

SCIENCE

PROPERTIES and CHANGES IN MATERIALS

Pupils should be taught to:

- compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

- How is evaporation of a liquid affected by size of container/ viscosity/ moving air/ additives/ temperature?
- How is boiling time of water affected by adding salt?
- Which liquid dissolves antacid tablets quickest?
- Do all liquids evaporate at the same rate? - salt water, vinegar, cooking oil, milk, aftershave lotion
- Do all frozen materials melt at the same temperature?

Working scientifically.

Testing - to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'

Comparing materials in order to make a switch in a circuit.

Observing and comparing the changes that take place, for example when burning different materials or baking bread or cakes.

Researching and discussing - how chemical changes have an impact on our lives, for example cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

Other teaching ideas:

1. Discussing the difference between powders and liquids
2. Discussing, sorting and grouping familiar materials as solids or liquids
3. Making a poster or collage illustrating the properties of solids or liquids or gases
4. List all you eat in a day as solids, liquids or gases
5. Explain with a drawing how smells travel around buildings
6. Research gases and their uses
7. Matching words to definitions evaporating, condensing etc.

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 through 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 2 YEAR 5

OUR WONDERFUL WORLD

ARTS

Art – Mountain Sculpture - Maps

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Use dry media (chalk and charcoal) to make different marks, lines, patterns and shapes within a drawing.
- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion.

Music – WOPs – Flutes and Calrinets

Classroom -

- 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

HUMANITIES

Economic Activity including trade

Various enquiries including;

What is trade?

Why is it important?

Fair trade focus, creating a product to trade.

Using maps, products and sources

FRENCH

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.

PHYSICAL EDUCATION

Ball Handling 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.
- To develop a sense of teammanship.