

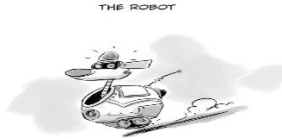
AUTUMN ONE Class 5



NEWS LETTER

Maths

Roman Numerals* Place value to 1 million * Addition and subtraction - formal written methods* Multiplication -written method short multiplication 8 Times tables up X12 tables



ENGLISH

ROBODOG
Rebelling to the greatest police dog ever built.

Description of settings- Explanation texts- How do things work? Themes connected to ROBO DOG by David Walliams, Wallace and Grommit machines and Preston the robot. Children will explain how Wallace's Machinery works and how Preston makes his own version. Children will describe settings for stories. Describe Bedlam the city where Robo Dog is based. Invent your own robot and write an explanation to describe how it works. Write a narrative chase scene with dialogue using speech marks and other. punctuation for speech.

Spider poetry

Grammar and Punctuation- model verbs, subordinate clauses, relative clauses, adverbial openers

Spellings- word endings suffix-Week 1. Suffix -ious - Week 2. Suffix- cious Week 3. Suffix -cial

Week 4. Suffix -tial Week 5. -cial & -tial Week 6. Challenge words



SCIENCE

Classification of All living things- Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.



HISTORY

Recap Stone Age to Anglo Saxons

Vikings- Were they settlers, raiders or traders. Can we discuss the stereotype Viking and investigate if they were more than violent invaders? We will investigate the importance of Lindisfarne island in Northumberland or Holy Island. We will discover the trading routes the Vikings took which led them to Greenland, Newfoundland and across the rivers to Russia writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.

P.E. - Salford Community Leisure-Hockey

Religious Education- Key Question: U2.1 Why do some people believe God exists?

- Express their own ideas about theism, atheism and agnosticism.
- Suggest answers to some of the Big Questions about the existence of God.
- Consider reasons that people might believe or not believe in God.
- Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.
- consider how facts, beliefs and opinions come about and how they are interpreted.
- respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.

Music – Kapow Music-Looping And remixing

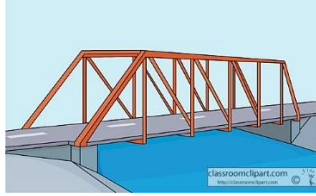
- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops

French - Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun. Find out about The Louvre Museum in Paris and describe the Mona Lisa .



ICT- CODING- Purple Mash

To review coding vocabulary. • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program •To design and write a program that simulates a physical system. To review the use of number variables in 2Code. • To explore text variables. To create a playable, competitive game. • To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. • To read code so that it can be adapted, personalised and improved. To explore the launch command and use buttons within a program that launch other programs or open websites. • To create a program to inform others.



Design & Technology - BRIDGES

Study the strength of different types of bridges-BENCH Bridges- ARCH Bridges and TRUSS Bridges.

Experiment and test the strength of different structures and materials. Make bridges from card, straws, spaghetti and wood. Use tools safely- use a bench grip and saw

PSHE- Jigsaw- Being In My World

- Know how to face new challenges positively
- Understand how to set personal goals
- Understand the rights and responsibilities associated with being a citizen in the wider community and their country
- Know how an individual's behaviour can affect a group and the consequences of this
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process