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| **Year group: 5** | | | **Term: Autumn 2** |
| **Subject** | **Strand** | **Unit of work title / Overview** | |
| **English** | *Reading* | Letters from the Lighthouse – Emma Carroll. Guided Reading will focus on supplementing our history and science units. | |
| *Writing* | We will be writing from the perspectives of different characters using the experiences of evacuation using recounts.We will also be describing settings such as what the lighthouse is like. | |
| *Phonics/Spelling* | Ei/ie ible/able line 2 of CEW hyphens | |
| *Grammar* | Adverbials and relative clauses | |
| *Punctuation* | Commas for parenthesis. | |
| **Maths** | *Mental calculations*  *Written calculations*  *Units of work* | Multiplication and division using formal methods.  Building maths vocabulary with prime, square and cubed numbers  Calculating area and perimeter of compound 2D shapes. | |
| **Science** | *Working scientifically* | Research using secondary sources, observing over time, pattern seeking | |
| *Units of work* | **Earth and Space**: We will be looking at the movement of the Earth, and other planets, relative to the Sun in the solar system. We will also look at the movement of the Moon relative to the Earth. The children will also research past and present scientists linked to this topic. | |
| **Spanish** | Los Planetos | We will apply the rules of adjectival agreement to describe the Solar System in Spanish as well as use conjunctions and intensifiers to extend descriptions of the Solar System. Also, we will ask key questions in Spanish in order to conduct an interview with an astronaut. Finally, we will answer the questions in Spanish in order to present ourselves as  an astronaut. | |
| **History** | *Units of work* | **World War 2** - EQ: Why did the British Government make big plans for evacuation? We will explore events leading up to the declaration of war in September 1939. We will focus on the impact on children (was it the same for everyone) and the reasons why evacuation changed due to the turning points of the war. This unit is supported with an immersive evacuation experience to Lotherton Hall. | |
| **Design and Technology** | *Mechanisms* | We will design an automaton toy using simple mechanisms. | |
| **Music** | *Musician* | Range of musicians from around the world | |
| *Units of work* | Singing and playing in different styles with different ensembles. We learn about music from all around the world and explore personal emotions through music. | |
| **RE** | *Units of work* | This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. We will explore how religious artefacts and texts can be a source for learning and for beliefs. | |
| **Computing** | *Units of work* | **Microbits** – we will learn to code microbits to create step counters, light sensors, use the radio function and design our own projects. | |
| **PE** | *Units of work* | **Hockey / Netball** – we will be using the skills learnt in Autumn 1 and apply these to hockey and netball. Children are encouraged to work as a team using good communication, creating space and using individual skills pertinent to the sport. | |
| **PSHE** | *Units of work* | Health and Well-being, including parliament week and anti-bullying week. | |