **role play**, improvisations and **debates** • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints **Reading comprehension:** • Identify and discuss themes and conventions • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Participate in discussions about books • Explain and discuss understanding of reading • Provide reasoned justifications for views **Writing composition:** • Enhance meaning though selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense	**Addition and Subtraction- 1 week** • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Multiplication and Division-2 weeks** • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 **Measurement-2 weeks** • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes