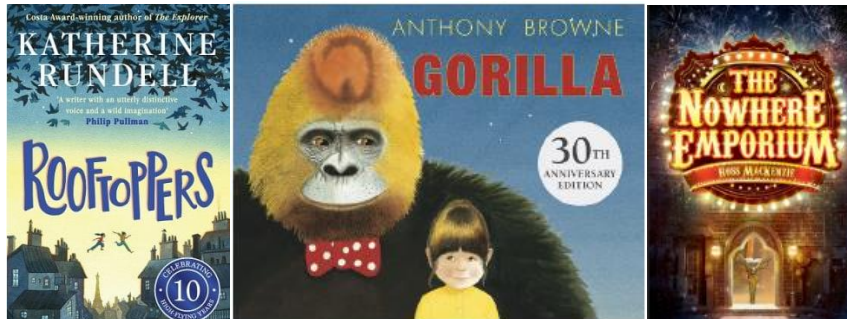




Key Knowledge and Skills  
Year 5 Autumn 1

This half term in year 5, we will be reading Rooftoppers by Katherine Rundell as our whole class reading for pleasure book. Our writing lessons will be based around Gorilla by Anthony Browne and The Nowhere Emporium by Ross MacKenzie.



Key knowledge and skills	Key vocabulary
<p><u>Science</u></p> <p>Our topic is forces. We will be learning to:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>We will be learning that:</p> <ul style="list-style-type: none"> <li>a force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</li> <li>air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</li> <li>a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</li> </ul>	<p>Force Gravity Earth air resistance water resistance friction mechanisms simple machines levers pulleys gears</p>
<p><u>Computing</u></p> <p>Our topic is word processing. We will be learning to:</p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Font Formatting Copyright Captions Hyperlink Merge cells cursor</p>



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<p>We will be learning that:</p> <ul style="list-style-type: none"> <li>• A word processing tool is used to create, edit and print off a document. This can contain text, images, tables or charts.</li> <li>• Documents are a type of file that portray information.</li> <li>• You can change the font format to give the document a theme and make it more readable.</li> <li>• If you have an image saved onto your computer, you click on insert - pictures - insert image from this device.</li> <li>• You can re-size and move the image and ensure it fits well on the page by changing the text wrap setting.</li> </ul>	
<p><u>History</u> We are learning about the ancient Maya Civilisation. We will learn that:</p> <ul style="list-style-type: none"> <li>• The Maya were a civilisation who lived in Central America between approximately 2000 BCE and 900CE.</li> <li>• They built spectacular monuments and stepped pyramids - some (e.g. Chichen Itza) have become world tourist destinations in the modern day.</li> <li>• The Maya worshipped different nature gods, including gods of the sun, moon, rain and corn.</li> <li>• The Maya created farmland by cutting away the trees and vines of the surrounding rainforest.</li> <li>• The Maya people also used more advanced farming methods, such as irrigation and terracing, to help produce food.</li> <li>• The Maya people built sewer systems and there was even running water in the wealthiest people's homes.</li> <li>• Historians remain uncertain why the Maya civilisation ended but agree that a significant factor was probably drought.</li> </ul>	<p>Artefact Civilisation Drought Dynasty Empire Maize Temple Tomb</p>
<p><u>Geography</u> The children will build their knowledge of the United Kingdom and the wider world by using: eight points of a compass; four-figure grid references; and symbols and a key. We will learn that:</p> <ul style="list-style-type: none"> <li>• We use the 8 points of a compass to help direct and locate. (N, NE, E, SE, S, SW, W, NW).</li> <li>• Four figure grid references are used to help locate more precise areas on a map.</li> <li>• Ordnance survey maps have symbols and keys to identify features of an area and navigate our way through an area.</li> </ul>	<p>Ordnance survey Grid references Key and symbols Navigate Direction</p>
<p><u>D.T.</u> Our topic is mechanisms and we will using the new skills we learn to make a pop-up book. The children will:</p>	<p>design input motion mechanism criteria</p>



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<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>	<p>research reinforce model</p>
<p><u>R.E.</u> Our enquiry question is: What does Allah mean to Muslims? The children will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</li> <li>• Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet.</li> <li>• Identify, describe, and explain key Muslim beliefs related to marriage and life after death.</li> <li>• Explain and assess how all Muslims are part of the 'Ummah'.</li> <li>• Show an understanding that many Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</li> </ul> <p>We will learn that:</p> <ul style="list-style-type: none"> <li>• Muslims believe in one God, Allah, as he is known in Arabic. They follow the teachings of the Prophet Muhammad (Peace Be Upon Him), Allah's messenger. Whenever Muslims mention his name they say "peace and blessings be upon him."</li> <li>• A prophet is someone who spreads God's message on Earth and acts as a role model of ideal human behaviour.</li> <li>• Muhammad (pbuh) is believed to have received the most important Islamic holy book, called the Qur'an. It's the only book to contain the pure word of Allah.</li> </ul>	<p>Prophet Day of Judgement Ummah</p>
<p><u>P.S.H.C.E.</u> We will read the No Outsider book: How to heal a broken wing and our main topic is health and wellbeing. The children will learn to:</p>	<p>Trusted adult Mental health Forced marriage</p>



Key Knowledge and Skills  
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<ul style="list-style-type: none"> <li>Identify warning signs of ill mental health.</li> <li>Identify a group of trusted adults they can turn to when needing help.</li> <li>Understand that forced marriage is a crime and help and support is available to people who are worried about this for themselves or others.</li> </ul> <p>We will learn that:</p> <ul style="list-style-type: none"> <li>Mental health is our emotional, psychological, and social well-being (the health of our mind). It affects how we think, feel, and act.</li> <li>Warning signs of ill mental health are changes in appetite, changes in sleep patterns, low mood, becoming withdrawn from social groups, less energy, no motivation and less enjoyment in things you used to enjoy.</li> <li>A trusted adult is an adult who you feel safe with, can help you and you feel you can talk to them.</li> <li>Forced marriage is illegal - it is not the same as an arranged marriage.</li> </ul>	<p>Arranged marriage</p>
<p><u>French</u></p> <p>Our topic is 'Me and my friends at school'. We will be learning to:</p> <ul style="list-style-type: none"> <li>understand some adjectives to describe our feelings</li> <li>answer the question "How are you?" in more detail</li> <li>say an extended sentence about how we are feeling</li> <li>say some important things about ourselves and somebody else</li> <li>say if we like or dislike a school subject</li> <li>give our opinion about school subjects</li> </ul>	<p>J'aime - I like          Je n'aime pas - I don't like          Je suis - I am          ....heureux/heureuse - happy          perdu/pendue- confused          fatigué/ fatiguée - tired          fier / fière - proud          surpris/surprise- surprised          triste- sad</p> <p>J'ai faim- I am hungry          J'ai soif - I am thirsty          J'ai chaud- I feel hot          J'ai froid- I feel cold</p>
<p><u>Music</u></p> <p>Our topic is looping and remixing and our music style is electric dance music. Children will be taught to:</p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p>Children will learn that:</p> <ul style="list-style-type: none"> <li>Dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> </ul>	<p>Accuracy          backbeat          body percussion          fragment          layers          loop          looped rhythm          melody          melody line          notation          ostinato          remix          rhythm          riff          structure</p>



Key Knowledge and Skills  
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<ul style="list-style-type: none"><li>• A loop is a repeated rhythm or melody, and is another word for ostinato.</li><li>• A remix is music that has been changed, usually so it is suitable for dancing to.</li><li>• Loops can be used to create a whole piece of music when different aspects of music work together.</li><li>• Fragments of music can be chosen and played along to the backbeat.</li></ul>	
<p><u>P.E.</u> This half term our PE day will be on a Thursday for the full afternoon doing games and racket sports. The children will be learning to:</p> <ul style="list-style-type: none"><li>• Gain possession by working a team.</li><li>• Pass in different ways and field.</li><li>• Use forehand and backhand with a racket.</li><li>• Choose a tactic for defending and attacking.</li><li>• Use a number of techniques to pass, dribble and shoot.</li></ul>	Forehand Backhand Tactic Pass Dribble Shoot field

Key dates and other information:

Thursday 26<sup>th</sup> September 3.30: Stay and meet the teacher 3.30-4

Wednesday 2<sup>nd</sup> October - Open morning and open evening

Tuesday 8<sup>th</sup> October - Year 5 visit to Clonter Theatre (further information to follow)