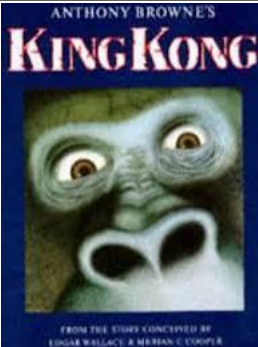
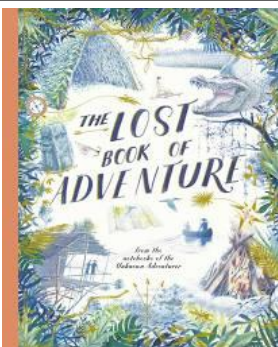
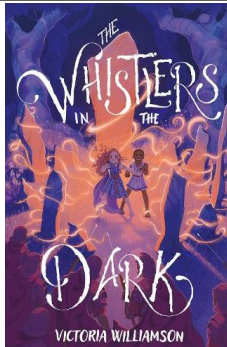
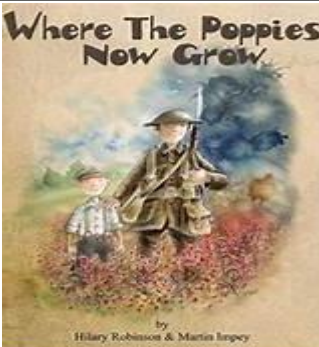




YEAR 5 / AUTUMN 1

WHAT'S THE ART OF SURVIVAL?

ACADEMIC EXCELLENCE	LIFELONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence.	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS			
			



ACADEMIC EXCELLENCE	Focus on explaining what we are learning and what we need to next to improve Learning techniques for remembering more and committing new learning to the long-term memory Understanding that progress comes through hard work and progress is relative to starting points
POSSIBILITIES AND RISKS	Supporting children to embrace change and welcome new opportunities, being able to adapt Opportunities to develop ability to manage time and resources effectively Learning the skills for developing positive relationships with our peers

LEARNING TO LEARN	Focus of the importance of readiness for this half term Working towards Learning to Learn awards Developing independence and ownership of our own learning to achieve our goals
SOCIAL INTELLIGENCE	Appreciating that people may have experienced very different things to what I have How can I show others that I am a good listener through active listening? What makes us unique? How can we celebrate these differences? No Outsiders – Where the Poppies Now Grow



ENGLISH	READING	To understand how authors affect their readers with intended affects To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences To develop range of vocabulary and terminology To know the features and purpose of of a range texts and their impact on reader To identify and know the difference between formal and informal language Scan to find specific details	MATHS	Secure place value to 1 000 000 Whole numbers addition and subtraction within 1 000 000 Whole numbers multiplication and division within 1 000 000 Whole numbers word problems Reading Tables, reading line graphs
	WRITING	Paragraphs – to include paragraphs and link ideas across paragraphs using adverbials Use a range of conjunctions to build cohesion, use relative clauses beginning who, which, where, when, Punctuation – recap speech punctuation and brackets for parenthesis To write a dilemma narrative To write a balanced argument To edit and improve own writing To develop fluent handwriting style with correct use of joins		
	SPELLING / PHONICS	Learn and remember words from the Year 5/6 statutory spelling lists Revise previous spellings Use a range of strategies for learning words Use word origins, root words, prefixes and suffixes Develop personal spelling lists Continue to learn a range of homophones		
	SPOKEN LANGUAGE	Give well-structured explanations Command of Standard English Use appropriate register The difference between vocabulary of formal and informal speech - formal tone		



SCIENCE	Properties of materials Test materials - magnetic, transparency and hardness Step 2 Test materials - electrical conductivity Step 3 Plan - insulating heat experiment Step 4 Test - insulating heat experiment Step 5 Evaluate - insulating heat experiment Step 6 Uses of everyday materials - plastic, wood and metal
HISTORY	Investigate and interpret past Use sources of evidence to deduce information Select suitable sources of evidence, giving reasons Use sources of information to form testable hypotheses. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate. Chronological knowledge beyond 1066 – Revolutionary Railways in Alderley Edge How did early transport hold back developments in the locality? Why were improvements made to transport in the locality? How much difference did these improvements in transport make to the local area?

COMPUTING	Identify different computer systems and explain what they are used for. Understand that information can be transferred between devices and systems. Recognise the input, process and output parts of a range of real-world systems. Compare small-scale systems (such as a classroom device) with larger systems (such as the internet). Explain how information is shared across the World Wide Web. Understand how search engines help us find information online. Describe how search engines select and rank search results.
GEOGRAPHY	



MFL	Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play
DESIGN TECHNOLOGY	
MUSIC	Recognise, through listening, the minor scale. Perform canons and part songs that use the minor scale. Make use of pitch notation. Create and perform short pieces making effective use of the instrument
PSHE	To understand how our bodies change and the importance of keeping clean To understand how emotions can change and strategies for managing these Online safety - keeping safe online, cyber bullying and strategies to cope online
PHYSICAL EDUCATION	To move quickly into a space by moving away, coming back and dodging to deceive a defender To consistently select a range of passes more competently and confidently with speed, accuracy and control, linking them together to maintain the fluency of a game To engage in competitive games 4v4 and adapt the rules to create their own games and understand the consequences of breaking game rules eg penalties To send and receive in different directions with increasing control under pressure to develop the use of space, maintain possession and achieve pace towards an opponent's goal
ART AND DESIGN	Collage: Use brush o Dye to create a background Layer photographs and printed images to give effect and add detail Express preferences through collage. Painting Objectives To develop confidence in using quicker brushstrokes when using water colour experiment with layering/overpainting to create a Claude Monet inspired railway image.
RELIGIOUS EDUCATION	Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation. To understand the Christian belief that God created the world. To identify theories of evolution which are related to the origin of the world.
ENRICHMENT	Harvest Service Book fair Investigating Alderley Edge's history