

## Year 5 Autumn Term Where are we in the world?

**As readers**, we will focus on two novels where history, maps and myths take centre stage and powerful characters negotiate their place in the world.



We will also read a range of poetry, fiction and non-fiction. We will read an extract from Michael Morpurgo's *My Friend Walter* about explorer Sir Walter Raleigh. We will compare different myths from a range of cultures to understand the role of narratives in making sense of the world. We will discuss how power is disseminated when reading the Indian tale *Cloud Tea Monkeys*. We will examine an extract from *King Lear* to look at how Shakespeare's play was influenced by both traditional tales and the bard's passion for maps.

**As writers**, we will create a range of texts in response to our two focus novels. We will analyse our focus texts to see how these writers create plot, character and suspense and magpie their literary and stylistic devices to improve our own writing. We will write in role as characters, persuade our characters to make the right choices, debate their views and present the findings of our research into cartography and Tudor history in non-fiction writing. We will choose a key passage and transform it into a play script to perform. We will include the punctuation and sentence structures learnt in Year 4 in our writing and expand our punctuation repertoire when using parenthesis.

**As mathematicians**, we will focus on consolidating our understanding of the place value of numbers to 10,000 and expand our understanding to numbers up to 1 Million. We will revise our knowledge of rounding numbers and learn to round numbers to the nearest 10, 100 and 1000. We will also introduce negative numbers using practical contexts such as temperature. We will consolidate our fluency in mental and formal written addition and subtraction before moving on to adding and subtracting increasingly large numbers including using column method to add and subtract two 4digit numbers. We will explore factors, prime numbers and multiples and multiply numbers by 10, 100 and 1000. Area and perimeter will be our topics in geometry and in statistics we will consolidate Year 4 learning and close any gaps from lockdown before we progress into Year 5 objectives such as using line graphs to interpret data. We will apply these skills in our science work when representing data gathered in our experimental work.

**As scientists**, we will continue to improve our investigation skills by planning and carrying out a range of experiments; taking measurements; recording data; evaluating and analysing the data and presenting our data and conclusions clearly. We will examine the properties of different materials and examine their suitability for different purposes; learn about soluble and insoluble materials; solve challenges about separating mixtures and examine whether all physical and chemical changes are reversible and which are not.

**As geographers**, we will learn about the history of cartography and how maps have been used for centuries to make sense of the world and represent our view of our place in it. We will find our own place on world maps across the centuries, learn to read grid references and use maps and compasses to find our way around the local area.

**As artists**, we will explore Tudor portraits and their secret messages about power and a person's place in society. We will study different techniques and create our own portraits.

**As designers**, we will evaluate board games about settlers and explorers and we will use maps and grids to create our own board games.

**As musicians**, we will listen to, analyse, sing, dance to and play classic rock songs and bossa nova and swing jazz. We will use our voices as well as different instruments to learn about pulse, rhythm, pitch and learn to improvise simple jazz songs. We will explore the pentatonic scale and use it to compose our own jazz tune.

**As theologians**, we will explore the role of religion in creating narratives that help us to find our place in the world and perpetuate the values our community believes in. We will explore how the Sikh community in West London supports the vulnerable and what we can learn from different accounts of the Christmas story.

**As athletes**, we will focus on our teamwork skills and support each other as we improve our netball and football skills and our general fitness.

**As members of our community**, we will think about our aspirations for the new school year and our role in our school community and how to contribute meaningfully to it as individuals and as Attenborough class. We will compare our own position to children in different countries and explore how we can continue to value diversity and cultural difference. We will discuss how we can stand up to racism and bullying and promote equality.

**As computer scientists**, we will discuss how to stay safe online when using social media. We will use digital media to represent our science data in different charts. We will improve our coding skills and create a scratch game with a map grid and a moving sprite.

### Enrichment

Skype Q&A session with author Kiran Millwood Hargrave

Orienteering walk in Richmond and visit of the remains of Richmond Palace

Tudor workshop at the National Archives

### Make a Difference

As Attenborough class, we will take up Sir David Attenborough's challenge to look after our planet and make it a safer place for people and animals across the globe. We will start by campaigning in our local community to reduce waste and promote recycling

### School Value Focus

**Equality** – We will explore how we can contribute to making our community and the world a more equal place that celebrates differences and distributes resources fairly. We will discuss the part we can play in striving to empower and promote the social, economic and political inclusion of all.

### UN Sustainable Development Goals

