



Non-Topic Termly Overviews

Year: 5

Term: Autumn

Subjects	Objectives/Learning intentions
Science	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon relative as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Properties and changes of materials (continuing into Spring Term)</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Computing	<p>Digital Literacy</p> <p>SYSTEMS AND SHARING</p> <ul style="list-style-type: none"> recognise the role of computer systems in our lives recognise how sharing information online lets people in different places work together Contribute to a shared project online Evaluate different ways of working together online Explain that computer programs can be used to compare data visually Explain that computers can be connected together to form systems Identify inputs, processes and outputs Describe the input and output of a search engine Recognise some of the limitations of search engines <p>Information Technology</p> <p>FLAT-FILE DATABASES</p> <ul style="list-style-type: none"> Understand computer programs can be used to organise data Choose different ways to view data Choose attributes and values to search data Outline how 'AND' and 'OR' can be used Choose suitable ways to present information
Music	<p>Listen and Appraise (YV)</p> <ul style="list-style-type: none"> To know our songs from memory and who sang or wrote them, and if possible why I know the style of the songs and can name other songs in the same style and compare them I can use musical words and talk about <ul style="list-style-type: none"> the lyrics (what the song is about),

	<ul style="list-style-type: none"> ○ the musical dimensions and where they are used (texture, dynamics, tempo, pitch, rhythm) ○ the main sections of the song <ul style="list-style-type: none"> ○ (intro, verse, chorus...) ○ name some of the instruments in the song ○ some of the style indicators of the song ○ the historical context of the song ● I can confidently identify the pulse ● I can talk about how the song makes me feel <p>Musical Activities</p> <p>Singing (YV)</p> <ul style="list-style-type: none"> ● I know and can confidently sing our songs and their parts from memory with a strong internal pulse ● I can <ul style="list-style-type: none"> ○ sing in unison and to backing vocals ○ enjoy exploring singing solo ○ listen to the group when singing, aware of how I fit in ○ follow a leader ○ experience different styles of singing (YV/Charanga) ○ sing with awareness of being 'in tune' ● I can choose a song and talk about (YV/ Charanga) <ul style="list-style-type: none"> ○ the importance of warming up your voice ○ its main features ○ singing in unison, solo, lead vocal, backing vocals, rapping ○ what the song is about and the meaning of the lyrics
French	<p>Listening, Speaking and Reading</p> <p>La Nourriture (Food)</p> <p>I can</p> <ul style="list-style-type: none"> ● Name common foods ● Express likes and dislikes ● Say what I am eating ● Name cutlery ● Say what I would like to have ● Understand cooking instructions <p>At School</p> <ul style="list-style-type: none"> ● Saying how they travel to school ● Naming places in school ● Listing the contents of their pencil case ● Telling the time ● Naming school subjects
PE	<p>To Acquire and Develop Skills</p> <p>OAA</p> <ul style="list-style-type: none"> ● Use range of devices in order to orientate themselves ● Move confidently through familiar and less familiar environments, prepare self <p>Athletics</p> <ul style="list-style-type: none"> ● Sustain and maintain running speed, improve on personal target ● Begin to combine sprinting with low hurdles. ● Throw accurately. ● Show increasing control in take-off and landings when jumping. <p>To Select and Apply</p> <p>OAA</p>

	<ul style="list-style-type: none"> Adapt skills and strategies as situation demands Select appropriate equipment for outdoor and adventurous activity. Identify possible risks, asking for and listening carefully to expert advice. Begin to assess changing conditions and adapt plans to ensure safety comes first. Remain positive even when faced with a challenge <p>Athletics</p> <ul style="list-style-type: none"> Choose pace for running. Adapt technique to different equipment <p>To improve and Evaluate</p> <ul style="list-style-type: none"> From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis including personal best. <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.
<p>PSHE</p> <p>Anti-bullying week</p>	<p>Back to School</p> <ul style="list-style-type: none"> Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school. <p>Getting on with Everyone</p> <ul style="list-style-type: none"> I know what makes a healthy friendship and how they make people feel included. I know strategies to positively resolve disputes and reconcile differences in friendships. I know that friendships can change over time. I know the benefits of having new and different types of friends. I know what peer influence is and how it can make people feel or behave. I know the impact of the need for peer approval in different situations (including online) I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication know that it is common for friendships to experience challenges. I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I can identify strategies to help someone feel included. I know when and how to seek support in relation to friendships. I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment <p>Dealing with Feelings(including mental wellbeing)</p> <ul style="list-style-type: none"> I can explain the benefits of being outdoors and in the sun for mental health. I know about the changes that might occur in life including death, and how these can cause conflicting feelings. I know that changes can mean people experience feelings of loss and grief. I can discuss the process of grieving and how grief can be expressed. I know about strategies that can help someone cope with the feelings associated with change or loss. I can identify how to ask for help and support with loss, grief or other aspects of change.
Cultural Capital	Science- Space Centre, Leicester Visit
English	<p>Writing –Fiction-Pandora</p> <p>Writing- Recount – Space Centre Trip</p>

