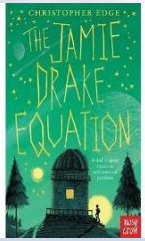
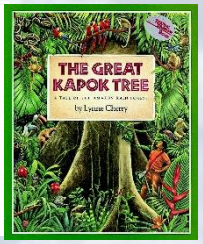
Year Five

Autumn Term – 'The Maya'

As readers, our children will use the following texts to support their learning:





Fiction
'The Jamie Drake Equation' by Christopher Edge
'Pandora' Literacy Shed
'Man on the Moon' Literacy Shed
'The Great Kapok Tree' by Lynee Cherry
Non-Fiction
The Moon Landing – various news reports
''The Amazon Rainforest'
Poetry
'Chocolate' by Michae lRosen

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- **Discussion texts** – *did man really land on the moon?*
- **poems** – *linked to 'Chocolate'*
- **non-chronological texts** – *based on Pandora*
- **narrative** – linked to *Man on the Moon*
- **newspaper reports**
- **persuasive text – linked to 'The Great Kapok Tree'**

Marshland Moments

37. Visit a stadium
38. Take part in a Space Day

Key Events

Educational Visit
Stadium – linked to Club Doncaster

As Y5 mathematicians, our children will access the White Rose scheme and study:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Measurement – area and perimeter

As Y5 scientists, our children will work scientifically:

- planning different enquiries, taking measurements and using a range of scientific equipment
- recording data and results and presenting these using a range of methods
- using test results to make predictions and carry out further tests and reporting and presenting their findings
- identifying scientific evidence that has been used to support or refute ideas
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The children will also study the following two units:

Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Properties of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

As designers and users of technology, our children will develop their cooking skills and their knowledge of mechanical systems by:

- evaluating existing products that use pulleys and gears
- design and make a model using pulleys and gears
- evaluate their own and the structures of others

As artists, our children will:

- develop their knowledge and skills when drawing and sketching
- understand the skills and techniques used by 'Antoni Gaudi'

As geographers, our children will:

- study human geography, looking at settlements and land use and identifying similarities and differences between locations
- locate the counties of the United Kingdom
- identify different climate zones

As historians, our children will develop an understanding of:

- a non-European society that provides contrast with British history - Mayan

As linguists, our children will study French by:

- greeting each other
- introducing themselves
- counting up to 10
- introducing their immediate family
- saying the days of the week
- naming colours
- counting between 11 and 20
- naming countries
- expressing likes and dislikes

As musicians, our children will:

- listen with attention to detail to the music genres of 70s pop and instrumental pieces
- understand and appreciate a wide range of music, using musical language
- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression

In physical education, our children will:

- develop passing and moving skills in netball and basketball games, focus on Invasion
- practise their returning skills in net games, playing tennis and volleyball

In Personal, Social and Health Education, our children will study:

Being Me in my World - *being part of a team and understanding rights and democracy*
Celebrating Difference - *talking about times when our first impressions of someone changed as we get to know them*

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

Why do some people believe God exist? And What would Jesus do? – *focus on 'believing'*

As computers and users of technology, our children will:

- use programs to write for different audiences
- develop an understanding of how to use search engines effectively
- begin to construct simple animations