

### Geography

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.
- To locate the world's countries, using maps to focus on Europe.
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- To identify and describe how the physical features affect the human activity within a location.
- To use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location.
- To analyse and give views on the effectiveness of different geographical representations of a location.
- To name and locate some of the cities of the world and their identifying human and physical characteristics.
- To describe how the locality of our local area has changed over time.
- To understand key elements of physical and human geography.

### Music

- To identify musical themes.
- To perform a rhythmic ostinato.
- To sing a song with correct rhythm, pitch and phrasing.
- To follow a listening map.
- To follow a symphonic poem and match phrases to pictures.

### Religious Education

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Show understanding of why many Christians find science and faith go together.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

### Computing

#### We Are Game Developers

- create original artwork and sound for a game design and create a computer program for a computer game, which uses sequence, selection, repetition and variables
- detect and correct errors in their computer game
- use iterative development techniques (making and testing a series of small changes) to improve their game.

### Art

- To improve mastery of art and design techniques, including drawing.
- To create sketch books to record observations and use them to review and revisit ideas.
- To learn about great artists, architects and designers in history.
- To improve mastery of art and design techniques.
- To improve mastery of art and design techniques, including sculpture.

**Year 5  
Autumn 1 2018**

**Britain at  
War**

### Maths

- Understand place value in 6 digit numbers
- Place 6 digit numbers on a line, order and compare them
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Physical Education

#### Gym Sequences

- Perform new gymnastic moves with control and accuracy.
- Recap on linking moves and understand how they will be used in developing sequences.
- Learn how to work co-operatively with a partner to produce a sequence.
- Learn how to link moves together with fluency and good body tension.

### Scientific Enquiry

#### Forces—Gravity and Friction

- identify sources of error in investigations.
- identify investigations to undertake on various forms of friction.
- come up with a sensible conclusion.
- explain how levers, springs, pulleys and gears transmit force and motion.
- make some simple machines.
- explain what makes objects fall to the Earth.
- plan a fair test to find out how well different objects fall.
- decide on new questions to test as a result of their observations.
- plan a fair test to investigate different types of friction and water resistance.
- make some detailed observations and present them

### English

- To use the key features of diary entries inspired by '*One Boy's War*' by Lynn Huggins Cooper and Ian Benfold Haywood
- To use the key features of letters.
- To compare letters home from soldiers to their true feelings revealed in a private diary entry.
- To write an informative non-chronological report.
- To analyse the poetry of Wilfred Owen.
- To write poetry in the style of Wilfred Owen.

**Objectives for Year 5 Term 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Present a well structured, persuasive argument including reasons and evidence Analyse the use of persuasive language in different contexts Plan and manage a group task over time</p> <p><b>Drama</b> Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p><b>Word Reading</b> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Being a Reader</b> Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including books from other cultures Know a range of children's authors and poets Read for a range of purposes Learn poems by heart Recommend a book and explain why Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p><b>Reading Comprehension</b> Check that the text makes sense to them and discuss their understanding Use imagination and empathy to explore a text beyond the page Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader Recognise that different parts of the text may have different purposes Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p><b>Being a Researcher</b> Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p><b>Planning, Composing and Evaluating</b> Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph Link openings to closings Use a variety of sentence openers Carefully select words to create effects Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices (connectives) for cohesion within a paragraph Experiment with clause position in complex sentences Ensure correct subject verb agreement</p>	<p><b>Spelling</b> Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the suffix -ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b> Begin to adapt handwriting to specific purposes e.g. printing, use of italics Use features of layout, presentation and organisation effectively in written and on-screen media</p>