

Year 5 Autumn 1 Plan 2023

FOCUS: The Rainforest

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class Novel: Kensuke's Kingdom by Michael Morpurgo	Read The Great Kapok Tree to introduce deforestation. Reciprocal reading of The Great Kapok Tree. Gather ideas to write a description.	Write a description about the Rainforest.	Reciprocal reading of Kensuke's Kingdom. Write a diary from the point of view of Michael during the storm.	Reciprocal reading of Kensuke's Kingdom. Write a description of Kensuke.	Non Chronological reports about Orangutans. Reciprocal read a non-fiction text about Orangutans and gather information for a non-chronological report.	Reciprocal reading of Kensuke's Kingdom. Non Chronological reports about Orangutans.	There's an orang-utan in my bedroom – Poetry Write their own poem in a similar style.
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Grammar: expanding noun phrases and fronted adverbials Spelling: -cious ending	Grammar: recognising adverbs Spelling: -tious or -ious ending	Grammar: plural and possessive Spelling: short vowel sound /i/ spelt y	Grammar: relative clauses Spelling: long vowel sound /i/ spelt y	Grammar: relative clauses Spelling: homophones and near homophones	Grammar: relative clauses Spelling: homophones and near homophones
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Place Value – Partitioning numbers up to 5 digits	Number to 100,000, compare and order numbers to 100,000 and numbers to a million.	Number to 100,000, compare and order numbers to 100,000 and numbers to a million.	Counting in powers of 10,	Round numbers to the nearest 10,100,1000	Round numbers to the nearest 10,000 & 100,000	Negative numbers and Roman numerals to 1,000.
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Big Maths Assessment	C – reading 6 digit numbers L – x3 table I – adding thousands/tenths C – any 3d add 3d C M- formal addition 4 digits	C – reading 5 digit numbers L – x 4 I – doubling with PIM C- subtraction 4d – 2d	C – reading 4 digit numbers L – x 8 I – Halving with PIM C- 2d x 1d CM - as above	C – Partitioning a 1 d.p number L – x 6 I – number bonds to 100/1000 C- Smile multiplication to	C – Understand a 2 d.p number L – x 7 I – multiplying numbers by 10. C- Smile multiplication to find	C – Counting in negative numbers L – x 9 I – dividing numbers by 10. C- Smile multiplication for tenths

			CM - formal method 4d – 4d		find a division fact (no remainders) CM - formal method 4d divided by 1d no remainders.	a division fact (remainders) CM - revision of all 4 operations	CM - revision of all 4 operations
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Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Living things and their habitats	<p>Describe the life process of reproduction in some plants and animals.</p> <p>Dissect and label the parts of a flower.</p>	<p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the life process of reproduction in some plants.</p>	<p>Describe the life process of reproduction in some plants and animals.</p> <p>Learn about asexual reproduction by cloning a basil plant</p>	<p>Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest)</p> <p>Compare plants that grow in our local areas – woodlands and gardens to those that have adapted to growing in the rainforest.</p>		<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Observe changes in an animal over a period of time</p> <p>Learn about the lifecycle and reproduction of mammals.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Observe changes in an animal over a period of time</p> <p>Learn about the lifecycle and reproduction of birds, describing the differences.</p>
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The Rainforest	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <p>Use more precise geographical language relating to the physical and human processes e.g. tundra, coniferous/deciduous forest when learning about biomes.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Identify where rainforests are</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <p>Explore the features of the rainforest in relation to the different layers.</p> <p>Research, and become familiar with, the creatures living in each layer of the rainforest.</p>	<p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Human Geography</p> <p>What is life like for the indigenous</p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Understand the effects of deforestation.</p> <p>(Extended write in Geography)</p>	<p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p>Data Analysis</p> <p>Looking at aerial photos and graphs to see the extent of deforestation on the Amazon and Borneo rainforests.</p>	<p>A region within North or South America.</p> <p>Comparison of Bolton and Manaus – emphasis on key human and physical similarities and differences.</p>

	Understand the difference between biome and climate. Know the major biomes of the world. Locate Southern American Countries	located and explain key physical features of rainforests (climate). Locate Southern American Countries		people of the Amazon?			
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Work from a variety of sources including observation, photographs and digital images. Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore drawing techniques and zoom in on parts of a rainforest animal. Sketch in pencil and add colour.	Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. Critically analyse the artist John Dyer to understand his style and inspire their ‘Spirit of the Rainforest’ artwork.	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Explore different ideas in sketchbooks by drawing small sketches adapted to the style of John Dyer.		Develop a painting from a drawing Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Create ‘Spirit of the Rainforest’ artwork.		Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Evaluate own and peers work by analysing the techniques used and looking for styles of John Dyer adopted into their work.
Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Digital Literacy	I can select, use and combine a variety of software to present my work Use Power Point to create a presentation about the Rainforest.	I can select, use and combine a variety of software to present my work Use Power Point to create a presentation about the Rainforest.	I can select, use and combine a variety of software to present my work Use Power Point to create a presentation about the Rainforest.	I can select, use and combine a variety of software to present my work Use Power Point to create a presentation about the Rainforest.	I can select, use and combine a variety of software to present my work Use Power Point to create a presentation about the Rainforest.	I can use spreadsheets to create a graph I can decide on the most appropriate form of graph for a data set giving reasons for my choice. I can interpret graphs of data collected from a variety of sources. Research and communicate	I can use spreadsheets to create a graph I can decide on the most appropriate form of graph for a data set giving reasons for my choice. I can interpret graphs of data collected from a variety of sources.

	Learn to use bullet points, auto shapes and text boxes.	Learn to use bullet points, auto shapes and text boxes.	Learn to use bullet points, auto shapes and text boxes.	Learn to use bullet points, auto shapes and text boxes.	Learn to use bullet points, auto shapes and text boxes.	geographical information by plotting data about rainforest rainfall on to a graph using excel.	Research and communicate geographical information by plotting data about rainforest rainfall on to a graph using excel.
RE/PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PSHE – Recovery Package & Being me in my world	Being a citizen of my country understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own.	Our Learning Charter understand my rights and responsibilities as a citizen of my country and a member of my school empathise with people in this country whose lives are different to my own.	Our Learning Charter make choices about my own behaviour because I understand how rewards and consequences feel understand that my actions affect me and others	Our Learning Charter understand how an individual's behaviour can impact on a group contribute to the group and understand how we can function best as a whole.	Our Learning Charter understand how democracy and having a voice benefits the school community and know how to participate in this understand why our school community benefits from a Learning Charter and can help others to follow it	Being a citizen of my country understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own.	
RE- Why do Hindus try to be good? [Karma/ dharma/ samsara/ moksha]	Consolidate learning from Year 4. Identify and explain Hindu belief about Brahman using technical terms accurately and express views about Hindu belief.	Identify and explain Hindu belief about atman using technical terms accurately and make clear connections between a Hindu story and what it teaches about life.		Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately. Read and discuss how the story of the man in the well relates to Hindu beliefs and make connections between Hindu beliefs studied (e.g. karma, dharma, samsara and moksha), explaining how and why they are important to Hindus.		Identify and explain dharma accurately using technical terms and understand the impact. Continue to make clear connections between Hindu beliefs about dharma, ways in which Hindus live and how Hindus put their beliefs about dharma into practice Connect the four stages of life with beliefs about dharma, moksha etc and reflect and articulate what impact belief in dharma might have on individuals and the world, recognising different points of view.	
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Charanga	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to Bon Jovi’s ‘Livin’ on a Prayer’.</p> <p>Learn to sing Livin’ on a Prayer.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to Queen’s ‘We Will Rock You’.</p> <p>Listen with attention to detail and recall sounds. Continue practicing the song, adding in instruments.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to Deep Purple’s ‘Smoke on the Water’.</p> <p>Improvise using the interrelated dimensions of music and perform the song in an ensemble.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to Status Quo’s ‘Rocking All Over the World’.</p> <p>Improvise and compose using the interrelated dimensions of music and perform the song in an ensemble.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to Chuck Berry’s ‘Johnny B. Goode’.</p> <p>Continue to improvise and compose using the interrelated dimensions of music and perform the song in an ensemble.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music – Listen to The Beatles’ ‘I Saw Her Standing There’.</p> <p>Final rehearsal within groups before their ensemble’s performance. Children use their voices and play musical instruments with increasing accuracy, fluency, control and expression.</p>	
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
5F	<ul style="list-style-type: none"> PE - Well-Being through Sport with Edstart <ul style="list-style-type: none"> Hockey 						
5H							