

## **Maths- White Rose**

Block 1 (3) Calculations/Numbers Place Value, Block 2 (2) Addition and Subtraction, Block 3 (2) Statistics, Block 4 (2) Multiplication and Division, Block 5 (2) Perimeter and Area Block 6 (1) Consolidation

## **Art- To learn about great artists in history.**

**To improve mastery of art and design techniques, including drawing and painting with a range of materials.**

Can I explore Hokusai's artwork The Great Wave by investigating how woodblock prints are made?

Can I explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures?

Can I Investigate the animals which live in extreme climates and create a clay sculpture of one of these animals?

## **Design Technology- To investigate and analyse and arrange of existing products. Design, make and Evaluate**

Can I design, make and evaluate a waterproof container?

Can children investigate how waterproof various materials are?

Can children design and make a waterproof container using a variety of materials and techniques?

Can children evaluate their finished products effectively?

**Technical knowledge;** Can I design and evaluate interactive info-boxes?

Can children design a variety of interactive features to present information? Can children follow a design to create an interactive info-box?

## **Geography- Human and Physical Geography Extreme Earth**

**Locational Knowledge:** Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Geographical skills:** I can use maps and atlases?

**Human and Physical Knowledge:** Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle. Can I describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Do children know that places in the world near the equator are generally hot?

Do children know that the coldest places in the world are by the poles?

Can children describe how climates and weather conditions vary around the world?

Do children know what causes earthquakes?

Do children know that a tsunami is caused by movement of tectonic plates?

Do children know why volcanoes erupt?

## **History- L Can I understand the Local History of Lacey and Grimsby?**

Can I understand what our local area is like? Hermit of Lacey

Can I understand different types of historical buildings in Lacey and Grimsby?

Can I research the history of fishing in Grimsby?

## **English: Shackleton's Journey** by William Grill

Recounts, Character Traits, Fact File, CV Personal Statement, Role play, Drama, Empathise, Feelings, Poetry, Speeches, Persuasive Writing, Freeze Frame, Newspaper Reports, Summarising, Scripts, Recounts.

**Spelling-** cious, tious, cial, tial, ant, ancy, able, ible, homophones, hyphen, silent letters, ough

**Grammar-** ate, ify, ise, relative clause, adverbials of place, time and number. modal verb, cohesion, Parenthesis (brackets) relative pronoun



AUTUMN TERM

Year 5

## **Science - Properties and changes of materials**

In this unit the children will be learning to:

- Can I 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)?
- Do I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?
- Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?
- Can I give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic?
- Can I demonstrate that dissolving, mixing and changes of state are reversible changes?
- Can I explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible?

## **Community and Enterprise – Morrisons - Fish processing Factory**

ENTERPRISE Christmas- Table Decorations

**Music-** Can I understand the history of music? Can I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

**Charanga;** Livin On a Prayer, Classroom Jazz 1  
Can I use percussion to create a storm composition?  
Rehearsing and performing a composition using instruments to portray a natural disaster.

## **SMSC/PSHE**

New Beginnings, Anti- Bullying

Can I explore how people around the world respond to natural disasters?

**PE** Gymnastics – precise technique, sequence and movements.

Benchball – teamwork, strategy, throwing and passing technique

## **HOOK DAY- Friday 7<sup>th</sup> September**

Trip to Heritage Centre/Lacey

## **Computing 5.1 Coding**

Can I explain what Object, Action, Output, Control and Event are in computer programming?

Can I explain which commands they included in their program and what they achieve?

Can I explain how their program simulates a physical system, i.e. objects move at different speeds and angles?

Can I describe what they did to make their vehicle change angle?

Can I show that my vehicles move at different speeds?

## **RE- Unit 5.1 Expressions of Faith**

Can I explore how people express their beliefs through personal symbols and artefacts?

Can I be creative in showing how believers may express themselves through symbols and artefacts?

Can I investigate the significance of religious festivals and rituals?