

Maths

Place Value

- Roman numerals to 1000
- Numbers to 1,000,000
- 10/100/1000/10,000/100,000 more or less
- Partition numbers to 1,000,000
- Compare and order numbers to 1,000,000
- Round to the nearest 10,100 or 1000
- Round within 1,000,000

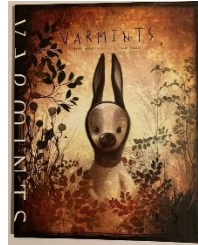
Addition and Subtraction

- Mental strategies for addition
- Add and subtract whole numbers with more than four digits
- Round to check answers
- Inverse operation for addition and subtraction
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

English

Book focus: *Varmints*

- Setting description
- Changes in mood and atmosphere
- Character's feelings thoughts and actions
- PSHE links – hope and making a difference



Grammar Focus

- Adverbial phrases
- Relative clause
- Figurative language
- Short sentences for impact
- Dialogue

PE

Indoor – Gymnastics

- I can perform a range of routines with rolling
- I can perform forwards and backwards rolls with a range of entrances and exits
- I can vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault
- I can perform Cat Springs.x

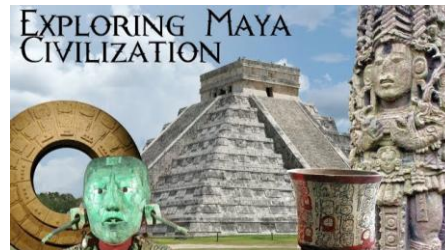
Outdoor – Hockey

French – Holidays

- I can name countries.
- I can say different holiday accommodation
- I can use vocabulary associated with the zoo, beach and theme park
- I can Use the perfect past tense.

History – The Mayan Civilisation

- To explore where and when the remains of the Mayan ruins were discovered.
- To find out about how the Mayan civilisation developed over time.
- To find out about the city states of the Maya and how society was organised.
- To find out about Mayan religion and beliefs.
- To find out about everyday life for the Mayan people.
- To explore Mayan writing and calendars
- To find out about the decline of the Mayan civilisation.



Year 5 - Autumn 1
This term our
Topic is
The Mayan Civilisation
Who were the Mayans?



RE

What does it mean to be a Christian?

- Describe practices and beliefs using a variety of resources to research and enhance learning in response to key questions
- Make links with other faiths and be able to compare and contrast religions
- Suggest own views to key questions and be able to discuss and articulate opinions
- Use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups

Art – Mexican Masks

Skill: 3D Form/Collage

- I can describe the different qualities involved in modelling, sculpture and construction
- I can use recycled, natural and man-made materials to create a Mexican Mask
- I can plan a sculpture through drawing and other preparatory work
- I can evaluate my model and find ways of making it even better

Science – Biology Living things and Habitats

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird.
- I can describe the differences between different life cycles.
- I can describe the life process of reproduction in plants.
- I can describe the life process of reproduction in animals.

Computing

Computing systems and networks – systems and searching

- I can explain how computers share information with each other.
- I can talk about small and big computer systems.
- I can explain how real-world systems use input, process, and output.
- I can find out how information is found on the internet.
- I can explain how search engines choose and sort results.
- I can understand what affects my searches online.
- I can compare different search engines.

Music

Change Unit 1 – Melody and Harmony in Music Social Question: 'How does music bring us together?'

- To confidently find and keep a steady beat.
- To understand the difference between a melody and a harmony
- To be able to identify a melody in a piece of music
- To be able to identify a harmony in a piece of music
- Song focus: Ghost Parade by Joanna Mangona and Pete Readman, Lively by Quinn Mason, Words Can Hurt by Joanna Mangona and Pete Readman, His Eye Is On The Sparrow by Civilla D. Martin and Charles H. Gabriel, arranged by Chris Taylor and Joyful, Joyful arranged by Chris Taylor

PSHE: I Decision

Anger – adults' & children's views



- Recognise that everyone experiences emotions and that these can have Physical effects on our body, both pleasant and unpleasant
- Explain how feelings can be communicated with or without words
- Recognise that we can choose how we act on our emotions and that our Choices and actions can affect ourselves and other people
- Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger