



# Year 5 Autumn Term



## To the Stars

Through this science-based topic, pupils will be exploring where and how the Earth fits into the solar system. They will also study the importance of our Moon and the Sun - exploring the phases of the Moon and our four seasons. Key questions that will be explored include:

How does day turn into night and night into day? Why does the Moon sometimes look different? Why and how do shadows change? What planets are in our solar system? How are they different to our planet and each other?

In English, the children will write a diary as if from the perspective of the first child in space and they will create their own space related poetry.



## The Ancient Greeks

In the second half of the Autumn term, the main thread running through this unit is to identify what we have learned from The Greeks and how their culture can influence us with ideas, even today. In English, the class will be studying myths and writing their own myths. In history pupils will be studying Ancient Greek civilisation and reflecting on how our civilisation is connected through sport, art, philosophy, architecture, and theatre. They will have a chance to explore areas of personal interest and design and make clay masks.



## Catching up

We have made extra time to focus on Maths and English over the next school year. This will allow us to look at some important parts of year 4 that the children either missed or weren't able to cover in the detail they normally would, whilst still covering Year 5 learning. We will also assess the children once they have had a couple of weeks to settle in to help identify which areas of the year 4 curriculum they need most help with. You can support your children by encouraging them to complete their weekly homework—this will include practising times tables, written methods, spellings, handwriting and reading.

## New to you at Chesswood

To support learning in school and at home, we use a number of websites/apps—don't worry, you will get shown how to use these in school and we'll help if you have any problems. These will help to make up the top 10s in each class each week.

- IXL—Maths and English (<https://uk.ixl.com/>) There will be activities selected from the Year 5 section on this website as part of the weekly homework. We select tasks that help the children to practise what they have been learning in class or that will help support their future learning.
- TT Rock Stars (<https://trockstars.com/>) We use TT Rock Stars to help children to learn their times tables.
- Numbots (<https://play.numbots.com/#/intro>) We will use this to help children with addition and subtraction facts in school.
- Accelerated Reader (<http://ar.chesswood.org.uk/>) Children can take multiple choice quizzes on books they have read. These quizzes have 5, 10 or 20 questions depending on the length of the book. If children pass the quiz, they get the words in the book get added to their word count and will move closer to meeting their personalised reading targets.
- Duolingo (<https://schools.duolingo.com/>) We use Duolingo to help support the children's French learning.



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	<p>READING: Children will have regular guided reading sessions in school. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach it.</p>
	<p>WRITING: Pupils will explore and produce extended writing across a range of genre — narrative, poetry, reports, biography &amp; guides. They will learn how to draft, re-draft and edit effectively.</p>
	<p>MATHS: <b>Place Value</b> - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Read Roman numerals to 1 000 (M) and recognise years written in Roman numerals. Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000. <b>Addition and Subtraction</b> - add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). 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. <b>Multiplication and Division</b> - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10,100 and 1000. 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. 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. 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 (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. <b>Fractions (including Decimals and Percentages)</b> - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence). compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Add and subtract fractions with the same denominator and multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>2/5 + 4/5 = 6/5 = 1\ 1/5</math>). Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <b>Measurement</b> - convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). <b>Algebra</b> - use the properties of rectangles to deduce related facts and find missing lengths and angles (Geometry: Properties of Shapes). Perimeter can be expressed algebraically as <math>2(a + b)</math> where <math>a</math> and <math>b</math> are the dimensions in the same unit. (Copied from NSG measurement). <b>Statistics</b> - complete, read and interpret information in tables, including timetables.</p>
	<p>ART AND DESIGN: <b>Mailou Jones (4hrs30)</b> - Through assembly, children will learn about Mailou Jones and the key pieces she created. Children will explore heritage and culture and how this is represented and reflected in Art forms. Children will create their own art using mixed media including oils, sketching and photography inspired by the features of Mailou Jones to explore their own background and experiences.</p> <p><b>Perspective (1hr)</b> - Perspective develops the concept of guide points creating illusion of closeness and depth. It draws upon the importance of horizontal and vertical lines. Children are provided with further resources to develop their skills through home-learning. Children add creativity to their sketches, speculating to see possibilities in their final work.</p> <p><b>Clay – Facial Sculpture (7hrs)</b> - Using skills developed in year 3 summer 2, during the textured clay unit, children will be consolidating these skills by creating a raised 3D facial sculpture linked to their topic of Ancient Greeks (myths and legends). Children should demonstrate knowledge of texture and form, as well as use of tools and equipment used for clay modelling.</p>
	<p>COMPUTING: <b>We Are Experienced Communicators (6.5hrs)</b> - Building on from the 'we are communicators' unit in Year 3 which used emails and video calls, the year 5s will take this further by using emails and video calls in a professional context. This will be achieved by organising a formal video conference; using emails in a professional context and planning, filming and uploading a video to respond to formal questions. By establishing a real and relevant context through setting up the children as companies, an opportunity can be created to engage with this form of communication technology in a professional and 'work ready' way. This module also links in to the 'relationships' strand of ACRO, linking to 'working with others, communication and participation.</p> <p><b>Game Developing (7hrs)</b> - Building on from year 3 and 4 children will use what they have learnt to design and create a more sophisticated game. By using storyboards and flowcharts children will design sprites, backdrops and sounds. Children will then code and debug the game over the next few lessons. Children have more freedom of choice than the year 4 game to add more sprites and codable items such as scores and multiplayer features to make a more complex game.</p>
	<p>DESIGN AND TECHNOLOGY: <b>The Great British Menu (8hrs)</b> - Children will be introduced to cooking with meat – looking at hygiene around handling, storing and cooking meat (linking to microbes in science). Children learn about traditional dishes from around Great Britain. They combine skills learnt previously to cook a stew – serving with potatoes and seasonal veg.</p>



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	FRENCH: <b>The Body</b> - Children are introduced to the concept of adjectives agreeing with the gender of the noun for the first time. Children are introduced to the concept of adjectives agreeing with nouns being plural or singular. Children learn about le/la/les and un/une/des. Children listen to, read, understand and learn to say some body parts in French. Children listen to, read, understand and learn to say some key adjectives for description.
	GEOGRAPHY: <b>We Are River Guides (8hrs)</b> - Pupils will recap their knowledge of the countries, some of the key counties, regions and rivers in the UK by locating them on the map. They will also locate which major cities these rivers flow through. Pupils will compare the physical features of the River Adur with other rivers in the UK, looking at length, meanders, estuaries and lakes. Building on their knowledge of natural resources, pupils will understand that seas and rivers are another natural resource. They will follow the journey of a river through its upper, middle and lower course - from its source, through the meanders of flatter land, to the estuary and its mouth. On this journey, they will understand what a tributary and estuary is, and that a river will flow either upstream or downstream, depending on whether the source is on higher or lower land. Pupils will build on their map skills through the introduction of sketch maps. They will sketch a map of the section of the River Adur they will be visiting, labelling the key features of it and using Ordnance Survey symbols to map the land use surrounding the river.
	HISTORY: <b>Ancient Greeks (10.5hrs)</b> - Making comparisons to what is happening in Britain at this time. Contrast and compare with the start of the Iron age and then later on the Roman invasion. Throughout the topic they will compare the lives of those in Ancient Greece to that of England to ask the question "Who was more advanced?". This is showing how multiple events/civilisations can be taking place at the same time.
	MUSIC: <b>Holst and The Planets</b> – Using a keyboard, children select two aspects of Earth which contrast such as desert and rainforest to create a theme that they like. This might be a few chords, or 4 or 5 notes played in a sequence. Children will then contrast the dynamics, the tempo, the sequence, the rhythm and the timbre or the pitch. Children sing 'I Vow to Thee My Country' and find out about the history of the song. Children get to know and understand Holst, his life and his most significant work. Children listen to Mars and Venus and draw blind what they think the music reminds them of. Children identify the style of Hans Zimmer and talk about the important contribution he has to film music. <b>Keyboard skills</b> -Children are encouraged to use white and black notes and play chords by playing 3 notes at the same time. <b>Graphic Symbols and Graphic Scores</b> - Children are shown several examples of graphic scores and they compare and contrast them. Children read and interpret a given graphic score called The Factory. Children use voices, their bodies and instruments to make the sounds of the factory. Children create their own graphic score in the same format as The Factory. Children play and perform The Factory graphic score and see how each group interpreted the symbols differently. Children explain their graphic symbols and scores by completing the score in neat using colour and annotating with reasoning. <b>Incredibox</b> - Children play the game and select characters to create a cappella style piece of music. In groups, they then try to recreate the music. Voices are used not only for singing but to emulate instruments and rhythms like beat box.
	PHYSICAL EDUCATION (PE): <b>The Name is Bond...</b> Inspired by the iconic English character pupils use parkour and capoeira skills as well as action and reaction to create a dance to a mix of the legendary theme tune. <b>Invasion 6</b> – Football and Hockey. <b>Endurance Running</b> - Preparing for the Cross Country Event. <b>Indoor Athletics 3</b> - Introduction to triple jump and javelin as well as polishing up on all the events. Begin to look more closely at officiating.
	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): <b>Current Affairs (6.5 hrs)</b> - This unit will move with whatever news is current and relevant, but should focus on areas such as: Climate change, Democracy, Diversity, Media, Eco issues, Different cultures and British values. Children will learn skills in empathy, discussion and debate, and active listening; and understand the difference between fact and opinion – or real v fake news. Assembly topics: PANTS NSPPC Firework Safety, Active listening, Anti-Bullying Week, Zones of regulation, Bright Sparks, Black History.
	RELIGIOUS EDUCATION (RE): <b>What is the best way for a Muslim to show commitment to God?</b> The children will be able to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. They will learn how Muslims show commitment by following the Five Pillars. Shown through thoughts, words and actions. The children will learn what each of the pillars are, discuss their ideas, and express their views on the significance and impact of these on this religion. They can make links to how they show commitment in their lives and how other faiths show their commitment. <b>Is the Christmas story true?</b> - The children will evaluate different accounts of the Christmas story and understand that stories can be true in different ways. They will draw on their knowledge from previous Christmas units to make links to the symbolism within the stories. They will gain an understanding of incarnation, truth, teachings, gospels and salvation. They will discuss different types of truth e.g. historical, scientific, personal (beliefs) and learn there are different accounts of the Christmas story in the Gospel books Matthew and Luke.
	SCIENCE: <b>Space and the Solar System.</b> Children learn about the solar system and how the objects within it move relative to each other. They also learn that the Sun, Earth and Moon are approximately spherical and how the Earth's rotation explains day and night and the apparent movement of the sun across the sky. Our <b>Focus Scientists</b> are: Sir Isaac Newton, Galileo and Tim Peake. As part of this unit we have a very exciting trip to the Herstonceux Science Observatory and we also have an in-school Planetarium visit and show. <b>Forces (contact and non-contact)/ pulleys, levers and gears.</b> This is an important unit that pulls together and develops previous work on contact forces (Y3), non-contact forces (Y3/Y5) and friction (Y3). The children will develop their understanding of concept forces by learning how to use levers, pulleys and gears to scale up the impact of force. The children's understandings of non-contact forces are developed through investigating gravity. Their understanding of friction is developed to incorporate the concepts of resistance and balanced/ unbalanced forces. Our <b>Focus Scientists</b> will be: Sir Isaac Newton, Galileo and Archimedes.

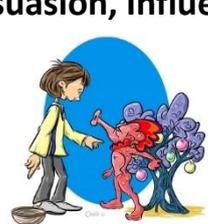


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## Year 5 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 5. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
<p><b>Motivation</b></p> 	<p><b>Problem Solving</b></p> 	<p><b>Negotiation, Persuasion, Influence</b></p> 	<p><b>Planning</b></p> 
<p>Identify a subject / area, with your teacher, where you are less motivated. Ensure high motivation throughout the year in this area.</p>	<p>Demonstrate a clear systematic approach when tackling a problem – for example in maths.</p>	<p>Complete a letter of application for a leadership role in school, persuading the reader to seriously consider your application.</p>	<p>Demonstrate the ability to plan for an event, activity or project by producing a plan, identifying targets, actions, resources, obstacles.</p>
<p><b>Absorption</b></p> 	<p><b>Lateral Thinking Ideas Generation</b></p> 	<p><b>Communication</b></p> 	<p><b>Research</b></p> 
<p>Demonstrate absorption in a topic by developing your own project plan. Complete the project to a high standard.</p>	<p>Contribute good ideas in class / group discussions. Demonstrate that you can see things from different perspectives by coming up with alternative ideas to those which have already been put forward.</p>	<p>Communicate confidently in front of your peers, delivering a presentation using body language effectively to engage the audience.</p>	<p>Undertake a piece of research which has taken information from at least 3 different sources – expert / interview, books, internet, DVD / video.</p>