

	St. Mary's Catholic Primary School, Chiswick Year 5: Miss Scannell Autumn Term 2023	Living & Learning, Inspired by our faith
RE	<p>Creation:</p> <p>Knowledge:</p> <p>By the end of this topic, children should:</p> <ul style="list-style-type: none"> • Know that for a long-time people have asked questions about Creation. • Reflect on some important responses. • Know about the story of Creation in the Bible. • Reflect on the importance of this story. • Know about the story of the Fall. • Think about how it helps us to understand suffering in the world. • Understand that God calls us to care for creation. • Be aware of our responsibilities. • Know about some of God's great helpers. • Reflect on what we can learn from them. • Be aware of God's great gifts to us. • Reflect on the importance of our gifts. <p>Skills:</p> <p>The skills the children will be using throughout this unit are:</p> <ul style="list-style-type: none"> • To show knowledge and understanding of a range scripture passages that correspond to the scripture source used. • To show knowledge and understanding of actions of believers which arise as a consequence of their beliefs. • To show understanding by making links between beliefs and life • To show understanding by making links between beliefs and sources • To compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied. • To show an understanding of how your own and others' decisions are informed by beliefs and moral values. • To use sources to support a point of view • To express a point of view and give reasons for it. <p>God's Covenants:</p> <p>Knowledge:</p> <p>By the end of this topic, children should:</p> <ul style="list-style-type: none"> • Understand the meaning of covenant. 	<p>How you can help...</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Please continue to sign your child's reading diary every day, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language. • Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading. • Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing. • Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers. <p>Some questions which could be asked:</p> <ul style="list-style-type: none"> - can you find the word/phrase which shows that the character is unhappy/disappointed/ecstatic/ pleased? - which word means the same as...? - in your own words, explain what the writer means when he says... - why has the author written in this way? - what is the poem/information text trying to tell you? - why has the author used this word? <p><u>Writing</u></p> <ul style="list-style-type: none"> • Continue to encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work.

RSE	<ul style="list-style-type: none"> • Reflect on God’s Covenant with Noah. • Know about the Covenant God made with Abraham. • Reflect on Abraham’s trust in God. • Understand that God guides and challenges His people. • Be aware of our need to grow in faith and trust in God. • Know that God made a Covenant with Moses and the Israelites. • Be aware that this Covenant is also made with us. • Know that God send prophets to remind His People of His Covenant. • Reflect on the message of the prophets for us. • Know that God makes a New Covenant with us. • Reflect on our part in the New Covenant. <p>Skills The skills the children will be using throughout this unit are:</p> <ul style="list-style-type: none"> • To show knowledge and understanding of the life and work of key figures in the history of the People of God. • To show knowledge & understanding of a range of religious beliefs. • To show understanding of, by making links between beliefs and life. • To show an understanding of how your own and others decisions are informed by beliefs and moral values. • To express a point of view and give reasons for it. <p>From Advent to Christmas: The children will be developing an understanding of the Birth of Jesus.</p> <p>Religious Understanding explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation.</p> <p>Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here.</p>	<ul style="list-style-type: none"> • Children can jot down any interesting words or phrases, in their diary) that they come across whilst reading to use later in their own writing – this is key to widening their vocabulary. • Encourage your child to use new vocabulary that they have found in their reading books in their written work. • Please encourage your child to read over their work and to check for any errors. • Read through their work together and try to pick out a sentence or phrase that can be improved- could they use a fronted adverbial or a more sophisticated adjective? <p><u>Spelling, punctuation and Grammar</u></p> <ul style="list-style-type: none"> • Continue to work on the spellings that are given out for homework each week. It’s important that your child knows the rules of spelling so when faced with an unfamiliar word they are able to spell it correctly. • Write down some unpunctuated sentences for your child to punctuate correctly. • Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation. • Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer. • Encourage them to persevere, and show their working out at all times. • Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths. • It is good to look at the maths homework and see what your child struggles with so that they have a good base
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Reading	<p>Our class novel this term is <i>Treason by Berlie Doherty</i></p> <p>Knowledge We will be using <i>Treason</i> as a stimulus to develop the skills below. Making cross curricular links with our History Topic ‘The Tudors’.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> • increase familiarity with a range of books; • identify themes and conventions and compare these across books - they have read • show understanding through intonation, tone, volume and action • discuss words and phrases that capture readers’ interest and imagination • draw inferences about characters’ feelings, thoughts, emotions add actions • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet • ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning • predict what might happen from details stated and implied 	<p>understanding of maths as they go through the Year 5. This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems.</p> <p>•</p> <p><u>Mastery</u></p> <ul style="list-style-type: none"> • Encourage investigative thinking , questioning , discussion and application • Use precise mathematical vocabulary • Make connections across mathematical ideas
Writing	<p>Knowledge: We will be using <i>Treason</i> as a stimulus to develop the skills below. Making cross curricular links with our History Topic ‘The Tudors’, will offer children the opportunity to develop creative responses to the text through creating their own riddles, creating poetry, writing letters and narrative writing.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> • plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • note and develop initial ideas, drawing on reading • draft and write by selecting appropriate grammar and vocabulary • in narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • use a range of devices to build cohesion within and across paragraphs • evaluate and edit by proposing changes to vocabulary, grammar and punctuation • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • prepare play scripts to read aloud • select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning 	

Spelling Punctuation and Grammar	<p>Knowledge: Children will develop their knowledge of different spelling rules as well as implement, practise, and reviews different punctuation and grammar aspects in their writing independently. We will develop these skills across the term and have the opportunity to use them in our writing.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> • Review of Year 4 prefixes • Review of Year 4 suffixes • Review of words from the Year 3 and 4 word list • Words containing the letting string -ough • Words from the year 5 and 6 word list • Homophones and near homophones • Words ending in -ious • Word endings that's sounds like /shl/ and are spelled -cial and -tial • using hyphens and commas for parenthesis • fronted adverbials • indicate degrees of possibility using adverbs • using commas to clarify meaning • cohesion within paragraphs • linking paragraphs using adverbials 	
Mathematics	<p>Knowledge: This term, the children will be completing units on Number and place values, addition and subtraction and fractions. We will be using a range of concrete resources and manipulatives such as dienes, counters and place value grids during our word to help the children understand the skills they are learning. Alongside this, we will use pictorial representations such as bar models and part whole models which will lead them to abstract (formal) work and methods. These representations will help the children to reason and solve problems within the topics they are learning.</p> <p>Number and Place Value:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Solve number problems and practical problems involving the above • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 <p>Addition and subtraction:</p>	

	<ul style="list-style-type: none"> • Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Add and subtract numbers mentally with increasingly large numbers <p>Multiplication and division</p> <ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors and multiples, squares and cubes • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Multiply and divide numbers mentally, drawing upon known facts <p>Fractions</p> <ul style="list-style-type: none"> • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • Compare and order fractions whose denominators are all multiples of the same number • Add and subtract fractions with the same denominator, and denominators that are multiples of the same number 	
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Science	<p>Forces</p> <p>Knowledge:</p> <p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • A force is either: push or a pull • Forces can make things speed up, slow down, change shape and change direction • Magnets attract or repel each other or other objects • North and South attract. But North and North or South and South will repel. • Air resistance slows down moving objects, because air slows you down as you move through it • To travel faster through the air, things need to be streamlined • Water resistance slows down moving objects, because water slows you down as you move through it • To travel faster through the water, things need to be streamlined • Friction happens when two surfaces touch each other • Friction gives us grip • Friction produces heat • Rougher surfaces slow things down a lot • Smoother surfaces don't slow things down as much • Gravity is the forces that pulls objects down towards the centre of the Earth. • Gravity stops things from floating away into space. • When things go into the air (like a football) gravity pulls them back down. <p>Skills:</p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect • To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • To use test results to make predictions to set up further comparative and fair tests • To take measurements, using a range of scientific equipment, with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • To identify scientific evidence that has been used to support or refute ideas or arguments 	
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- To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.

Earth and Space:

Knowledge:

By the end of this topic, children should know:

- The Earth rotates on its axis anti-clockwise and makes a complete rotation over 24 hours (a day).
- The Earth's rotation causes day and night.
- Different parts of the Earth experience daylight at different times – this means that it is morning, afternoon and night in different places. This is also the reason why we have time zones.
- Due to the Earth's tilt, the poles experience 24 hours of sunlight in the summer, and very few hours of sunlight in the winter.
- As the Earth rotates, shadows that are formed change in size and orientation.
- The Earth takes 365 and a quarter day to orbit the Sun.
- Due to the extra quarter day it takes to orbit the Sun, every four years on Earth is a leap year!
- It is the Earth's tilt that causes the seasons.
- The Moon orbits the Earth anticlockwise and takes approximately 28 days.
- The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the Moon.
- The Moon has different phases depending on where it is in its orbit.
- The Moon's gravity causes high and low tides.
- There are 8 planets in our Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). Pluto is a dwarf planet.
- They all orbit the Sun, which is a star, and they all have moons.
- The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune).
- There are also asteroids, meteoroids and comets in the Solar System.
- The Solar System is in a galaxy called the Milky Way.
- The galaxy is in the universe.

Skills focus:

- To describe the movement of the Earth and other planets relative to the sun in the solar system
- To describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies

	<ul style="list-style-type: none"> To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To be able to plan a scientific enquiry to answer a question. To identify scientific evidence that has been used to support or refute ideas or arguments. To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations <p>Global Warming</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To learn about the greenhouse effect, which is the process through which gases in the atmosphere trap heat from the sun, causing an increase in temperature on Earth. To learn about human activities that contribute to global warming, such as deforestation, burning of fossil fuels, and agricultural practices. To explore the effects of global warming on the environment and living organisms, including rising sea levels, melting polar ice caps, and changes in weather patterns. To learn about the methods used to measure global temperatures, including historical data, satellite imagery, and weather stations. <p>Skills:</p> <ul style="list-style-type: none"> To develop skills in analysing scientific data related to global warming, including graphs, charts, and statistical analysis. To develop critical thinking skills by evaluating scientific evidence related to global warming and drawing evidence-based conclusions. To learn to communicate scientific findings related to global warming through oral and written presentations and discussions. To design and conduct their own experiments related to global warming, developing skills in scientific inquiry and investigation. 	
P.E	<p>Our PE days for this term will be on Wednesday and Thursday.</p> <p>Invasion games:</p> <ul style="list-style-type: none"> Pass, control, the ball with accuracy and fluency while on the move Send and receive a ball with hands with accuracy to a target, space or team mate Demonstrate increasing confidence and competence to successfully take part in the range of games as described above understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team Make decisions quickly in a game 	

- Change tactics/roles as necessary for the success of the whole team
- Start to develop a basic understanding of team formation
- Shadowing a player
- Back up and support rest of team understand and keep to the rules of the games described above to enable the game to flow and keep players safe
- Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games

Gymnastics

- Sequencing: Create and perform a pair sequence on floor, mats and apparatus which includes three basic acrobatic balances (a part-weight bearing balance, counter tension and a counter balance) and up to six other actions.
- Balance: Perform balances with control, showing good body tension. Explore and develop control in taking some (part weight bearing) /all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control. Begin to take more weight on hands when progressing bunny hop into hand stand
- Travel: Begin to travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner.
- Jump: Begin to make symmetrical and asymmetrical shapes in the air. Jump along, over and off apparatus of varying height with control in the air and on landing
- Roll: Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions

Sports Hall Athletics:

- Jumping: Demonstrate all 5 basic jumps showing power and control and consistency at both take-off and landing; Can confidently perform a jump; with more than one component e.g. triple jump; Select 3 of the most appropriate jumps and perform them confidently and consecutively; Confidently select an appropriate distance for run up; Set realistic targets for self, when jumping for distance.
- Throwing: Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with a Vortex Howler ; Work in pairs, one thrower,

one scorer, to create a scoring system, which includes understanding and adhering to rules; Organise small groups to SAFELY take turns when throwing and retrieving implements; Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others

OAA

- Orientate maps with 4 -6 check points
- Take part in team challenges to collect points
- Relate symbols on a map to features on the ground
- Play a symbol relay game to familiarise themselves with map symbols
- Work increasingly well in pairs where roles and responsibilities are understood
- Change roles or ideas if they are not working
- Recognise own and others' feelings
- Recognise and talk about the dangers of tasks
- Recognise how to keep themselves and others safe
- Plan strategies to solve problems/plan routes/follow trails
- To begin to communicate well and listen to others' ideas
- To begin to understand risk assessment and how to stay safe

Music	<p>Knowledge</p> <ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the challenges in your improvisations • To know three well-known improvising musicians <p>Skills focus: Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	
Computing	<p>Data handling: Mars Rover</p> <p>Knowledge:</p>	

- To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.
- To know what numbers using binary code look like and be able to identify how messages can be sent in this format.
- To understand that RAM is Random Access Memory and acts as the computer's working memory.
- To know what simple operations can be used to calculate bit patterns.

Skills:

- Learning that external devices can be programmed by a separate computer.
- Recognising how the size of RAM affects the processing of data.
- Learning the vocabulary associated with data: data and transmit.
- Recognising that computers transfer data in binary and understanding simple binary addition.
- Relating binary signals (Boolean) to the simple character-based language, ASCII.
- Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.
- Understanding how data is collected in remote or dangerous places.
- Understanding how data might be used to tell us about a location.
- Learn about different forms of communication that have developed with the use of technology.

Creating media: Stop motion animation

Knowledge:

- To know that decomposition of an idea is important when creating stop-motion animations.
- To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.
- To know that editing is an important feature of making and improving a stop motion animation.

Skills:

- Decomposing animations into a series of images.
- Decomposing a story to be able to plan a program to tell a story.
- Using video editing software to animate.

C r e a t i v e S u b j e c t s	History	<p>Tudors</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand that inventories are useful sources of evidence to find out about people from the past. • To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events. • To understand how the monarchy exercised absolute power. • To understand there are increasingly complex reasons for migrants coming to Britain. • To be aware of the different beliefs that different cultures, times and groups hold. • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • To understand that people in the past were as inventive and sophisticated in thinking as people today. <p>Skills:</p> <ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. 	
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	<ul style="list-style-type: none"> • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Evaluating the usefulness of historical sources. • Developing strategies for checking the accuracy of evidence. • Planning a historical enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making connections, drawing contrasts and analysing within a period and across time. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. 	
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	Geography	<ul style="list-style-type: none"> Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. <p>What is life like in the Alps?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To know the name of many countries and major cities in Europe and North and South America. To know some similarities and differences between the UK and a European mountain region. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods. <p>Skills</p> <ul style="list-style-type: none"> Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Explaining why a locality has changed over time, giving examples of both physical and human features. Using longitude and latitude when referencing location in an atlas or on a globe. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. 	
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	<ul style="list-style-type: none"> • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. 	
Art & Design	<p>Drawing: I need space</p> <p>Knowledge: Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use printing blocks of our own design, creating art using the relief or impressed method • Create pieces with 3 overlays and then use other media to further enhance our work 	
Design Technology	<p>Skills:</p> <p>Mechanical systems: Making a pop-up book</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. 	

		<ul style="list-style-type: none"> • To understand how to use sliders, pivots and folds to create paper-based mechanisms. • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. <p>Skills:</p> <ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement. <p>Italian:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that in Italian there are a range of greetings. • To know that different greetings are used at different times of the day. • To know that tone of voice can indicate a question. <p>Skills:</p> <ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Repeating short phrases accurately, including liaison of final consonant before vowel. • Introducing self to a partner with simple phrases. • Listening and responding to single words and short phrases. • Following verbal instructions in Italian. • Responding to objects or images with a phrase or other verbal response. • Experimenting with simple writing, copying with accuracy. • Showing awareness of the capital and identifying some key cultural landmarks. 	
	MFL		

Important Dates	<ul style="list-style-type: none"> • Whole school Mass – The feast Day of the Nativity, Our Lady of Grace and St Edwards at 10am: Friday 8th September 2023 • Co-Curricular Clubs begin: Monday 18th September 2023 • PGL, Marchant’s Hill, Surrey: Monday 18th – Wednesday 20th September 2023 • KS2 meet the teacher, 2.45 – 3.15: Thursday 21st September 2023 • Jeans for Genes Day, Mufti Day: Friday 22nd June 2023 • Black History Month begins: Monday 2nd October 2023 • Rosary Club for children and parents, 8.30am: Every Tuesday during October 2023. • RSE workshop for parents: Friday 6th October • Half Term: 23rd – 27th October 2023 • Year 5 Class Mass, Our Lady of Grace and St Edwards at 10am: Monday 6th November 2023 – Parent Volunteers needed to help walk us back and forth. • Children In Need, Mufti Day: Friday 17th November 2023 • Parents Evening: Wednesday 29th November 2023 (online) • School Christmas Lunch and Christmas Jumper Day: Wednesday 13th December 2023 • KS2 Carol Concert: Thursday 14th December 2023 • Class Christmas parties: Wednesday 20th 2023 – Parent Reps • End of Term, at 1.15pm: Thursday 21st December 2023 	
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