

Year 5 Autumn 2 Plan 2023

FOCUS: The Mayans

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class Novel: Kensuke's Kingdom	Write a persuasive advert on preventing the use of palm oil.	Read Chapter 8 of Kensuke's Kingdom Write a newspaper article about the bombing in Nagasaki		Write informal letters back home from the perspective of Michael about his time on the island.		Write a persuasive argument about the illegal poaching of animals – specifically orang-utans	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Grammar: Revision on Autumn 1 targets Homework spellings: words with silent letters	Grammar: direct and indirect speech Homework spellings: words with silent letters	Grammar: using adverbs Homework spellings: Statutory spelling words	Grammar: adverbs to indicate possibility Homework spellings: Words ending in -ment	Grammar: adverbs to indicate possibility Homework spellings: Words with oy	Grammar: recognising modal verbs Homework spellings: modal verbs	Grammar: using modal verbs Homework Spellings: statutory spelling words
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Subtract two 4 or more digit numbers with one or more exchanges	Subtract two 4 digit numbers with one or more exchanges	Inverse operations and multi-step problems	Missing numbers and comparing calculations	Equivalent fractions	Converting between mixed and improper fractions	Compare and order fractions less than 1
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	C – Counting along when the numbers aren't written in L - Times table practice (6,7,9) I – half of 3,5,7,9 as decimals C - addition and subtraction Balancing equation	C – Counting along when the numbers aren't written in L - Times table practice (6,7,9) I – find the missing piece to 100/1000 C - Missing numbers addition and subtraction	C – Counting along when the numbers aren't written in fourways L - Times table practice (6,7,9) I – find the missing piece to 100/1000 C - 3d x 1d	C – counting in 0.1, 0.2, 0.5, 2.5 / 0.25 L - Times table practice (6,7,9) I – Multiply numbers by 10/100/1000 C - Short division 3d divided by 1d with remainders	counting in 0.1, 0.2, 0.5, 2.5 / 0.25 L - Times table practice (6,7,9) I –divide numbers by 10/100/1000 C - all 4 operations recap of formal methods	C – counting in 0.1, 0.2, 0.5, 2.5 / 0.25 L - Times table practice (6,7,9) I – Multiply and divide numbers by 10/100/1000 C - SAT style questions for addition and subtraction	C – Place value revision of Aut 1 L - Times table practice (6,7,9) I – Multiply and divide numbers by 10/100/1000 C - SAT style questions for multiplication and division

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Living things and their habitats	<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 amphibians and insects and draw some using zoological and ecological illustrations.</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 and birds, describing the differences.</p>	<p>Research the work of famous scientists (historical and modern day) and use this to find out how scientific ideas have changed over time. Find things out using a wide range of secondary sources of information.</p> <p>The work of Jane Goodall.</p>	<p>Properties and Changes of materials Y5</p> <p>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.</p> <p>Compare and group together everyday materials on the basis of their properties.</p>	<p>Temperature and Thermal Insulation</p> <ul style="list-style-type: none"> Heat always moves from hot to cold. Some materials (insulators) are better at slowing down the movement of heat than others. Objects/liquids will warm up or cool down until they reach the temperature of their surroundings. <p>Insulating investigation</p>	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Investigate how temperature affects how solutes dissolve.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Separating mixtures involving solids and liquids.</p>
Geography	A region within North or South America.						
The Rainforest	Comparison of Bolton and Manaus – emphasis on key human and physical similarities and differences.						

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The Mayans	<ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. <p>Create a timeline to understand when the Maya Civilisation occurred in comparison to UK historical periods</p>	<p>In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</p> <p>Analyse connections, trends and contrasts over time.</p> <p>Compare the similarities and differences between the Maya and Anglo-Saxons during the same time period</p>	<p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p> <p>Investigate artefacts by asking and answering questions</p>	<p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>Identify and use a range of sources to understand more about the Maya civilisation</p> <p>Writing</p> <p>Number system</p> <p>Calendar</p> <p>Clothing</p>		<p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>Understand the importance and types of food in Maya culture</p>	<p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>The Story of Popul Vuh (Mayan Creation story)</p>
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT Structures	<ul style="list-style-type: none"> Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks</p>	<ul style="list-style-type: none"> Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks</p>	<p>Use researched information to inform decisions.</p> <p>Investigate and evaluate frame structures</p>		<p>List tools needed before starting the activity.</p> <p>Record ideas using annotated diagrams.</p> <p>Combine modelling and drawing to refine ideas.</p> <p>Devise step by step plans which can be read / followed by someone else.</p> <p>Sketch and model alternative ideas.</p> <p>Decide which design idea to develop.</p> <p>Create a design brief for their structure</p>	<p>Develop one idea in depth.</p> <p>Produce detailed lists of ingredients / components / materials and tools.</p> <p>Select from and use a wide range of tools.</p> <p>Cut accurately and safely to a marked line.</p> <p>Select from and use a wide range of materials.</p>	<p>Consider user and purpose.</p> <p>Identify the strengths and weaknesses of their design ideas.</p> <p>Give a report using correct technical vocabulary.</p> <p>Consider and explain how the finished product could be improved related to design criteria.</p> <p>Discuss how well the finished product meets the design criteria of the user. Test on the user!</p>

					Use appropriate finishing techniques for the project. Refine their product – review and rework/improve. Make and evaluate their structure	Evaluate the effectiveness of the materials chosen to cover their rainforest structure in DT.	
Computing	Week 1,2,3,4				Weeks 5,6,7		
Digital Literacy	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. 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. Spreadsheets Formatting spreadsheets and inputting data to then create graphs linked to the rainfall in the Amazon rainforest.				I can create a database structure of my own and enter the data. I can prepare a data collection form and collect quality information. Databases Sorting and filtering databases to find the answers to questions.		
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Why do Hindus try to be good?	What example does Gandhi set about how to live? Use understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.		Look at Diwali and how it is celebrated.	Look at Diwali and how it is celebrated.	Make clear connections between Hindu beliefs about dharma, karma samsara and moksha and ways in which Hindus live. Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Plan, prepare and give a group presentation on each of the Hindu beliefs to consolidate learning from this unit.		
PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Celebrating Difference	<u>Different cultures</u> I understand that cultural differences sometimes cause conflict I am aware of my own culture	<u>Racism</u> I understand what racism is I am aware of my attitude towards people from different races	<u>Rumours and Name-calling</u> I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving	<u>Types of Bullying</u> I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to	<u>Does Money Matter?</u> I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth	<u>Celebrating Difference across the world</u> I can understand a different culture from my own I respect my own and other people’s culture	<u>Different cultures</u> I understand that cultural differences sometimes cause conflict I am aware of my own culture

			when I'm part of one	make other choices and know how to support children who are being bullied			
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Singing with Mr Martin						
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Jag Tag with Rees Sports Netball						

