



Half term plan 2021

Teacher: J Oldfield
Date: Autumn 2 2021

Year group: 5

Topic: Here's One I Made Earlier

Literacy Objectives

Non – Fiction – Instructions

Narrative - Myths and Legends

Poetry – Narrative Poetry

Grammar

To add phrases to make sentences more precise

To use a range of sentence openers for impact.

To link clauses with subordinating and coordinating conjunctions

To use relative clauses beginning with who, which, whose.

To link clauses in sentences using subordinating and co-ordinating conjunctions.

To consistently organise into paragraphs.

Daily Grammar exercises

Alan Peat

De: De

O.(I.)

Noun, which, who, where.

Double ly ending sentences

Short

Guided Reading

Kensuke's Kingdom/ The Girl of Ink and Stars Text – in depth look at inference and deduction and vocabulary.

Lighthouse/Phonic intervention

Numeracy Objectives

White Rose Maths

Statistics (2-week block)

Multiplication and Division (3-week block)

Measurement: Perimeter and Area (3-week block)

Science Objectives

Get Sorted

To classify a variety of materials according to their properties.

To compare and contrast different solids according to their properties, including their hardness.

To compare and contrast the properties of different liquids, including viscosity.

To identify the properties of different metals and describe how these properties make them suitable for particular uses.

To identify the properties of different plastics and explain how these make them suitable for particular purposes.

To investigate the properties of materials and their uses by planning and carrying out a fair test enquiry using different types of balls.

Everyday Materials

To recognise that materials are used in many different ways and for particular purposes within buildings.

To plan a fair test to investigate different carrier bags and collect evidence to make recommendations regarding their use.

Carrying out comparative and fair tests.

To use evidence from investigations to explain how a cool bag works as an insulator.

To observe, measure, describe and explain the changes that happen to a mystery material when water is added.

To present findings from a comparative test of nappies as a recommendation for parents of babies.

To identify a range of materials used in making bicycles and how the properties of those materials make them particularly suited to their use in different types of bikes.

To plan a test to measure the stickiness of different types of glue.

(Activities to include: [sorting materials according to their](#)

Computing objectives

Teach Computing - Vector Drawing

To identify that drawing tools can be used to produce different outcomes.

To create a vector drawing by combining shapes.

To use tools to achieve a desired effect.

To recognise that vector drawings consist of layers.

To group objects to make them easier to work with

To evaluate my vector drawing

Extra Lessons

Be Internet Legends – Be Internet Sharp – Think Before You Share

Be Internet Legends – Be Internet Alert – Check It's For Real

<p>properties, test materials density, test viscosity, investigate metals and plastics, investigate everyday materials such as balls, carrier bags, plates, cool bags and nappies.)</p>	
<p>Art objectives To print using a 3 colour overlay. To mix paint in a variety of shades to capture the mood. To cross stitch a design. (Christmas cards, calendars, gift card)</p>	<p>P.E objectives <u>Gymnastics</u> To know the effect on our bodies from warming up and cooling down. To explore balances and other actions showing twisted shapes. To combine and link two balances, twisted and not, with travelling actions. To choose a pathway to perform a sequence on To improve their performance using self-assessment. To explore mirroring a partner using different actions on the floor and apparatus To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus To replicate a partner's sequence To identify their own focus for improvement. To explore using different actions moving into the same and different balances. To select and combine three different actions into three different balances. To transfer their learning onto the apparatus. To interpret another's record of their sequence on the floor or apparatus. Perform a handstand action at their own stage of progression Understand the technique of a good handstand Work with a partner to move into and out of their hand standing activities Perform a sequence containing inversion skills of hand standing and cartwheeling with rolling and contrast in body shapes. To put all of the knowledge learnt into a sequence.</p>

	<p>To complete a circuit in groups.</p> <p><u>Swimming</u></p>
<p>History</p> <p>Not taught this term</p>	<p>Geography</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Locate Santa's visits over the counties and cities, which topographical features will he need to know about to be able to visit.)</p>
<p>French (KS2)</p> <p><u>Salut Unit J and K</u></p> <p>To pick out familiar words and phrases from spoken words and sentences.</p> <p>To understand the main points and some of the detail from a short spoken passage that includes some unfamiliar language.</p> <p>To join in with short continuous conversation.</p> <p>To adapt simple sentences by changing a few words.</p> <p>To prepare a short talk on a topic about a person, place or thing.</p> <p>To read and pronounce unfamiliar French words using knowledge of French phonics.</p> <p>I can read aloud with accurate pronunciation so others can understand me.</p> <p>To complete a written sentence by adding letter, words or phrases.</p> <p>To use simple sentence structures that differ from English.</p>	<p>DT</p> <p>To cut strips of wood/ dowel to mm accuracy.</p> <p>To build a framework using a range of materials</p> <p>To use a cam to make a mechanism work</p> <p>To cut slots</p> <p>To use a glue gun (make a moveable santa/snowman pop up toy)</p>
<p>Music</p> <p>Young Voices</p> <p>Christmas Production</p>	<p>R.E</p> <p><u>5.2 Christmas. The Gospels of Matthew and Luke</u></p> <p>To know that that the nativity story is found in the Gospels of Matthew and Luke.</p> <p>To identify that the true meaning of Christmas is a celebration of</p>

	<p>the birth of Jesus, the Son of God, Messiah. To know that different denominations of Christianity hold differing views about Mary. To identify which parts of the nativity story can be found in each Gospel. To discuss the audiences Matthew and Luke were writing for. To identify the influence, the two stories, have on our Christmas celebrations. To describe the Christian beliefs revealed in the nativity story. To talk about the different views of the importance of Mary. <u>UC 2B.4 Was Jesus The Messiah?</u> Use throughout teaching on the Gospels of Matthew and Luke.</p>
<p>PSHE – Dimensions Program <u>Unit 4 Emotions</u> WK1: To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. WK2: To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle. WK3: To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <u>Unit 2 Diversity</u> WK4: To understand the benefits of living in a diverse community and learn to celebrate diversity. Circle time – based on events arising and current affairs.</p>	<p>Dance/ Drama To experiment to establish different characters, with control over movement and voice. To work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes. To comment on performances constructively, using appropriate language, both in and out of role. To use the rehearsal process to improve and refine their work. To actively interpret the work of playwrights. To create a dance phrase using a directed style. To join dance phrases and motifs to compose longer dances. (role play, hot seating)</p>
<p>Visits/visitors Swimming – Wednesday mornings</p>	<p>Enrichment Activities/ Topic Days/ Role-play Christingle Christmas Production</p>