**Science**

**Earth & 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.

**Maths**

**Number: Place Value**

**Number: Addition, Subtraction, Multiplication and Division**

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**History**

**The Anglo -Saxons**

- - To know who the Anglo-Saxons were, and why and when they chose to settle in England

- To discover how the Anglo-Saxons lived using archaeological evidence.

- To be able to explain why the Staffordshire Hoard was so significant.

- To know about some of the key documents related to Anglo-Saxon times and their limitations.

- To produce a valid argument about whether this period deserves to be called a ‘Dark Age’.

- To understand what can be discovered about the past from archaeological remains.

Tolerance – respecting other cultures

**English**

**Genres to cover:**

- Descriptive Writing – The Tunnel

- Non- Chronological Report

- Suspense Narrative

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Art**

**Sketching:**

- Collect visual images of famous buildings.

- Develop observational drawing skills

-Understand proportion and perspective.

-Transform drawings into abtract pieces by experimenting with scales.

-Annotate sketches to explain and elaborate.

Individual Liberty – Being free to express yourself via Art.

**Year 5 Overview**

***Autumn 1***



**RE**

* To understand that some places are important to different faiths.
* To understand importance of Western Wall to Jewish People.
* To understand that Christians have special journeys.
* To understand why Sikhs visit Amritsar
* To understand why Jerusalem is important to Islam, Judaesim & Christianity

Tolerance – Understanding and Respecting religion & Beliefs

**PSHE**

**Mental health and emotional wellbeing: In the media**

- Pupils learn that messages given on food adverts can be misleading.

- Pupils learn about role-models

- Pupils learn how the media can manipulate images and that these images are not reality.

Mutual Respect

**Music**

-Have access to an extracurricular choir.

-Practice in small ensemble lessons

-Brass students will learn up to 7 notes.

-Students will be able to play five note melodies in a mixture of keys, including leaps between non-consecutive notes.

-String students will consolidate their range of notes and continue to practise these in new scales and pieces.

**PE**

**Swimming**

* To learn how to float unaided
* To learn basic strokes ( aided & unadided)
* To Learn about water safety

**Athletics:**

- - To be able to apply different speeds over varying distances.

- To develop fluency and coordination when running for speed.

- To develop technique in relay changeovers.

- To develop technique and coordination in the triple jump.

- To develop throwing with force for longer distances.

- To develop throwing with greater control and technique.

Mutual respect &Democracy – playing fairly / working as a team/ deciding best tactics

Rules of Law – Following rules of game.

Tolerance – Play within rules

**Spanish**

**Areas to cover:**

- Parts of the Face  
- Parts if the Body

**Computing**

**Musical Technology:**

**-** Design, write and debug programs that accomplish specific goals

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals

Individual Liberty – Being free to express yourself via music.