

Year 5 Learning Outcomes – Autumn Term (1st half)

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| <p>Literacy</p> <ul style="list-style-type: none"> • Evidence formal writing in narrative. • Reading poems, examining use of language and justifying opinions. • Imagery, poetic devices, language for effect. • Choosing and using descriptive language; adjectives, adverbs, powerful nouns and powerful verbs. • Biography • Using expanded noun phrases to convey complex information concisely. • Using a range of conjunctions to create compound sentences. • Using complex sentences. • Relative clauses – which, what, when, why, how? • Using hyphens to avoid ambiguity • Correct use of commas including to clarify meaning, avoid ambiguity and to indicate parenthesis. • Writing Instructions. | <p>Geography</p> <ul style="list-style-type: none"> • To identify main iconic features of London. • To research information based around a main iconic feature of London. • To develop a page for a class tourist guide of London. | <p>Science</p> <ul style="list-style-type: none"> • To understand that planets in our solar system orbit the Sun and are broadly spherical. • Know that 1 rotation of the earth takes 24 hours, that the moon orbits the Earth and know the relative sizes of the planets in our solar system. • To know that the rotation of the Earth creates day and night. and • Know how the tilt of the Earth’s axis and its orbit creates the seasons. • Have observed the phases of the moon. | <p>RE</p> <ul style="list-style-type: none"> • To learn about the various Jewish and Christian festivals. • Rosh Hashanah • Yom Kippur • Harvest festival • Shabbat | <p>ART</p> <ul style="list-style-type: none"> • Identify silhouette. • Understand how silhouettes can be made. • Use a taught method, using tracing paper, to create silhouettes. • Create a shadow puppet show using silhouettes the children have made. • Use blending to create a background for a painting. • Add a silhouette to a background to create a skyline of London. • Create a silhouette portrait of themselves. |
| <p>Music</p> <ul style="list-style-type: none"> • Livin’ on a Prayer – How Rock music developed from the Beatles onwards • Analysing performance | <p>Spanish</p> <ul style="list-style-type: none"> • Greetings and colours • Members of the family • Where I live • Asking questions/sentence building | <p>PSHCE</p> <ul style="list-style-type: none"> • Hopes, expectations, concerns and worries for Y5 • Individual worth and personal strengths • Knowing things that help learning • Working cooperatively • Understanding the difference between direct and indirect bullying • Understanding anti-social behaviour and the need for rules • Understanding the law | <p>Computing</p> <p>e-safety and advanced use of internet search engines and websites:</p> <ul style="list-style-type: none"> • Understanding how the internet works • Knowing a range of ways to report e-safety concerns • Recognise acceptable and unacceptable behaviours online • Analyse content of websites and identify biases • Use search engines effectively • Understand how search engines work and how research results are ranked | <p>PE</p> <ul style="list-style-type: none"> • Choose and apply a range of compositional principles to sequences • Evaluate own and others’ performances • To learn various hockey skills • To play small games of hockey and implement the rules within these games |

Year 5 Learning Outcomes – Autumn Term 2

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| <p>Literacy</p> <ul style="list-style-type: none"> Identify and discuss themes in myths and fables Report writing . Identify how language, structure and presentation contribute to meaning. Use expanded noun phrases to modify meaning. Accurately use of passive verbs to vary presentation of information in a sentence Use commas to clarify meaning and avoid ambiguity. <p>Comment on the style of the author, the use of language and the writing techniques when reading and discussing books during Guided Reading Sessions.</p> | <p>History</p> <ul style="list-style-type: none"> Locate Greece on a world map and have an understanding of its terrain and climate. Compare with modern Greece. Place Ancient Greece on a timeline. Know that a form of democracy was developed in Ancient Greece. Understand differences between the Athenian and Spartan cultures. Understand the impact of Greek on the English language. Be familiar with some of the Greek myths, Gods and characters, and the conventions of Greek theatre. Be able to understand the significance of Archaeological evidence in Ancient Greece. | <p>Science</p> <p>Forces</p> <ul style="list-style-type: none"> Gravity Opposing forces Friction Air resistance Water resistance Mechanical devices | <p>RE</p> <ul style="list-style-type: none"> Shabbat Synagogue Channukah Christingle Advent Christmas | <p>DT</p> <ul style="list-style-type: none"> Explain ideas in a sketch book. Select appropriate shading materials by exploring forms of pencil shading techniques. Observing light source on 3D shapes and showing this in drawings. Use biro as a tool to draw with. Use a variety of tools for sculpting in clay to make Greek pots or use papier mache to create Greek pots. |
| <p>Music</p> <ul style="list-style-type: none"> Graphic Scores | <p>Spanish</p> <ul style="list-style-type: none"> Greetings and colours Members of the family Where I live Asking questions/sentence building | <p>PSHCE</p> <ul style="list-style-type: none"> Hopes, expectations, concerns and worries Individual worth and personal strengths Knowing strategies to help with learning Working cooperatively Understanding the differences between direct and indirect bullying The need for rules – understanding anti-social behaviour Understanding the law | <p>Computing – Graphical modelling using object based graphics software</p> <ul style="list-style-type: none"> Understand the importance of selecting the most appropriate program for a specific task Develop the skills to use features such as grouping, layering and transparencies Design and create a model for a specific purpose | <p>PE</p> <ul style="list-style-type: none"> Learn skilful attacking skills Begin to organise themselves to defend a goal Implement skills learnt to a team game scenario Aiming to get into good positions to shoot and reach the goal Develop a knowledge and understanding of health and fitness Understand how exercise affects the body Learn how to effectively prepare the body for exercise Learn about different types of fitness: suppleness, stamina, strength |