

As mathematicians we will be... focusing on one of two units of work about fractions. The children will find and recognise equivalent fractions; convert improper fractions into mixed numbers and vice versa; order and compare fractions; and add and subtract fractions. These broad aspects will be broken down into smaller steps and as always will be underpinned with lots of problem solving and reasoning.

As scientists we will focus on... properties of materials. We will be testing materials for magnetism, transparency, hardness and electrical conductivity. We will plan an experiment involving insulating heat, carrying out an investigation and evaluating the results. We will find out about the uses of everyday materials: plastic, wood and metal. As usual, we will learn scientific vocabulary and recall definitions until we can use them with confidence. We will continue to develop scientific enquiry skills: observing changes over time, noticing patterns, grouping and classifying, comparative or fair tests and research using secondary sources.

As health and well-being experts we will be... continuing to promote physical and mental health. We will exercise every day by completing the daily mile, swimming or participating in PE, where we will be developing our athletics skills. In PSHE we will be covering some of the Sex and Relationships Education (SRE) for Year 5. This will include learning about the male and female body parts needed for reproduction, bodily changes which occur in both girls and boys during puberty, including menstruation, erections and wet dreams. Importantly, we will also look at the emotional changes that may take place during puberty and how to deal with these as well as different relationships and families.

As ethically minded citizens we will be... continuing to discuss and explore the idea of special places. Our work on pilgrimage will extend to why people might travel to Rome or walk the Camino de Santiago. We will learn why Jerusalem is important to several religions. Finally, we will extend our knowledge of the Christmas story.

Year 5

Maples

Autumn 2



What did the Vikings do for Britain?

As writers and communicators, we will be... reading the non-fiction text “Viking Voyagers” and answering reading comprehension questions about it using the VIPERS model. With the book as inspiration, we will write a non-chronological report about a Viking god as well as our own Viking legend story and a diary entry as an archaeologist digging for Viking artefacts.

In spelling, we will continue to develop our knowledge of different spelling patterns including words ending in *ant*, *ance*, *ancy*, *ent*, *ence*, *able*, *ible*, *ably* and *ibly*, as well as words from the Year 5/6 word list. In grammar and punctuation, we will be learning how to use relative clauses as well as expanding our understanding and use of adverbials, modal verbs, commas and subordinating conjunctions.

We will be continuing our study of the French language by exploring grammar, pronunciation and writing within the context of French cities, travel and shopping.

As musicians we will be... asking, ‘How Does Music Connect Us with Our Past?’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV and communication.

As information technologists we will... continue to use Purple Mash to develop our understanding of coding. We will be simplifying code, programming a simulation, applying decomposition and abstraction, and using functions and variable in a variety of games and real-life

As historians we will be... learning about Vikings. First, we will be looking at the chronology and geography of the invasion; then we will look at what impact Vikings had on British life. What archaeological finds from local places have informed our knowledge of the Vikings? Were they all vicious?

As artists and design technologists we will be... designers and evaluators of monitoring devices, such as thermometers and thermostats. We will be using CAD to design our own monitoring device for an animal enclosure.