

Year 5 AUTUMN 2: Remembrance	Memorable experience	We are reading	Music	Art & Design	Computing	French	PSHE	PE	Science
<p>History:</p> <p>To understand the significant turning point in British history (WW1).</p> <p>To explore what life was like for soldiers fighting in the trenches.</p> <p>To know the involvement of changing technology and the life of war horses.</p> <p>Study different aspects of different people - differences between men and women</p> <p>Compare life in early and late 'times' studied</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Use evidence to build up a picture of a past event</p> <p>Geography: Locational and Place knowledge</p> <p>Know the geographical and human features of the local area and how these have changed over time through the study of maps and photographs.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p>Visit to The Tank Museum. Two workshops: Tommy in the Trenches and Real Life of a Warhorse</p>	<p>War Horse by Michael Morpurgo</p> <p>A range of autobiographies</p> <p>To know the key features of autobiographies and narratives</p> <p>read and discuss an increasingly wide range</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within and across books</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>To know music across a range of historical periods, genres, styles and traditions</p> <p>To know 5 facts about a great composer</p> <p>hear different moods in music</p> <p>recognize fast and slow tempos</p> <p>listen carefully to music, recognising the build-up of layers, such as the different instruments.</p> <p>recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</p>	<p>Collage and painting</p> <p>To begin to use tints in their work.</p> <p>To confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</p> <p>To use colours and their relationships (hot and cold colours).</p> <p>To confidently work from direct observation.</p> <p>To use language appropriate to skill and technique.</p>	<p>E safety</p> <p>know that anything posted online can be seen, used and may affect others</p> <p>Know the dangers of spending too long online or playing a game</p> <p>explain why they need to protect themselves and their friends and the best ways to do this, including reporting concerns to an adult</p> <p>Technology in our lives</p> <p>Describe different parts of the internet</p> <p>Use different online communication tools for different purposes</p> <p>Use a search engine to find appropriate information and check its reliability</p> <p>Recognise and</p>	<p>To know and retain vocabulary and grammar for each topic taught: using the negative, rooms in a house, describing furniture</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new</p>	<p>Health and wellbeing; keeping safe</p> <p>Know the people who are responsible for helping them stay healthy and safe</p> <p>Recognise that there are positive and negative risks; consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand some of the complexities of categorising drugs; Understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p>Describe strategies to deal with both face-to-face and online bullying and for supporting others who are bullied; explain why responsible and respectful behaviour is</p>	<p>Dance</p> <p>To perform to an accompaniment, expressively and sensitively</p> <p>Keep movements are controlled. Show clarity, fluency, accuracy and consistency</p> <p>Games – tag rugby</p> <p>Understand the game and rules. Know basic principles for defending</p> <p>Gain possession by working as a team Pass in different ways Work in a team defensively (field)</p>	<p>N/A</p>

					<p>evaluate different types of information found on the World Wide Web</p> <p>Describe the different parts of a webpage</p> <p>Find out who the information on a webpage belongs to</p>	<p>sentences, to express ideas clearly</p>	<p>necessary when interacting with others online as well as face-to-face</p> <p>Recognise and describe the difference between online and face-to-face bullying</p> <p>Explain what a habit is, giving examples</p> <p>Describe why and how a habit can be hard to change</p> <p>Describe some of the possible outcomes of taking a risk</p>		
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