

Autumn 2016 Term Planning Overview – Year 5

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Topic	Delicious Dorset			Science - Space		Castles - 1066			Science - Forces			Titanic		
SOLE	What is a fair price for a product?			How might the discovery of life on another planet affect our actions here on Earth?		What makes a perfect castle?			What makes a good shoe sole?			Who was to blame for the sinking of the Titanic?		
English	Letter of complaint. Writing from different points of view.			Descriptive writing.		Letter of advice. Narrative.			Information text.			Descriptive writing. Diary entry.		
Topic Maths	Task: Present data collected in filed study. <i>Objective: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>			Task: Create top trumps showing properties of planets. <i>Objective: Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</i>		Task: Draw A bird's-eye view plan of a castle - area and perimeter of each room. <i>Objective: Recognise when it is possible to use formulae for area and volume of shapes.</i>						Task: Write down coordinates to draw the Titanic in the first quadrant and translate it into a different quadrant. <i>Objectives: Describe positions on the full coordinate grid (all four quadrants).</i>		
History						Task: 1066 Battle of Hastings – Viking and Anglo Saxon struggle for the kingdom of England. Task: 1066 How William gained control. Task: Study of sources – Bayeux Tapestry. <i>Objective: Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor (AD700- 1100).</i> <i>Objective: A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.</i> <i>Objective: Seek out and analyse a wide range of evidence in order to justify claims about the past.</i>						Task: Know the key events of the Titanic disaster. Task: Understand the consequences of the Titanic sinking. <i>Objective: A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.</i> <i>Objective: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i>		
Geography	Task: Look at how land is used locally. Task: Conduct a field study to find out about locals' thoughts on local produce. <i>Objective: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</i> <i>Objective: Identify and describe how the physical features affect the human activity within a location.</i>					Task: Use the map of the UK. Research and mark on some castles. <i>Objectives: Human geography, including types of settlement and land use.</i> <i>Use maps to locate and describe features studied.</i> <i>Name and locate cities of the United Kingdom</i>						Task: Mark on a map the journey the Titanic took including details of oceans, countries and the Tropics. <i>Objective: Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</i>		

Art			<p>Task: Draw part of a castle, using what you know about perspective drawing. <i>Objective: Become proficient in drawing.</i> <i>How do you show perspective when drawing?</i></p> <p>Task: Windsor Castle has commissioned primary school-aged pupils to design and make a pencil pot based on a castle theme to sell in their souvenir shop. <i>Objectives: Improve mastery of art and design techniques, including ... sculpture with a range of materials [for example ... clay]</i></p>		
Design and Technology	<p>Task: Design and make breadsticks flavoured with a local ingredient. Task: Design packaging for your breadsticks. <i>Objectives: Demonstrate a range of baking and cooking techniques.</i> <i>Objectives: Create and refine recipes including ingredients, methods, cooking times and temperatures.</i> Design with the user in mind, motivated by the service a product will offer. Ensure products have a high quality finish, using art skills where appropriate.</p>	<p>Task: Create a model to represent how the moon moves around the Earth <i>Objective: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</i></p>	<p>Task: Windsor Castle has commissioned primary school-aged pupils to design and make a pencil pot based on a castle theme to sell in their souvenir shop. <i>Objectives: Develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</i> <i>Generate, develop, model and communicate their ideas through discussion, annotated, and cross-sectional sketches.</i> <i>Select from and use a wider range of tools and equipment to perform practical tasks.</i> <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>		<p>Task: Design and create a calendar that using cross stitch to mark the 114th Anniversary of the sinking of Titanic. <i>Objective: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>Objective: Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</i> <i>Objectives: Choose from a range of stitching techniques.</i></p>

Science		<p>Task: Demonstrate how the Earth and other planets move around the solar system.</p> <p>Objective: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Science and ICT</p> <p>Task: Create a model to represent how the moon moves around the Earth</p> <p>Objective: Describe the movement of the Moon relative to the Earth.</p> <p>Objective: Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Task: Science and English -Create a fact sheet with diagrams, to explain how night and day occur.</p> <p>Objective: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>		<p>Task: Investigate slowing down a falling object.</p> <p>Task: Use force arrows.</p> <p>Task: Measure the effects of water resistance.</p> <p>Objective: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Task: Demonstrate how levers work and, how they reduce the force required to move objects.</p> <p>Task: Explain how gears allow a smaller force to have a greater effect.</p> <p>Objective: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
RE	<p>Task: How far would a Sikh go for his/her religion?</p> <p>Objective: Explain their own ideas about the answers to ultimate questions.</p> <p>Objective: Ask questions that have no universally agreed answers.</p> <p>Objective: Explain why their own answers to ultimate questions may differ from those of others.</p>		<p>Task: Spot the differences between Catholic Protestant churches.</p> <p>Objective: Explain how some teachings and beliefs are shared between religions.</p>	<p>Task: What is the best way for a Hindu to show commitment to God?</p> <p>Objective: Explain their own ideas about the answers to ultimate questions.</p> <p>Objective: Ask questions that have no universally agreed answers.</p> <p>Objective: Explain why their own answers to ultimate questions may differ from those of others.</p>	
ICT	<p>Task: Using Publisher to create a leaflet about Dorset food.</p> <p>Objective: Choose the most suitable applications and devices for the purposes of communication.</p> <p>Objective: Use many of the advanced features in order to create high quality, professional or efficient communications.</p>		<p>Task: Espresso Coding uinits (starter, Unit 5a, Unit 5b)</p> <p>Objective: Change the position of objects between screen layers (send to back, bring to front).</p> <p>Objective: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control</p> <p>Objective: Use IF THEN ELSE conditions to control events or objects.events or actions.</p>		
PSHE	Jigsaw scheme	Jigsaw scheme	Jigsaw scheme	Jigsaw scheme	Jigsaw scheme
Music			<p>Task: Perform a Tudor-style court dance to Greensleeves.</p> <p>Objective: perform dances using a range of movement patterns.</p>		<p>Task: Create mood music to fit the story of the Titanic.</p> <p>Objectives: Create rhythmic patterns selecting instruments that fit the mood.</p>
French				Months of the year	Months of the year