

English:
'The man who walked between the towers'
Biographies/autobiographies
Beowulf
Legend/recount

PE:
Handball & Fitness

Attacking and defending skills.
Understanding fitness and stamina.

Science: Forces Let's get moving

- To explain some of the effects of gravity.
- To plan, carry out and explain fair tests.
- To observe a variety of forces that slows things down.
- To set up, carry out and make sense of a variety of investigations.
- To be able to explain how levers, pulleys, springs and gears transfer force and motion.
- To design and make machines that use levers, pulleys, springs and gears.

Anglo Saxons

Year 5 – Autumn 1 (2024)

Maths -Place value-Reasoning with large whole numbers

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000 000
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Read roman numerals to 1000 (m) and recognise years written in roman numerals
- Add and subtract numbers

Problem solving with addition and subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

PSHE:

New beginnings

To know some of the things that help us in school to learn and play well together.

To understand rights and responsibilities in the school.

To understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school I know how to go about trying to change things.

To know strategies to cope with uncomfortable feelings and to calm myself when necessary.

Computing: Coding

- To design their own programs using a character, a car and an animal and to give each a specific action to do using their new programming knowledge.
- To review what Object, Action, Output, Control and Event are when used in computer programming.

DT – Marblous structures

Understanding complex free standing structures and how they can be strengthened and reinforced. Children will create their own free standing marble runs.

History: Was the Anglo-Saxon period really a Dark Age?

- To develop a chronologically secure knowledge and understanding of British and world history
- To develop the appropriate use of historical terms
- To understand how our knowledge of the past is constructed from a range of sources
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To note connections, contrasts and trends over time
- To regularly address and devise historically valid questions about significance.

RE: Poverty and wealth

- To learn what different religions teach about the use of money and how those teachings affect the attitude of some people to money.
- To consider what questions this teaching raises about personal attitudes to money.
- To understand how different religions respond to global issues of poverty.
- To consider why people of faith and non-religious people choose to give some of their money to support the work of charities.

Music: Melody and Harmony in Music

In this unit, we ask, 'How Does Music Bring Us Together?'. As the children move through the scheme while encouraging them to be responsible and kind citizens of the world.