



Year Group: 5

Term: Autumn 2

Subject	Learning
History	Taught in Autumn 1 and Spring
Geography	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>To name and locate a number of European countries</li> <li>To recognise shapes of countries (including countries in the UK).</li> <li>To name and locate a number of European capital cities</li> <li>To understand the human features and culture of the countries in the <b>United Kingdom and Europe.</b></li> <li>To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>- To explore the similarities and differences between the countries in the <b>United Kingdom</b> in further detail</li> <li>To locate a number of UK counties, major cities and seas around the UK.</li> </ul> <p><b>Key Vocabulary</b>  Prime/Greenwich Meridian, Time zone  Countries: Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark, Finland,  Cities: Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen, London, Leeds, Manchester, Birmingham,  Counties: Staffordshire, Greater London, Yorkshire, Lancashire, West Midlands, Stoke on Trent</p>
MFL	<p>The Date</p> <ul style="list-style-type: none"> <li>To learn to formulate the date in French and use it to say when our birthday is using the days of the week, months of the year and numbers 1-31</li> <li>To learn that days of the week and months of the year do not have a capital letter in French unless at the start of a sentence.</li> <li>You only use 1<sup>st</sup> (premier) to say the date in French not 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> etc.</li> </ul> <p>Clothes</p> <ul style="list-style-type: none"> <li>To explore the patterns in the regular verb 'porter' (to wear) to say Je porte and perhaps even tu portes and il/elle porte.</li> <li>To start to apply the rules of correct adjectival agreement when describing clothing by colour.</li> </ul>
Art	Taught in Autumn 1
RE	<p><b>Hinduism – trip to Mandir</b></p> <ul style="list-style-type: none"> <li>What spiritual pathways to <a href="#">Moksha</a> are written about in Hindu scriptures?</li> </ul> <p><b>Key vocabulary</b>  scriptures, spiritual, Krishna, yoga, moksha, Bhakti, Gita, Janmashtami</p>

Science	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>● Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>● Explain that unsupported object fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>● Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> <li>●</li> </ul> <p><b>Key Vocabulary</b> air resistance, water resistance, friction, gravity lever, gear, pulley, Newtons</p>
Working Scientifically	<ul style="list-style-type: none"> <li>● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● <b>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (TAPS 'Do' – Spinners)</b></li> <li>● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>● using test results to make predictions to set up further comparative and fair tests</li> <li>● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (TAPS 'Review' – Aqua dynamics)</li> <li>● identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Key Vocabulary</b> scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs reporting, measurements, accuracy, precision, repeat readings</p>
PE	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</li> <li>● Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</li> <li>● Confidently perform choosing appropriate dynamics to represent an idea.</li> <li>● Use counts accurately when choreographing to perform in time with others and the music.</li> </ul> <p><b>Key vocabulary</b> choreograph, collaboratively, motif, quality, choreography, genre, posture and transition.</p> <p><b>School games value: honesty</b></p>
PE with Total Sports	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>● Show increasing control and balance when moving from one balance to another.</li> <li>● Use strength to improve the quality of an action and the range of actions available.</li> <li>● Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>● Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</li> </ul> <p><b>Key vocabulary</b> symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation and progression.</p> <p><b>School games value: honesty</b></p>
Computing	<p><b>Switched On Computing 5.3 – We are artists</b></p> <ul style="list-style-type: none"> <li>● develop an appreciation of the links between geometry and art</li> </ul>

	<ul style="list-style-type: none"> <li>● become familiar with the tools and techniques of art packages</li> <li>● develop an understanding of turtle graphics</li> <li>● experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers</li> </ul> <p><b>Key Vocabulary</b> select, rotate, resize. tools</p> <p><b>PiXL E-Safety</b> Lesson 2 - online friendships Avatar, alias, empathy</p>
Music	<p><b>Charanga unit:</b> Classroom Jazz 1. <b>Style of main song:</b> Bossa Nova and Swing <b>Unit theme:</b> Jazz and Improvisation <b>Performance focus:</b> Playing their own improvisations on instruments.</p> <p><b>Listening:</b> Discuss and recognise the structure of a song (Three note Bossa: Intro tune, lead tune, lead repeated, improvisation, lead repeated and Five note Swing: 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated). Identify the instruments and voices they can hear in a song (Piano, bass, drums, glockenspiel). Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Bossa Nova and Swing music.</p> <p><b>Play instruments:</b> With the song by ear, or from notation. Using up to 3 notes with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p><b>Improvise:</b> In a Bossa Nova style using the notes G, A + B. In a swing style using the notes D, E, G, A + B. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p><b>Key Vocabulary</b> Appraising, Bossa Nova, syncopation, swing, tune, head, structure, note values, note names, big bands, pulse, rhythm, pitch, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, solo, musical dimensions, style indicators.</p>
PSHE and RSE	<ul style="list-style-type: none"> <li>● H26. that for some people gender identity does not correspond with their biological sex</li> <li>● H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>● H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>● H34. about where to get more information, help and advice about growing and changing, especially about puberty</li> <li>● L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (enterprise week)</li> </ul> <p><b>Key vocabulary</b> puberty, reproduction menstruation, periods, wet dreams lesbian, gay</p>
DT	<p>Textiles - design and make pencil cases</p> <ul style="list-style-type: none"> <li>● Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> </ul>

	<ul style="list-style-type: none"> <li>● Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Key Vocabulary</u></b>  seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings</p>
British Values	Friendship <ul style="list-style-type: none"> <li>● Understanding the qualities of being a fantastic friend</li> </ul> Resilience <ul style="list-style-type: none"> <li>● ‘The Swallow’s story’ of resilience. How can we be more resilient?</li> </ul> Tolerance and respect <ul style="list-style-type: none"> <li>● The Christian celebration of Christmas</li> </ul>
SMSC	Linked with Leadership <ul style="list-style-type: none"> <li>● Pupils develop a desire to explore their own and others views</li> <li>● Pupils develop an ability to make responsible and reasoned judgements on moral dilemmas (Leadership LORIC lesson 2)</li> <li>● Pupils use a range of social skills in different contexts including working with pupils from different backgrounds</li> <li>● Pupils work successfully as a member of a group or team</li> </ul>