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| **Year group: 5** | | | **Term: Autumn 1** |
| **Subject** | **Strand** | **Unit of work title / Overview** | |
| **English** | *Reading* | The Shark Caller | |
| *Writing* | Descriptive writing based on settings and characters. | |
| *Phonics/Spelling* | Silent letters, ough and homophones | |
| *Grammar* | Recap of word classes such as nouns and adjectives. Phrases, clauses, conjunctions. | |
| *Punctuation* | Sentence types, commas after clauses and inverted commas. | |
| **Maths** | *Mental calculations*  *Written calculations*  *Units of work* | Adding whole numbers with more than four digitsSubtracting whole numbers with more than four digitsRounding to check answersInverse operations (addition and subtraction)Multi-step addition and subtraction problems | |
| **Science** | *Working scientifically* | Comparative and fair testing, pattern seeking, research using secondary sources. | |
| *Units of work* | Electricity | |
| **Spanish** | *Units of work* | We will be learning how to read, speak and write the vocabulary for my family (mi familia). | |
| **Geography** | *Units of work* | We will be learning about the distribution of the world’s natural resources, sustainability and impact on the environment. | |
| **Art** | *Units of work* | We will initially learn how to draw portraits. We will then complete a topic on Seascapes using watercolours. | |
| **Music** | *Musician* | Various musicians through the Eras: Renaissance and Baroque Period; Classical and Romantic Period; Modern and Contemporary Period | |
| *Units of work* | Melody and Harmony in Music | |
| **RE** | *Units of work* | We will be summarising the features of Sikh practice (e.g. sewa, prayer) in the home and in the community as well as using religious vocabulary. We will explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) and considering the meanings behind them. Alos, we will be discussing and applying ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community. | |
| **Computing** | *Units of work* | AUP and Hour of Code programming. | |
| **PE** | *Units of work* | Playground/Invasion Games focussing on tactics, spatial awareness and teamwork. | |
| **PSHE** | *Units of work* | We will be discussing how to deal with our feelings as we are growing up and how we can look after our mental health. We will also learn how to keep safe in different situations including in emergencies. We also celebrate our personal identities and that we all have different qualities. | |