

Philosophers Class Topic Overview –Autumn Term 2021 Year 5 –Mrs Broomfield

Topic: Tudors -

Dates: 05.09.22 – 18.02.22

Partnership with parents: - Home learning is mainly set through google classroom. Help your child access online learning. Read together, discuss texts both fiction and non-fiction, look up new words to clarify meaning. Monitor online learning and discuss online safety.

Home Learning Opportunities/Activities:

Read regularly at least four times a week at home. Use Mathletics to improve maths skills and understanding. Use google classroom to access home learning and submit/hand in home learning

English

What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<p>Understand root words, prefixes and suffixes (morphology and etymology). To read aloud and to understand the meaning of new words that they meet. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To use dictionaries to check the spelling and meaning of words To use a thesaurus. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form. To develop initial ideas, drawing on reading and research where necessary To consider how authors have developed characters and settings. To evaluate and edit by assessing the effectiveness of their own and others' writing. To use the correct tense throughout a piece of writing, To Proofread for spelling and punctuation errors.</p>	<p>Weekly spelling list of statutory words and spelling patterns. Opportunity to read a variety of fiction and non-fiction texts in guided reading and a class book. Different genre including historical stories, this term we are reading 'Clockwork' by Philip Pullman. Discussion of texts read, to ask questions to challenge ideas. Develop handwriting through practice. Daily individual reading in class (and at home). To write stories, poems and non-chronological reports. Share and discuss their writing with their peers.</p>	<p>Extend understanding of the number system and place value to include larger numbers. Develop the connections between multiplication and division. To solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. By the end of year 5, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils will be able to round to the nearest 10, 100, 1000 in numbers up to 1 million. Pupils should read, spell and pronounce mathematical vocabulary correctly. Children will be expected to clearly show all working out and the steps taken including exchanging.</p>	<p>Putting maths into 'real-life' situations. Practising and extending children's knowledge of number and place value. Weekly Mathematical challenges Times tables challenges. Regular practise of the 'key' mathematics skills. Using and applying maths in other subjects. Maths day – fun with maths. Children have access to Mathletics to practice and extend their understanding. Children will also have access to Times Tables Rock Stars, to maintain instant recall of all facts. Daily multiplication practice and maths fluency.</p>

Geography/History

What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<p><u>The Tudors</u> Children will learn about the first Tudor monarch and how the Tudor Rose became an important symbol. They will learn about Henry VIII, his six wives and Queen Elizabeth I the last Tudor Monarch. Children will build on research and questioning skills, through looking at first and secondary resources including</p>	<p>We will explore who the Tudor monarchs were and how the queen is descended from them. We will explore trade, travel during the time, and make links from Hooke Court (originally a Tudor Manor) and local buildings and landmarks (Longford Castle). We will build on, develop a range of skills across the curriculum of research, and compare their lives to your own.</p>	<p><u>Animals including humans</u> To understand the circularity system and the function of the heart, veins, arteries, lungs and blood. They will learn how important it is to eat a balanced diet and take regular exercise. Children will learn about the different blood types and the elements that make up blood.</p>	<p>Children will have the opportunity to set up and carry out simple experiments to explore what happens to the heart when we exercise. They will record their results using line graphs. Children will explore the elements of the blood by creating a blood (fruit) smoothie to understand how different blood types differ. Children will draw and label parts of the circulatory system.</p>

Science

<p>eyewitness accounts and the reliability of information. Children will learn how to reference the information they have found to compare information from different sources.</p> <p><u>Marvellous Maps</u> The children will learn about physical geography and understand that the local area has changed, and continues to change, as the population increases. We will consider the need to develop new housing estates and infrastructure of shops and schools. We will link the map work to Tudor England and the local area.</p>	<p>How has Salisbury changed since Tudor times. Look around Salisbury, how do you know when streets were built? Can you find evidence of Tudor buildings? Children will about the development of Salisbury and links to Tudors.</p> <p>We will use Google maps and local maps to explore past and present day Salisbury and the local area. Research and produce an explanation text on the development of Salisbury and the impact of growth on the environment.</p>	<p>We will recap the digestive system, how this links to the circularity system in keeping our body healthy.</p> <p>We will look at the life cycle of humans and the different names we have for the stages of life and compare these with other animals. Children will be able to name and identify adult and young animals including collective nouns.</p>	<p>Children will build on prior learning about the digestive system and make links to diet and health.</p> <p>Children will recognise the stages of growth of humans, and name the stages we call them at different ages. Children will investigate height, eye and hair colour making links to their parents and other family members. They will consider why they inherit features from both parents and become a unique person with their own identity.</p>
RE/PSHE		French/Spanish	
TBC			
		Music	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<p>Religion and the individual- Keeping the five pillars: What difference does it make to Muslims?</p> <p>Following the Jigsaw programme, we will explore changes, new year new challenges. We are all different and have the same rights.</p>	<p>Share stories from the Bible and compare stories from other beliefs. Develop understanding through discussion, expressing their own views and what beliefs Explore what message is told through stories and religious teaching and understand what it means to individuals. Compare stories in context of other faiths.</p> <p>Develop understanding of respect and value others opinions and beliefs.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory. To learn about composers and musicians and develop an understanding of the history of music.</p>	<p>Access to individual instrumental lessons (cost involved) Music lessons led by a specialist music teacher. Explore different genre of music through Charanga music program. Compose their own piece of music; consider the rhythm and beat.</p>
Art/ DT		Computing	
<p>Develop design skills evaluating and changing the initial idea. Discuss and share ideas to improve a design. Use various media to explore which is best for the task. STEM: Develop skills in science, maths, engineering and maths.</p>	<p>Cooking – Tudor food, Gingerbread houses (link to Christmas traditions) Artist Study -Paul Klee, exploring texture through shape, light and dark in paintings DT – Tudor Houses/construction Independently explore model making, problem solving through set activities. Application of skills and knowledge learnt in science and maths.</p>	<p>Internet safety Multimedia and processing Digital media Researching, designing, making and evaluating Programing and debugging algorithms</p>	<p>Learn how to stay safe when online at home and at school including smart phones and gaming platforms. We will discuss and debate the responsibility of keeping themselves safe online. Children will create a digital leaflet about internet safety. Use programmes power point, word and publisher to Combine text, images and possibly other features to create either a printable document or a digital poster</p>