

YEAR 5 : Autumn 1 TO INFINITY AND BEYOND

<p>Events Daily Move A Mile Swimming - weekly</p> <p>TO BE COMPLETED BY TEACHERS</p>	<p>RE & Values Rules for Living</p> <p>Sept: Thoughtfulness / Responsibility Oct: Freedom / Tolerance</p>	<p>Science – Earth and Space Identify and name the components of the solar system (i.e. Sun, Moon, Earth and other planets). Locate the Sun, Earth and other planets in the solar system. Recognise that the Earth and other planets orbit the Sun. Recall that the Earth takes one year to orbit the Sun. Recall that the Earth rotates on its' axis and this takes one day.</p>
<p>Computing - Databases To investigate how “big data” is used in our world. To understand file extensions can identify software used to create a file, but files may be accessed/edited using other software To understand computers store/process data as 0s and 1s, known as binary form. To have a broad understanding of the school’s computer network and the role of the server/master computer. To understand network devices can be identified by IP address. To understand that we can use tools to improve the accuracy and efficiency of our digital searching. To understand any internet activity leaves a permanent trail. To understand that databases provide a way to store, organise, retrieve and analyse sets of data. To understand database structure determines the queries it can answer. To understand the stages in database development. To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures. To save drafts of their work and use these to support critical review through which they evaluate and improve their work. To understand some of the ways they can use to report concerns about content and contact.</p>		<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. <i>Use simple physical models to explain effects that are caused by the movement of the Earth.</i> Recognise that the Moon orbits the Earth. <i>Explain that gravity is a force of attraction and it is what holds the planets in orbit around the Sun and the Moon in orbit around the Earth.</i></p> <p>Describe the movement of the Moon relative to the Earth. <i>Explain that the changes in the appearance of the Moon over a period of 28 days arise from the Moon orbiting the Earth once every 28 days.</i></p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies. Recognise that the Earth, Sun and Moon are spherical and support this with some evidence. Recognise that it is daylight in the part of the Earth facing the Sun. Recall that a shadow from the Sun changes over the course of a day. Explore and describe how a shadow from the Sun changes over the course of a day. Explain in terms of the rotation of the Earth why shadows change and the Sun appears to move across the sky during the course of the day.</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Explain why it is night time in Australia when it is day time in England. <i>Explain how ideas about the solar system have changed over time.</i></p>
<p>PE – Swimming Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>PE – Dance Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence.</p>		<p>Geography Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Art – Generic Skills Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>

Modifies parts of a sequence as a result of self and peer evaluation.
Uses more complex dance vocabulary to compare and improve work.

PE - Evaluation

Watches and describes performances accurately.
Learn from others how they can improve their skills.
Comment on tactics and techniques to help improve performances.
Make suggestions on how to improve their work, commenting on similarities and differences.

PE – Healthy Lifestyle

Can describe the effect exercise has on the body
Can explain the importance of exercise and a healthy lifestyle.
Understands the need to warm up and cool down.

PE – Autumn 2 Games (Basketball)

Music – Responding and Reviewing – Holst ‘The Planets’

Know how pulse, rhythm and pitch fit together.
Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).
Use these words to identify strengths and weaknesses in own and others’ music
Describe different purposes of music in history/ other cultures

Singing Assembly - Controlling sounds through singing and playing (performing)

Show control, phrasing and expression in singing.
Hold part in a round (pitch/structure).
Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.



MFL (French)

Listening

Understand the main points from a spoken passage made up of familiar language – e.g.

- short rhyme or song
- basic telephone message
- weather forecast

Speaking

Ask and answer simple questions
Talk about personal interests.
Know how to pronounce some letter strings.

Reading:

Understands the main point(s) from a short written text.
Match sound to print by reading aloud familiar words and phrases.
Use a book or glossary to find out the meanings of new words.

Writing

Write a few short sentences with support using already learnt.
Spell words that are readily understandable.

Intercultural Understanding:

Respect and understand cultural diversity.
Understand how symbols, objects and pictures can represent a country.