Welcome to Year 5!

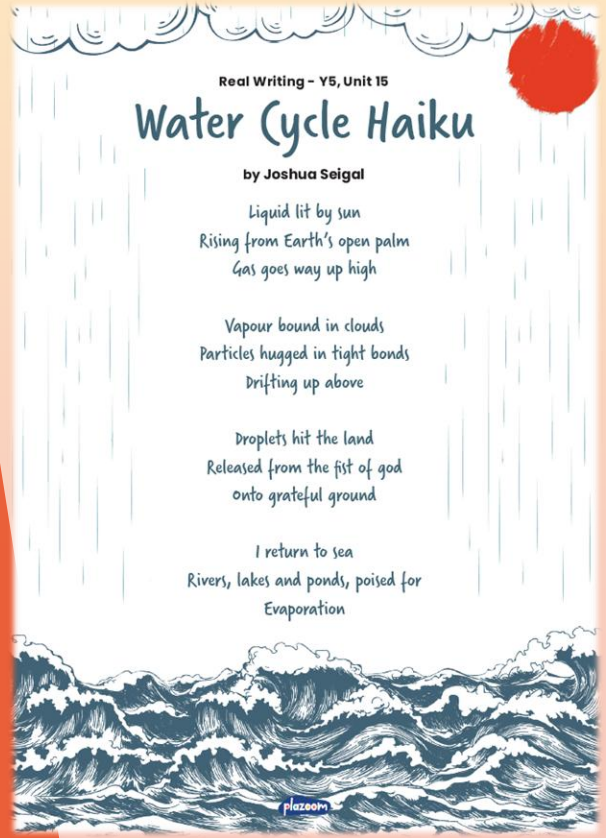
Find out more about what we are learning during Autumn 1b

English

Theme: Poetry

Text: Unit 15, Water Cycle Haiku

Purpose of writing: To Entertain / To Inform





Theme: Narrative, newspaper articles, fact files

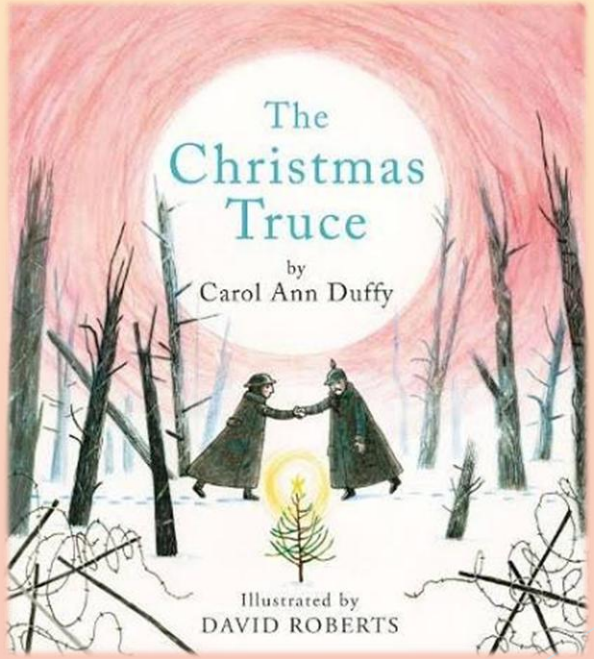
Text: Oliver Twist

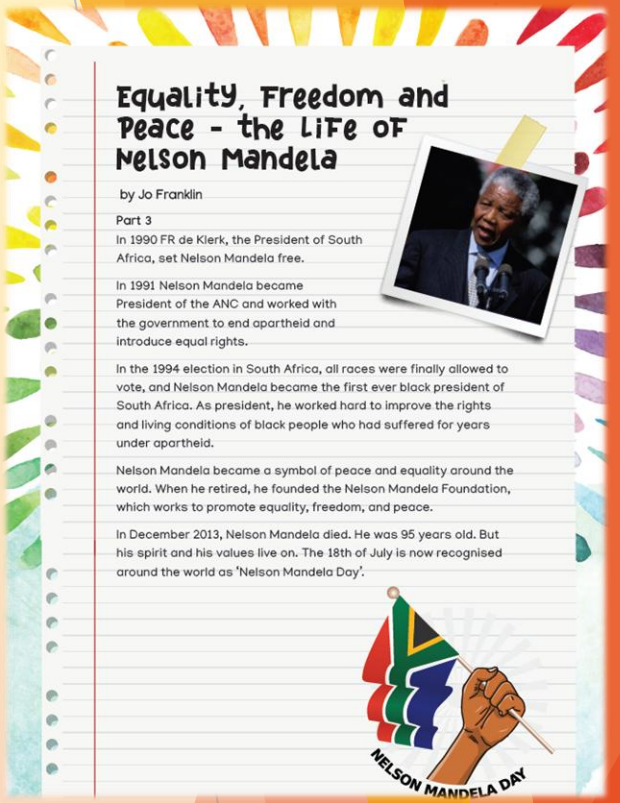
Purpose of writing: To inform / To entertain

Theme: Remembrance/Christmas

Text: The Christmas Truce

Purpose of writing: To inform / To entertain





Theme: Plazoom Comprehension

Text: The Life of Nelson Mandela

Purpose of writing: comprehension

Maths – Fractions and geometry

Fractions:

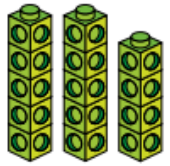
- Equivalent fractions
- Convert improper and mixed fractions
- Compare and order fractions
- Add and subtract fractions
- Add and subtract mixed numbers

Multiplcation:

- Multiples and factors
- Prime, square and cube numbers
- Multiply and divide numbers by 10, 100 and 1000

Nijah converts $\frac{14}{5}$ to a mixed number using cubes.

- Why has Nijah built towers of 5 cubes?
- How many full towers of 5 has Nijah built?
- How many cubes are in the last tower?
- Write $\frac{14}{5}$ as a mixed number.



Use your knowledge of multiples and factors to decide whether each number is prime.

70	92	51	61	81
29	57	43	63	77

Write <, > or = to compare the calculations.

- 5 squared ◯ 4 cubed
- 5^3 ◯ 8^2
- 1^2 ◯ 1^3
- 45 squared ◯ 45 cubed

Use the bar models to compare the fractions.



- $\frac{2}{5}$ ◯ $\frac{2}{3}$
- $\frac{2}{3}$ ◯ $\frac{2}{5}$

Are the statements always, sometimes or never true?

An even number has an even number of factors.

An odd number has an odd number of factors.

Complete the calculations.

- 180,000 ÷ _____ = 180
- 180,000 ÷ _____ = 18,000
- _____ ÷ 1,000 = 22
- _____ ÷ 100 = 402
- _____ × 1,000 = 66,000
- _____ × 100 = 9,700
- _____ × 100 = 4,000
- _____ ÷ 100 = 4,000

PSHE – Healthy Body and Mind

- **Autumn 1b – Healthy Body and Mind**

Active Lifestyle

Physical Health

Balanced Lifestyle



Mental Health and Keeping Well

Feelings and Emotions

Live Well

Describe feelings: change, range and intensity



- **British Value:**

Individual Liberty

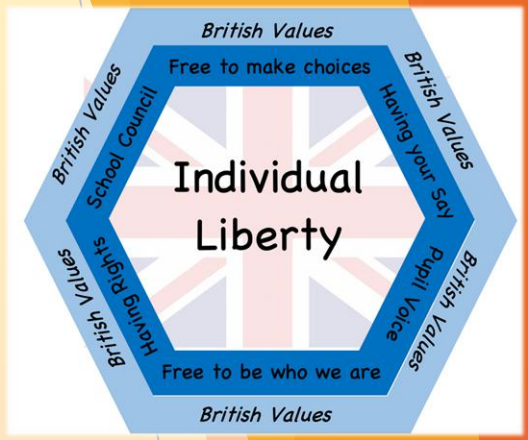
- **Safety Themes:**

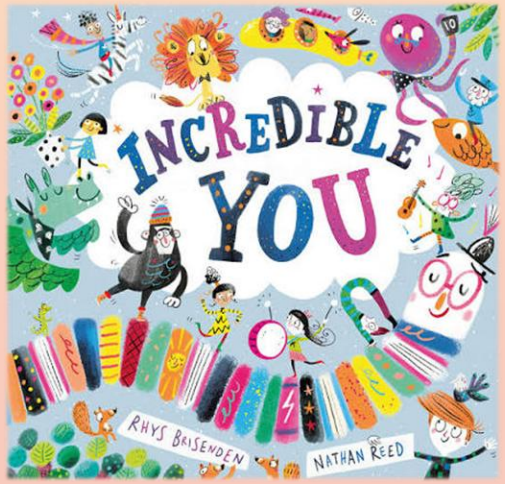
Road Safety - Bikeability

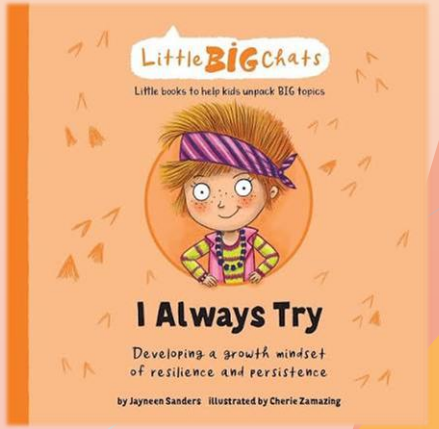
Firework Safety

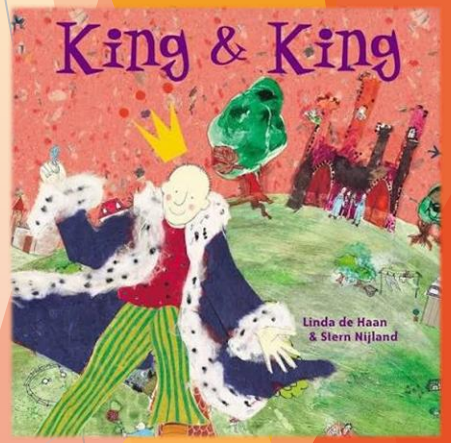
NSPCC – Pants Rule: Consent

- Recognise how regular exercise benefits mental and physical health.
- Identify good physical health and recognise early signs of physical illness. Can recognise choices that support a healthy lifestyle and what might influence these.
- Identify good physical health and recognise early signs of physical illness.
- Comment on the physical and emotional changes that happen when approaching and during puberty.









Physical Education - Dance

Sports Value - Respect

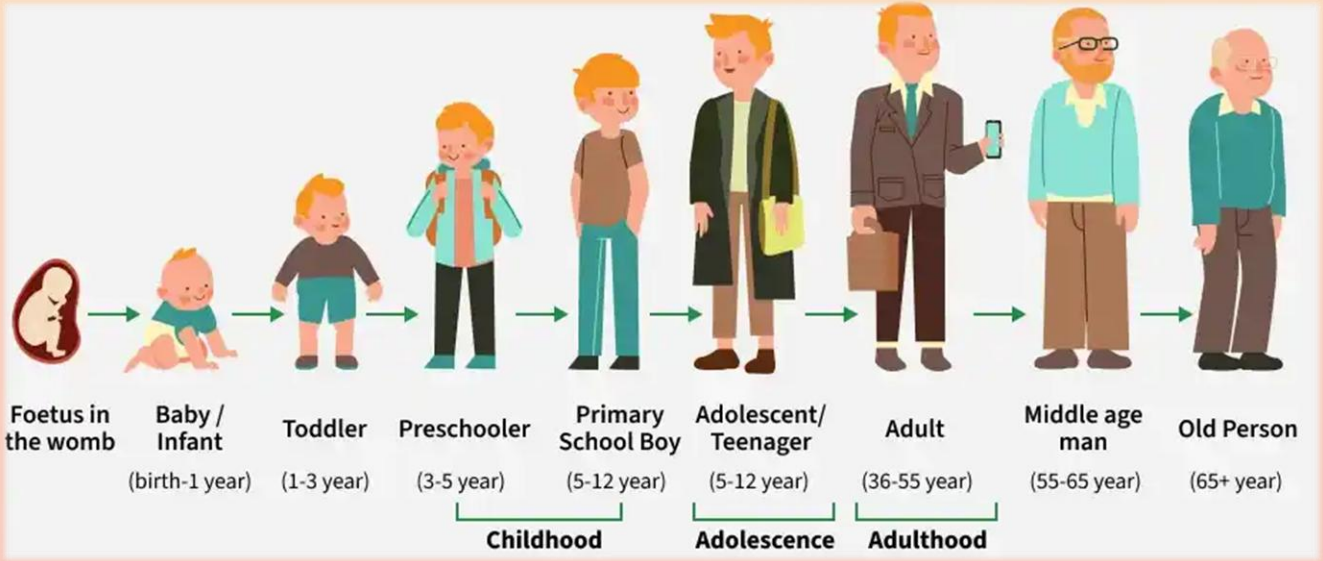


- Explore body shapes, one of the basics of the movement of dance
- explore the basics of the movement of dance – moving the body between shapes.
- see an inanimate object and move like that object without pretending to be the object.
- explore how music can be used to impact a dance.
- explore lifts and leans in partnership in more detail.
- choreograph and evaluate a dance routine.

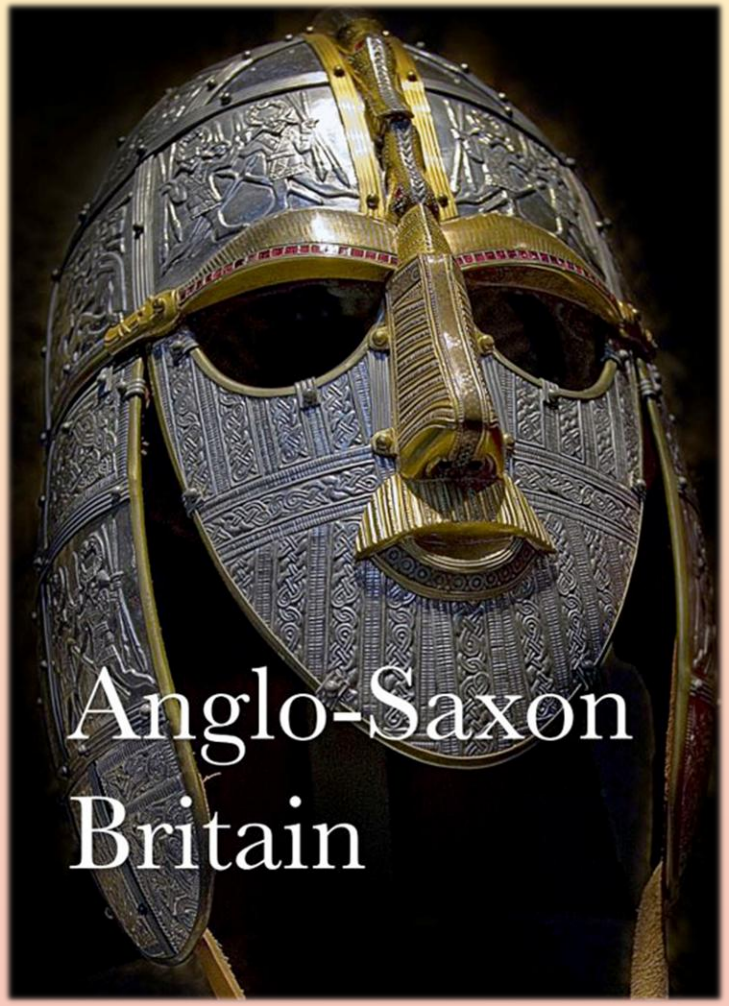
Science – Animals including Humans

- Gestation periods in mammals
- Human Lifecycle
- Foetal development
- Child Development
- Growth and change – adolescence and puberty
- Growth and change – adults and old age

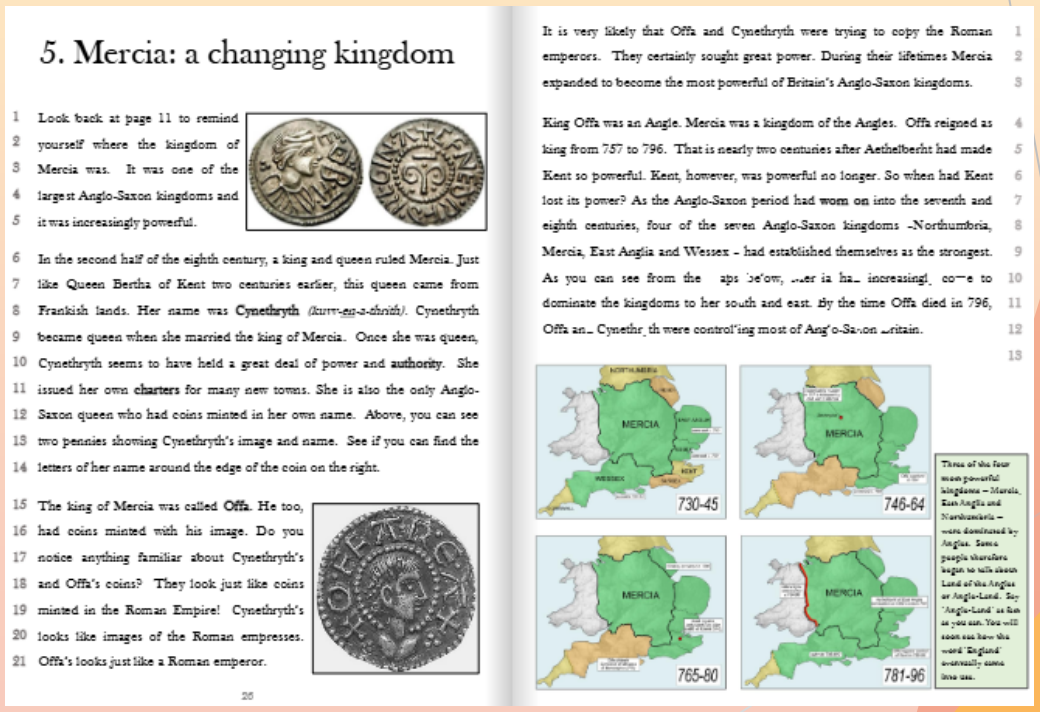




History – Anglo-Saxon Britain



- Big Question: How have Historians learned about Anglo-Saxon Britain?



5. Mercia: a changing kingdom

Look back at page 11 to remind yourself where the kingdom of Mercia was. It was one of the largest Anglo-Saxon kingdoms and it was increasingly powerful.

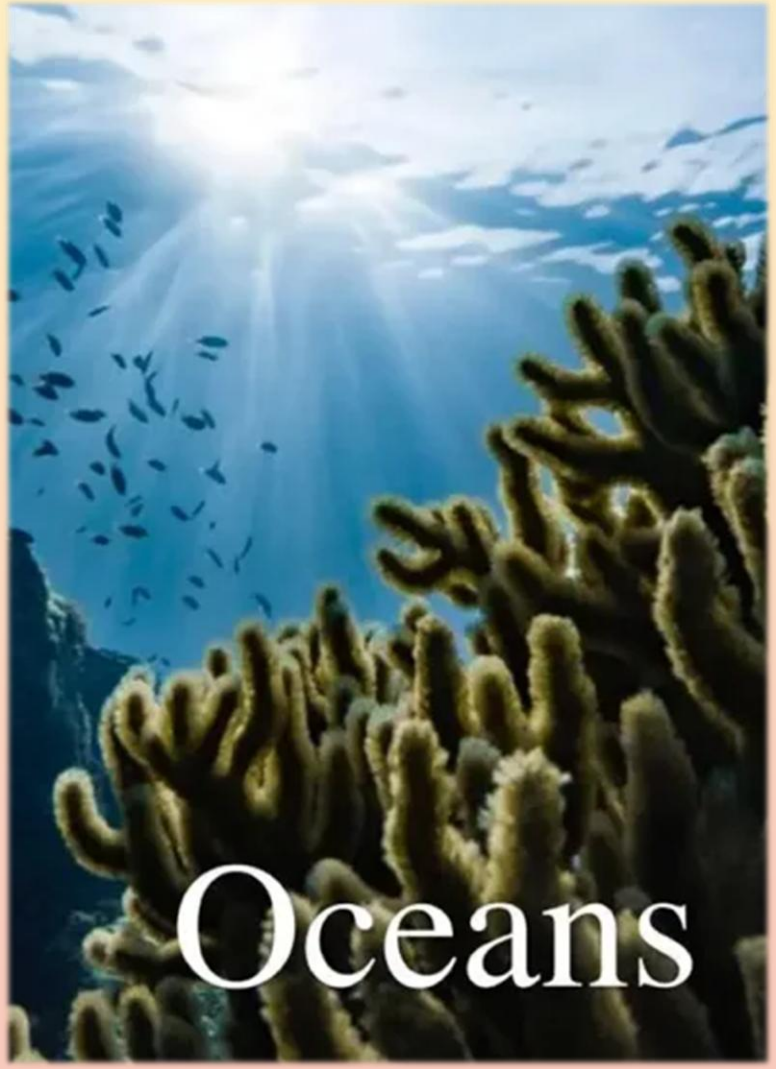
In the second half of the eighth century, a king and queen ruled Mercia. Just like Queen Bertha of Kent two centuries earlier, this queen came from Frankish lands. Her name was **Cynethryth** *(kuyn-eth-a-thrith)*. Cynethryth became queen when she married the king of Mercia. Once she was queen, Cynethryth seems to have held a great deal of power and **authority**. She issued her own **charters** for many new towns. She is also the only Anglo-Saxon queen who had coins minted in her own name. Above, you can see two pennies showing Cynethryth's image and name. See if you can find the letters of her name around the edge of the coin on the right.

The king of Mercia was called **Offa**. He too, had coins minted with his image. Do you notice anything familiar about Cynethryth's and Offa's coins? They look just like coins minted in the Roman Empire! Cynethryth's looks like images of the Roman empresses. Offa's looks just like a Roman emperor.

It is very likely that Offa and Cynethryth were trying to copy the Roman emperors. They certainly sought great power. During their lifetimes Mercia expanded to become the most powerful of Britain's Anglo-Saxon kingdoms.

King Offa was an Angle. Mercia was a kingdom of the Angles. Offa reigned as king from 757 to 796. That is nearly two centuries after Aethelberht had made Kent so powerful. Kent, however, was powerful no longer. So when had Kent lost its power? As the Anglo-Saxon period had worn on into the seventh and eighth centuries, four of the seven Anglo-Saxon kingdoms -Northumbria, Mercia, East Anglia and Wessex - had established themselves as the strongest. As you can see from the maps below, Mercia is having increasingly come to dominate the kingdoms to her south and east. By the time Offa died in 796, Offa and Cynethryth were controlling most of Anglo-Saxon Britain.

Geography – Oceans



- Big Question - How do people and oceans affect each other?



Let's look closely at the South American coasts. Find the Pacific coast. Earthquakes are very common on the Pacific coast.

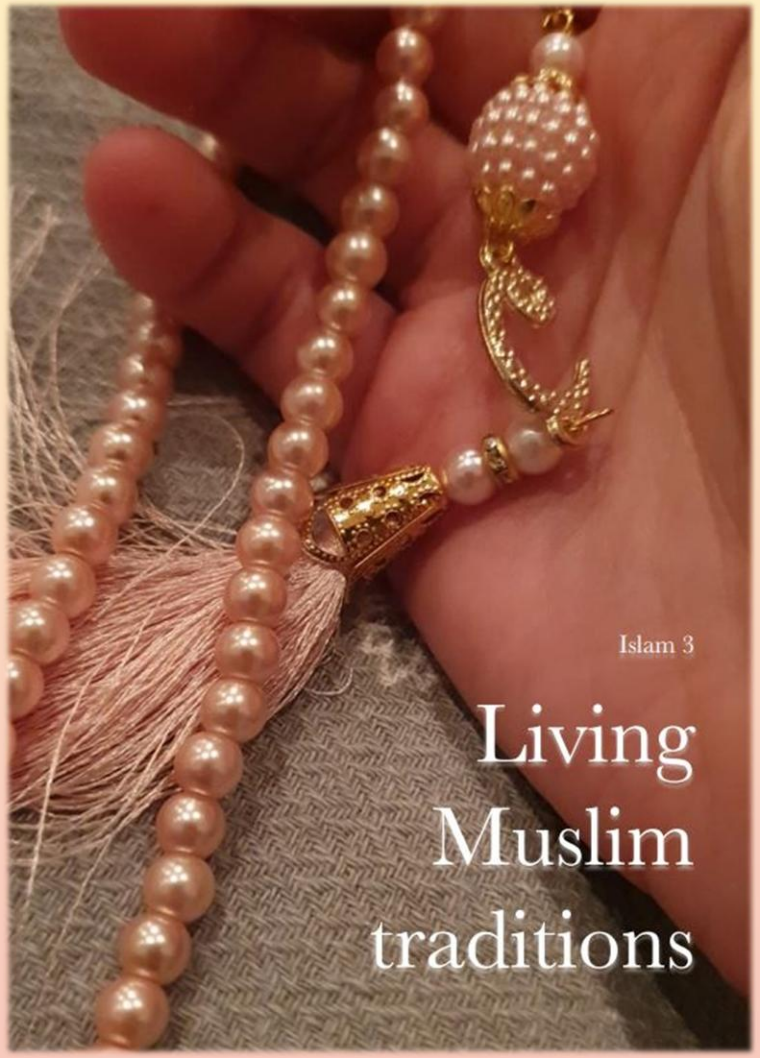
Sometimes, moving sections of the Earth's crust can trigger an earthquake on the Pacific coast. These earthquakes can cause a large sea wave called a tsunami *(tsu-nar-mee)*.

The **Caribbean** coast is often battered by winds and hurricanes. **Hurricanes** are very powerful storms that occur in tropical areas of the Earth. Tropical areas are near the Earth's Equator.

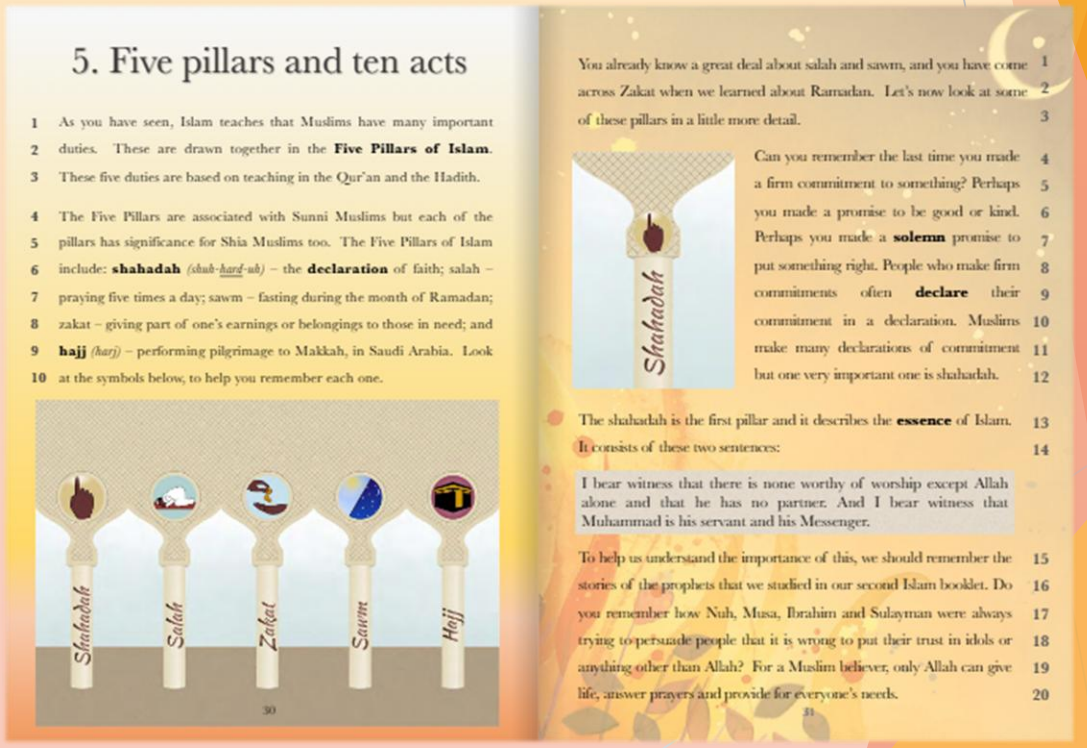
We know that the ocean does not sit still like water in a bucket. Oceans are constantly moving. What happens on the African side of the Atlantic can affect what happens on the American side!

The Sahara desert produces very dry, hot air. This dry, hot air is sometimes picked up by strong winds called a **wind stream** off the west coast of Africa. This wind stream can pick up ocean water and thunderstorms as well. This can produce hurricanes on the American side of the Atlantic. Sometimes the storms get weaker as they move across the Atlantic. At other times, warm waters in the Gulf of Mexico refuel the storm and it becomes a powerful hurricane.

Religious Education – Living Muslim Traditions



- Big Question - What lies behind the traditions of hajj??



5. Five pillars and ten acts

As you have seen, Islam teaches that Muslims have many important duties. These are drawn together in the **Five Pillars of Islam**. These five duties are based on teaching in the Qur'an and the Hadith.

The Five Pillars are associated with Sunni Muslims but each of the pillars has significance for Shia Muslims too. The Five Pillars of Islam include: **shahadah** *(shuh-hard-uh)* – the **declaration** of faith; salah – praying five times a day; sawm – fasting during the month of Ramadan; zakat – giving part of one's earnings or belongings to those in need; and **hajj** *(harj)* – performing pilgrimage to Makkah, in Saudi Arabia. Look at the symbols below, to help you remember each one.

30

You already know a great deal about salah and sawm, and you have come across Zakat when we learned about Ramadan. Let's now look at some of these pillars in a little more detail.

Can you remember the last time you made a firm commitment to something? Perhaps you made a promise to be good or kind. Perhaps you made a **solemn** promise to put something right. People who make firm commitments often **declare** their commitment in a declaration. Muslims make many declarations of commitment but one very important one is shahadah.

The shahadah is the first pillar and it describes the **essence** of Islam. It consists of these two sentences:

I bear witness that there is none worthy of worship except Allah alone and that he has no partner. And I bear witness that Muhammad is his servant and his Messenger.

To help us understand the importance of this, we should remember the stories of the prophets that we studied in our second Islam booklet. Do you remember how Nuh, Musa, Ibrahim and Sulayman were always trying to persuade people that it is wrong to put their trust in idols or anything other than Allah? For a Muslim believer, only Allah can give life, answer prayers and provide for everyone's needs.

31

Art – Sculpture and Interactive Installation

- identify and compare features of art installations
- investigate the effect of space and scale when creating 3D art
- problem-solve when constructing 3D artworks
- plan an installation that communicates an idea
- apply their knowledge of installation art and develop ideas into a finished piece.
- plan an installation that communicates an idea

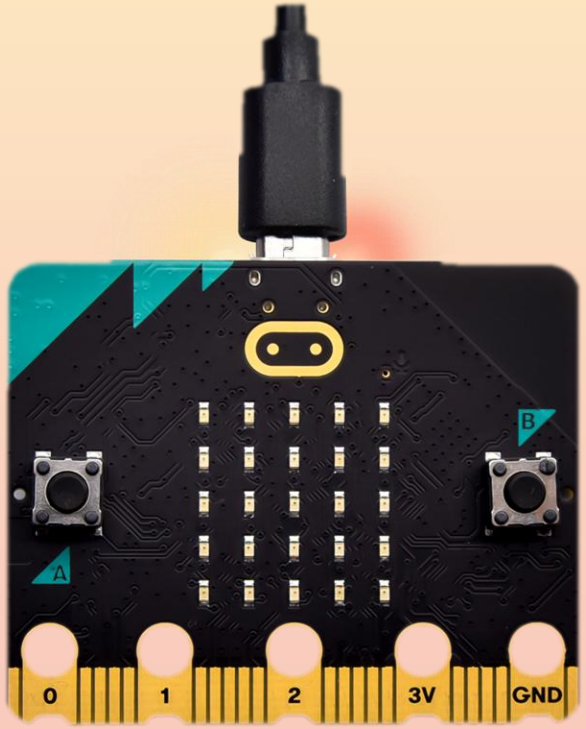


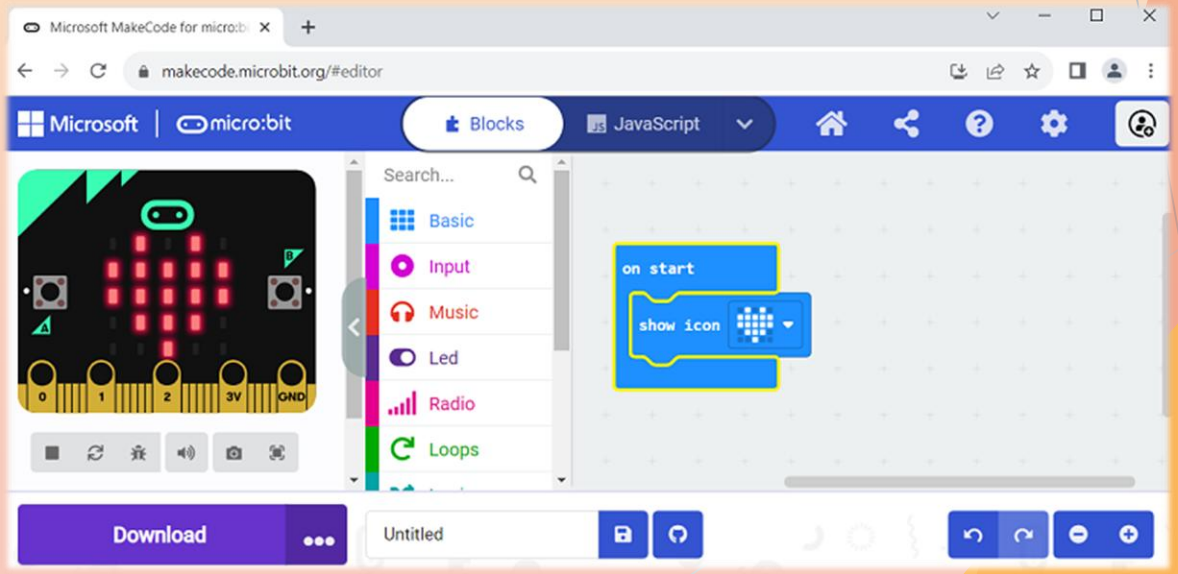




D.T. – Digital World – Monitoring Devices

- carry out research to develop design criteria
- write a program to monitor the ambient temperature, including an alert
- generate creative and unique micro:bit case, stand or housing ideas
- learn about and practise 3D CAD skills





Music - Creative Composition

Musical Spotlight: Creative Composition
Social Question: How Does Music Improve Our World?

Name:
Class:

Understanding Music

Tempo:	Adagio — at a slow speed (68bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	D major — there are two sharps in the key signature (♯)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers and semiquavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, F, G, A, B 

SONG 1
Disco Fever
Style: Disco

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: D minor — there is one flat in the key signature



Circle the part you played:

Part 1: D, E, F, G, A
Part 2: D, E, F, G, A
Part 3: D, E, F, G, A
Part 4: D
(Recorder): F, G, A

Circle the notes you composed with:

D, E, F, G, A, B♭, C

SONG 2
La Bamba
Style: Rock 'n' Roll

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A, B
Part 2: C, D, E, G, A, B
(Recorder): C, G, A, B
Part 3: C, D, G, A
(Recorder): C, G, A, B
Part 4: C
(Recorder): G, A, B

Circle the notes you improvised with:

C, D, E, F, G

SONG 3
Change
Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: E♭ major — there are three flats in the key signature

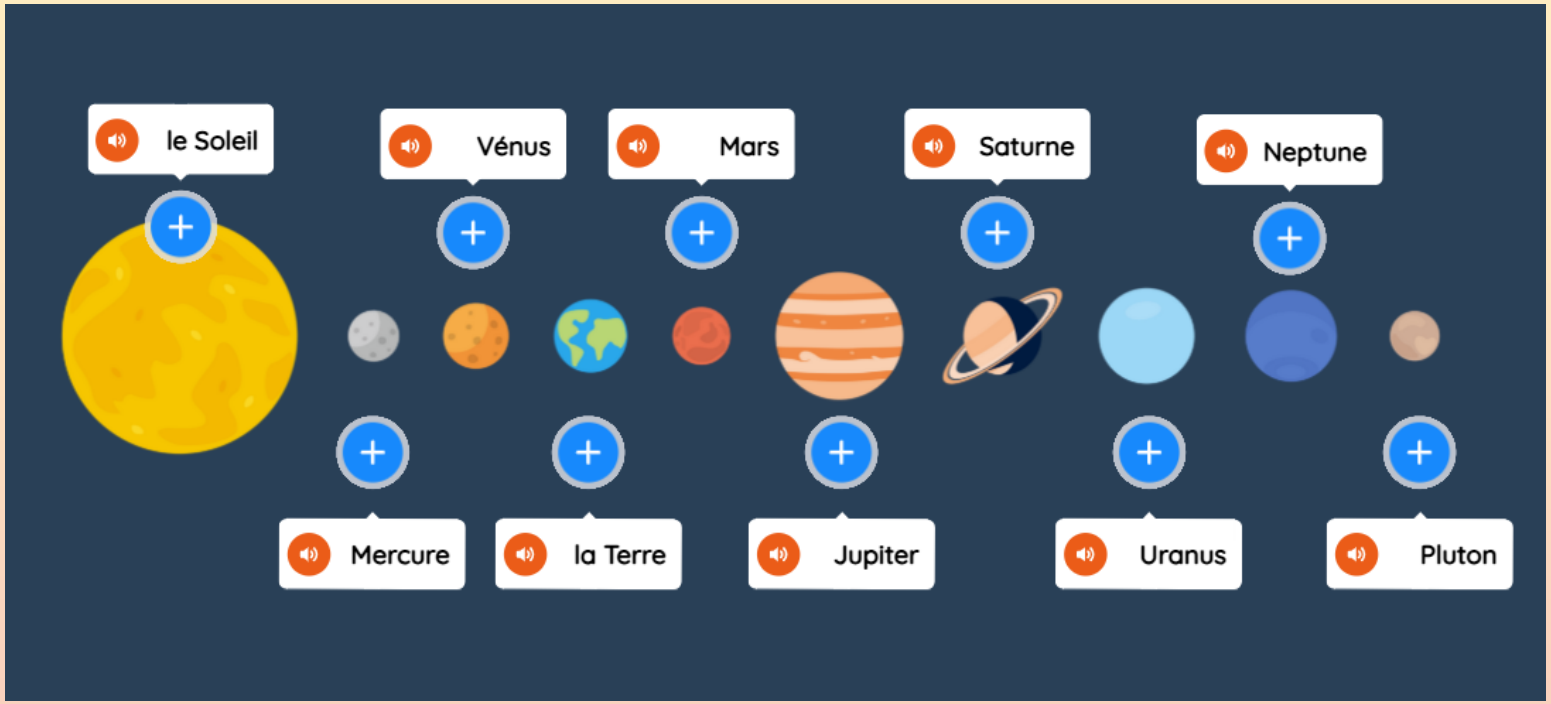


Circle the part you played:

Part 1: E♭, F, G, A♭, B♭, C
Part 2: E♭, F, G, A♭, B♭, C
(Recorder): F, G, A♭, B♭, C
Part 3: E♭, F, G, B♭, C
(Recorder): F, G, B♭, C
Part 4: E♭
(Recorder): B♭, C

- Use chords in compositions to create music that is more harmonically interesting.
- Create accompaniment for a melody using chords.
- Explore how chords are used within the music by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.

French - Space Exploration

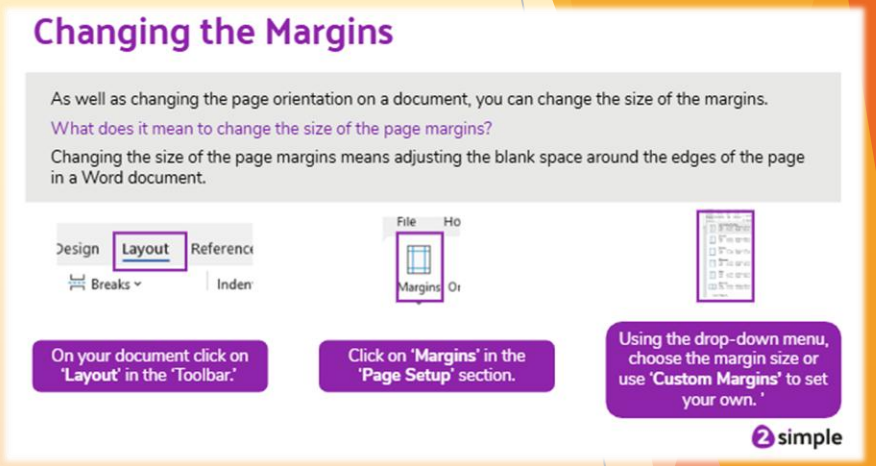


- The solar system in French
- French sun and moon metapohors
- Comparing planets in French
- A galaxy guide in French
- French alien worlds

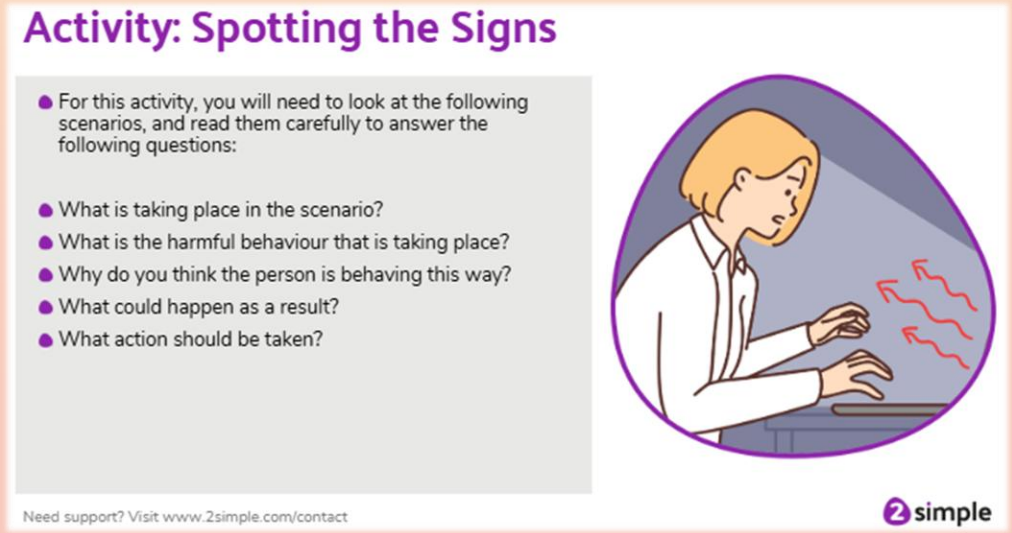
le Système solaire le Soleil la Lune la Terre une planète l'espace

Computing - Word Processing

- format text in a new Word document and then save it.
- learn how to edit text and apply more advanced formatting
- learn how to adjust the layout of a Word document
- learn how to insert and format images in Word
- use tables in Word to organise information
- combine Word skills to create and review a factsheet



Online Safety - Online Relationships



- give examples of technology specific forms of communication (e.g. emojis, memes and GIFs)
- explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault
- describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups).
- explain how someone can get help if they are having problems and identify when to tell a trusted adult
- demonstrate how to support others (including those who are having difficulties) online.