

THE GROVE PRIMARY SCHOOL



**YEAR 5 CURRICULUM INFORMATION
2021-2022
Autumn Term**

ACADEMIC YEAR 2021-22

IMPORTANT DATES FOR THE TERM AHEAD

Date	Details
TBC	Viking Day (Dress up event)

CORE SUBJECT OVERVIEW

*Please see attached topic overview sheets for information on learning in humanities and non-core subjects

English	<p>Key texts: Fiction</p> <p>The Strange case of Origami Yoda</p> <p>Odd and the Frost Giants</p> <p>The Vikings Apprentice</p> <p>Cosmic</p> <p>Non Fiction Curiosity: The Mars Rover</p> <p>Hidden Figures</p> <p>Writing Outcomes: Fiction Letters Diary entry Character/setting description Myths and Legends</p> <p>Non Fiction Project proposal Information writing Explanation texts News report</p> <p>Reading Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p>Grammar and punctuation Simile/metaphor Relative clauses Verb tenses Subject-verb agreement Fronted adverbials Comma Connectives/conjunctions Apostrophe for contraction/possession Direct Speech Cohesion within paragraphs Adverbs of possibility</p>
Maths	<p>Key focuses: Place Value, Addition and subtraction, Multiplication and division, Graphs, Area and perimeter. Weekly multiplication revision and tests.</p> <p>Learning outcomes: Mastery Approach: Children will be able to apply the knowledge taught to a range of practical mathematical situations and problems. They will use precise and accurate mathematical vocabulary within their reasoning both verbally and in the written form. They will be able to fluently recall, use and apply multiplication facts beyond 12 x 12</p>
Science	<p>Topics:</p> <p>Forces Learning activities and outcomes:</p> <ul style="list-style-type: none"> Understand how forces act upon objects. Investigations into air resistance, friction and streamlining. <p>Earth In Space Learning activities and outcomes:</p> <ul style="list-style-type: none"> Know how the Earth, Moon and Sun move in relation to each other. Understand how day and night occurs. Investigations into shadow length and “apparent” movement of the sun across the sky.
Computing	<p>Online Safety Programming 1 Data handling (Mars Rover)</p>
PSHCE	<p>Jigsaw - Being Me in my world Celebrating differences</p>
Art/DT	<p>Printing black and white Viking portraits Anglo-Saxon Thrones</p>
RE	<p>God as Three The importance of light to Christians at Christmas</p>

TOPIC OVERVIEW



Invasion Force!

Year 5 Autumn Term 1/2



Entry Point

We will dress up as Vikings and take part in a "Viking Day" where we will learn about daily life, beliefs and battle strategies.

Texts:

The Vikings Apprentice
Odd and the Frost Giants
The Strange Case of Origami Yoda
Hidden Figures
Curiosity: The Mars Rover
Cosmic

Outcomes and Exit point

We will create Viking portraits and create "Thrones" for the Anglo Saxon Kings.

Our reading texts and work in English will extend and develop our understanding of events during this time.

As Historians: We will learn about the Viking and why they invaded Britain their homelands, beliefs and daily life. We will learn about the Anglo Saxon and how they were affected by the invading Vikings. We will see how Britain eventually became one kingdom. We will learn how to ask inquiring questions, check the reliability of resources and appreciate differing points of view.

As artists: We will use printing skills to create Viking portraits.

As musicians: We will listen to, appreciate and create rock music and jazz.

As scientists: We will identify forces acting on objects and explain the effects of gravity on unsupported objects. We will investigate the effects of air pressure and identify the effects of water resistance. We will explore the effects of friction. We will be able to explain that night and day is due to rotation of the Earth. We will learn how to explain how the Moon moves relative to the Earth.

As designers: We will create free standing structures: "Game of Thrones". Each throne will be specifically designed to represent each King of the Seven Anglo Saxon Kingdoms. We will learn how to use levers to create moving Christmas Cards.

In ICT: We will remember how to stay safe on line. We will learn how to use data using Mars Rover as a source. We will learn how to programme using simple coding.

In RE: We will learn about the Holy Trinity (God as Three) and the importance of light to Christians at Christmas.

In PE: We will learn how to play cricket, different gymnastic techniques, how to play tag rugby and how to improve our fitness.

Vocabulary:

Vikings

Homeland

Anglo Saxons

Scandinavia

Chronology

Invasion

Beliefs/religion

Valhalla/Nifhelm

Midgard/Asgard

Christianity

Kingdoms/realms

Monarch

Picts/Scots/Celts

Trade routes

Import/export

Monastery

Lindesfarne

Settlement

Legal/justice

Punishment

Wergild

Dangeld

United

Warrior

Similarities

Differences

Unit: FORCES

Year 5 Autumn 1



Assessment statements:

- Identify forces acting on objects
- Explain the effects of gravity on unsupported objects
- Investigate the effects of air pressure
- Identify the effects of water resistance
- Explore the effects of friction
- Know that some mechanisms including levers, gears and pulleys allow a smaller force to have a greater effect

Investigation:

Measure weight and mass of objects: recording in a chart

Make and test parachutes: reporting findings/photographs

Time boats travelling through water: chart

Plan and investigation into the effects of Friction: record data as chart/graph and explain findings

Vocabulary:

Force
push
pull
balanced
unbalanced
gravity
friction
air resistance
water resistance
buoyancy
Newton
weight
mass
parachute
streamline
brake
lever
cog
mechanism
gear
pulley

Big questions

How does the angle of launch affect how far a paper rocket will go?

How does the surface area of a container affect the time it takes to sink?

How does the surface area of a parachute affect the time it takes to fall to the ground?

Can you label and name all the forces acting on the objects in each of these situations?

Which shoe is most slippery?

Which shape parachute takes the longest to fall?

How long does a pendulum swing for before it stops?

How do submarines sink if they are full of air?

Unit: EARTH AND SPACE

Year 5 Autumn 2



Assessment statements:

- Describe Sun, Earth and Moon as spherical
- Name planets in the Solar system
- Distinguish between heliocentric and geocentric ideas of planetary movement
- Explain that night and day is due to rotation of the Earth
- Explain how the Moon moves relative to the Earth

Investigation:

Observe and record the phases of the Moon

Track position of the sun during the day

Observe changes to shadow length, tabulate results and produce line graphs

Vocabulary:

Earth
Sun
Moon
star
sphere
circle
evidence
planet
Mercury
Venus
Mars
Jupiter
Saturn
Neptune
galaxy
orbit
rotation
heliocentric
geocentric
day
night
axis
shadow
sky

Big questions:

How could you organise all the objects in the solar system into groups?

Can you observe and identify all the phases in the cycle of the Moon?

How does the length of daylight hours change in each season?

How have our ideas about the solar system changed over time?

What unusual objects did Jocelyn Bell ~~Burnell~~ discover?

FRENCH

Themes / Language content	Skills/grammar/concepts
Greetings Numbers to 100 Pyramid Poetry Christmas around the world	Revise alphabet sounds Develop question techniques Est-ce que, c'est 3 rd person Develop sentences structures to include own construction Develop phonics Use of bilingual dictionary

LEARNING OUTSIDE THE CLASSROOM

When planning learning opportunities, we make full use of the school grounds, whatever the weather. Where appropriate, learning will take place outside, enabling the children to use different skills and apply their learning in a range of settings and environments.

In Year 5, we will be using the outside areas all across the curriculum. In science, we will be tracking shadows as well as looking at materials around the school, moving into studying habitats and life cycles in the summer. We will be measuring area and perimeter inside the classroom and outside. Our Greek week will involve us in recreating new versions of existing Olympic Events.

Children need to ensure that they have a hooded raincoat in school and suitable outdoor shoes every day.

PE

During the Autumn Term, pupils must come to school dressed in their PE kit on the days that they have these lessons. **PE days for Year 5 are Mondays and Wednesdays.**

Children will not be permitted to bring in PE kit and change in school.

Please ensure that your child has PE kit, correct footwear and that clothing is appropriate to the weather.

PE KIT

- P.E. kit should be worn to school on those days stated above.
- Pupils should have the correct colour PE shirt for their house.
- Please remember all children need **trainers** for outside PE sessions not plimsolls, boat shoes or Astro turf boots.
- Gymnastics and Dance: carried out in bare feet.
- School policy does not allow children to wear their cardigans or jumpers during PE sessions. A plain dark coloured sweatshirt top (not hoodie) and bottoms are acceptable. The school tracksuit is available to buy through Brenda's School suppliers.
- Please ensure that children have a spare pair of white socks to change into if they are wearing tights on a PE day.
- Jewellery is not permitted in PE sessions. Earrings should not be worn to school on PE days or they must be *removed by the child*, before the lesson. **If it is not possible to remove earrings, they must be made safe by taping both sides. Staff cannot tape children's ears. The taping must be done by the parent or by the child themselves.**

Drop off and pick up arrangements:

Pupils from Bear Grylls class will be dropped off and picked up on the middle playground. Pupils in David Attenborough class will be picked up and dropped off on the playground outside their classroom. Pupils should arrive at school at 8.40am and the bell will ring at 8.45am. Children should not be coming into school before this time unless they are attending the Before School club.

End of day is at 3.20pm. If pupils are not collected on time after school, they will be taken straight to the Afterschool Club where costs may then be incurred.

General Equipment

Children need to have the following in school daily:

- Small pencil case containing: pencil, small ruler, rubber, blue handwriting pen (not biro), glue stick, scissors, colouring pencils.
- Water bottle: plastic water bottle containing still water.
- Packed lunch if a school dinner is not ordered (school dinners must be ordered in advance)

Home learning

We urge children to read at home daily. Your child will have an age and ability appropriate reading book that they choose at school. On alternating weeks, maths and English homework will be given on Seesaw. This will be set on a Friday to be returned the following Friday. Wider curriculum homework will be set half-termly.

Online learning resources:

- Spelling frame
- Times Tables Rock stars allows the children to practise their speed and improve the accuracy of their times tables. They can choose to play individually or “battle” with children across the world. All children will be given a login and password.

Throughout the year, we will be adding further online resources which we will be sharing on Seesaw.