



Year 5 Term: Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Letter Setting narrative	LKS2 -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials	-commas and brackets for parenthesis -formal vocabulary -fronted adverbials -verb prefixes -cohesive devices -expanded noun phrases -modal verbs	Setting narrative -Read and understand the model text, explore new vocabulary and analyse the text -Plan, write and edit a first-person setting narrative based on pictures from the vehicle text Letter -Immerse themselves into the vehicle and model text. They will become familiar with new vocabulary and will analyse the text -Plan, write and edit a letter from the father

Maths Multiplication and division Fractions	Year 4 <u>Fractions</u> -understand the whole -counting beyond 1 -converting mixed numbers and improper fractions -equivalent fractions -adding and subtracting fractions with same denominator	-adding and subtracting fractions with different denominators -multiplying fractions by whole number -multiplying two fractions -dividing fractions by whole number -fractions of an amount	Year 5 <u>Multiplication and division</u> -factors and common factors -square, cube and prime numbers -multiply and divide by 10, 100 and 1000 <u>Fractions</u> -equivalent fractions -mixed numbers to improper fractions -order and compare fractions -add and subtract fractions
Science Electricity	Year 4 Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well.	-To understand the necessary precautions when working with electricity. -To draw scientific diagrams of electrical circuits. -To observe and explain the effects of changes in voltage in a circuit. -To compare how components function within a circuit by making systematic observations. -To explain the importance of major discoveries in electricity. -To use my understanding of electricity and electrical components to make a torch.

RE	<ul style="list-style-type: none"> - The story of Moses. - How Christians believe the People of God should behave. 	<p>Explain connections of Moses and the concepts of freedom and salvation.</p> <p>Make connections between Bible texts studied and what Christians believe about being the People of God and their actions.</p>	<p>-Explain connections between the story of Moses and concepts of freedom and salvation, using theological terms.</p> <p>-Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.</p> <p>-Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>-Identify ideas about freedom and justice arising from the study of Bible texts and comment on how far these are helpful or inspiring.</p> <p>-Explore what Christians might do as People of God.</p> <p>-To interpret the People of God frieze.</p>
History Anglo-Saxons and Scots	LKS2 - Say who the Anglo-Saxons and Scots were and when they invaded Britain - Be able to explain some key features of life in Anglo-Saxon Britain - Describe some artefacts that have been discovered	Using historical evidence, Understanding migration and settlement, Exploring religious and cultural change	- To understand why the Anglo-Saxons and Scots came to Britain - To explore daily life in an Anglo-Saxon settlement - To examine religious beliefs and conversion to Christianity - To investigate place names and their origins - To understand the formation of early English kingdoms - To place key Anglo-Saxon and Scots events on a timeline
DT	LKS2	Use research to develop design criteria. Use their knowledge of the animal and	-To research ideas about different animals to inform my design

CAMS toys	Explore mechanical systems. Draw a simple annotated design. Start to generate ideas for design criteria. Make a prototype and finished poster which has at least one lever/linkage mechanism. Evaluate what they did well on their product and things they could improve	movement made by the cam in the design of their automaton. Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment. Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device. Use peer feedback and design criteria to help guide the evaluation process.	<ul style="list-style-type: none"> -To explain how cams mechanisms work -To select materials according to their functions -To research and develop design criteria -To build a framework accurately -To evaluate my product
PSHE Celebrating difference	LKS2 Can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen	Accept everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Use kind words. Know how to give and receive compliments.	<ul style="list-style-type: none"> -Different cultures -Racism -Rumours and name calling -Types of bullying -Does money matter? -Celebrating difference across the world
Computing Online Safety	Children can identify what the Internet is and how it works, including how packets of data move along routes and the different connections that can be used. Children can use a search engine to find information and implement strategies to improve results when searching online, including using keywords.	identify a spam email; explain what to do with spam email; understand why they should cite a source; explain the rules for creating a strong password; create a strong password using a set of rules; know that not everything they see online is true; explain how to stay safe online; identify unsafe online behaviour.	<ul style="list-style-type: none"> -To identify spam emails and know what to do with them -To write citations for the websites I use for research -To create strong passwords -To recognise when, why and how photographs we see online may have been edited -To apply online safety to real-life scenarios

