

Geography—Why is fair trade fair?

- Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it;
- Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading;
- Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences;
- Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world;
- Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification;
- Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.

Art—Observational drawing

- To sketch lightly without using a rubber.
- To use hatching, cross-hatching, stippling and scumbling to show tone and texture.
- To develop the use of shading to show light and shadow.
- To use a choice of techniques to depict shadows.
- To use watercolour paint to produce washes for background then add detail.
- To experiment with creating mood with colour.
- To experiment with using brush techniques to create texture.
- To use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- To select and arrange materials for a striking effect.

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—Creation

- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
- 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.

**Year 5
Autumn 1 2021**

Britain at War

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.
- Learn new counterbalance skills with a partner.
- Include counterbalance skills in a short sequence.
- Understand the value of posture and body tension when performing.
- Complete a sequence of balances and moves at the same time as a partner, in unison.
- Complete a sequence of balances and moves before or after a partner, in canon.
- Make up longer sequences and perform them with fluency and clarity of movement.
- Develop the skill of critique, including the ability to identify strengths and areas for improvement.

Maths

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

English

- 'One Boy's War' - diary entries of WW1 soldiers compared to play script conversations between comrades.
- Analysis of the poetry of Wilfred Owen.

SEE ATTACHED ENGLISH OBJECTIVES FOR THE AUTUMN TERM

Scientific Enquiry—Forces

- To understand the action of gravity.
- To learn about air and water resistance.
- To understand what friction is.
- To know the effects of levers, pulleys and gears in transferring forces.
- To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Computing—Coding

- To review coding vocabulary.
- To use a sketch or storyboard to represent a program design and algorithm.
- To use the design to create a program.
- To design and write a program that simulates a physical system.
- To review the use of number variables in 2Code.
- To explore text variables.
- To create a playable, competitive game.
- To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.
- To read code so that it can be adapted, personalised and improved.
- To explore the launch command and use buttons within a program that launch other programs or open websites.
- To create a program to inform others.

History—Why was winning the Battle of Britain so important?

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use appropriate historical vocabulary to communicate, Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Design and Technology—Soup

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Physical Education—Dynamic Dance

- Develop dancing and performance skills.
- Identify the key components of successful dancing and understand how to apply them to own sequences.
- Perform a Bollywood dance using a range of movement patterns.
- Develop an understanding of how to prepare for a dance performance.
- Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.

Year 5
Autumn 2 2021

Scientific Enquiry—Plant and animal life cycles

- To compare the lifestyles of mammals, amphibians, insects and birds.
- To describe reproduction in plants and animals.

Britain at War

English

- Remembrance Day poetry
- Extended historical narrative based on key texts—finding stories.
- Non Chronological Reports on the Battle of Britain

SEE ATTACHED ENGLISH OBJECTIVES FOR THE AUTUMN TERM

Computing—Spreadsheets

- Create a formula to convert measurements.
- Novel use of the count tool.
- Using formulae including the advanced mode.
- Using text variables to perform calculations.
- Using a spreadsheet to plan an event.

Maths

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

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—Incarnation

- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives
- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.

Objectives to teach in every term in Year 5

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

Reading	Reading	Writing	Transcription
<p>Becoming a Reader Develop a love of books and reading Enjoy reading for a sustained period Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Know a range of children’s authors and poets Read for a range of purposes 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>Word Reading Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Fluency Read Year 5 texts fluently</p>	<p>Reading Comprehension <u>Identify vocabulary being used beyond the literal sense</u> Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Use imagination and empathy to explore a text beyond the page Develop understanding by making connections between texts and the world beyond their own experience Apply previous retrieving objectives to year 5 texts Check that the text makes sense to them and use questioning and discussion to further their understanding <u>Use knowledge of synonyms and hypernyms to aid comprehension</u> <u>Use knowledge of synonyms and hypernyms to aid inference</u> 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 <u>Answer questions drawing on information from several places in the text</u></p> <p>Becoming a Researcher <u>Detect bias and distinguish fact from opinion</u> 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>Planning, Composing and Evaluating Collect ideas for writing from the world around them Develop and explore ideas for writing through discussion, further reading and research Use a wide knowledge of text types, forms and styles to plan their writing Plan for a clear purpose and (an often real) audience <u>Use a wide knowledge of text types, forms and styles to inform their writing</u> Plan and write for a range of clear purposes and (often real) audiences (WTS KS2) Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Borrow writers’ techniques from book, screen and stage Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5) Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors <u>Edit their work effectively and make improvements based on this</u> Evaluate the work of others and suggest improvements</p> <p>Grammar and Punctuation Use correct grammatical terminology when discussing their writing Ensure correct subject verb agreement Use verb tenses consistently and correctly throughout their writing (EXS KS2)</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words (EXS KS2) <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

+ Objectives to teach in the Autumn Term of Year 5

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

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion 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>Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p>Becoming a Reader Increase their familiarity with fiction genres including books from other cultures Recommend a book and explain why</p> <p>Fluency Learn poems by heart</p> <p>Reading Comprehension Use questioning and discussion with peers to further their understanding of a text Extract information from a text by following a train of thought through a longer paragraph <u>Make inferences from evidence found throughout the text</u> Recognise that different parts of the text may have different purposes 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</p>	<p>Planning, Composing and Evaluating <u>Structure and organise writing in well linked paragraphs</u> Build cohesion within a paragraph Link openings to closings Vary the way sentences begin <u>Carefully select words (including some from Appendix B – Year 5) to create effects</u> Create atmosphere (EXS KS2) <u>Change vocabulary and grammar to enhance effects and clarify meaning</u></p> <p>Grammar and Punctuation Use devices for cohesion within a paragraph (EXS KS2) Recognise relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Experiment with clause position in complex sentences Understand that grammar and punctuation can be used semantically and pragmatically Use grammar and punctuation both semantically and pragmatically</p>	<p>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 (EXS KS2, some for WTS KS2)</p> <p>Handwriting and Presentation 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>