

PHYSICAL EDUCATION

Using Tennis and Kurling Skills.

- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.

FRENCH

On Holiday

This unit covers the vocabulary needed to describe where pupils are going on holiday, where they are staying and how long they are staying. It also includes a variety of attractions they might encounter on holiday. This unit gives more advanced pupils the chance to develop their grammar skills by learning about the perfect past tense.

By the end children should be able to do:

- *Recognise and use basic holiday vocabulary in spoken and written sentences.
- *Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help.
- *Be able to prepare and deliver a short talk about holiday, adapting sentences from the unit that differ from the English sentence structure.
- * Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.

Eating Out

This unit includes vocabulary and conversations linked with eating out and buying food.

Pupils will learn how to order food and drinks in the café and restaurant, as well as how to ask for a table. They will also have the opportunity to practice some of the numbers covered in the core unit by asking how much things cost and talking about different weights of fruit and veg.

By the end the children should be able to do:

- *Understand some unfamiliar vocabulary and the main point of a story, including opinions, in the spoken and written versions.
- *Recognise subject pronouns and use 'il' and 'elle' with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory.
- *Perform a short role-play, using and adapting sentences structures from the unit.
- *Use formal language, eg the 'vous' form in appropriate situations eg. to a restaurant customer.

Classroom Grammar

Children will look into the key Grammar areas:

- *Nouns and Articles
- *Adjectives
- *Pronouns
- *Verbs
- *Questions

These will also be taught throughout different modules.

COMPUTING

E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Blogging / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

AUTUMN 1 YEAR 5

THE HUMAN ANIMAL

SCIENCE

Describe the changes as humans develop to old age.

- How does head to body ratio change as a human grows?

Work scientifically

Compare data about the gestation periods of humans and other animals. Find out and record the length and mass of a baby as it grows.

THE HUMAN LIFE CYCLE STAGES

Pupils could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows.

Other teaching ideas

1. Draw humans at different stages with correct head to body ratios.
2. Plot average height of males and females as they grow into a line graph. Compare differences and rate of growth at different stages.

HUMANITIES

Ancient Civilisations—Main Study, 'The Maya'

Various enquiries including;

- **Who were the Maya?**
- **Where were they from?**
- **What was life like in a Rainforest?**
- **How did they live?**
- **What did they believe in?**

Similarities between Egypt (pyramids), Greece (God's) and Britain (football, villages)

- **What can we learn from them?**
- **Differences and similarities. What food came from the Maya? How has this influenced what we eat today?**
- **Modern day Maya. What civilisation contributed the most?**

Using artefacts, sampling food, timelines and sources

ARTS

Art - Environmental Art – Recycled Sculptures

- Work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.
- Shape, form, model and construct from observation or imagination
- Use recycled, natural and man-made materials to create sculptures
- Plan a sculpture through drawing and other preparatory work

Music – WOPs – Descant and Treble Recorders

Classroom - Working Songs (Spirituals)

- Begin to recognise major and minor keys
- Use notation for crotchets, minims, semibreves and quavers
- Begin to recognise common time signatures
- Use strong contrasts in dynamics to add light and shade
- Alter tempi for mood effects
- Compare acoustic and electric sounds
- Develop an understanding of how chords can be used as an accompaniment

Recognise, sing and play a round