

Philosophers Class learning Overview –Autumn Term 2024 Year 5 –Mrs Broomfield

Enquiry 1 – What does Earth look like from the Solar System?

Enquiry 2 – How can you show what you believe in?

Dates: 04.09.24 – 20.12.24

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		Mathematics	
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</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 poetry by Valerie Bloom, Cosmic by Frank Cottrell Boyce. 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. 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. 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>
Enquiry 1 – What does Earth look like from the Solar System?		Enquiry 2 – How can you show what you believe in?	
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<p><u>Scientist</u> - Children will cover the national curriculum for science and history during this enquiry.</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans <p><u>Geographer</u></p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, 	<p>Children will learn names of the planets on our Solar System.</p> <ul style="list-style-type: none"> Children will learn about the rotation of Earth and planets around the sun. <p>To support our enquiry, we have;</p> <ul style="list-style-type: none"> a visit to a planetarium at Salisbury Cathedral <p>to explore space.</p> <p>Children will learn geographical vocabulary to help them describe locations such as continents, countries, the equator. They will use an atlas and online resources to find countries along the Equator, in the Northern and Southern Hemispheres.</p>	<p><u>Historian</u></p> <p><u>History know how</u></p> <p>develop a chronologically secure knowledge and understanding of</p> <p><u>British, local and world history;</u></p> <p>note connections, contrasts and trends over time; to address and sometimes devise historically valid questions about change, cause, similarity, difference and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children will using primary and secondary resources and noting the importance of validating the information available. Showing what they believe in by using resources to justify their understanding.</p>

<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Artist</u></p> <ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials learn about great artists, architects and designers in history 	<p>To complete this enquiry children will work use different painting techniques to show what Earth looks like.</p>	<p><u>History know of</u> a non-European society that provides contrasts with British history –</p> <ul style="list-style-type: none"> one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900; <p><u>Geographer</u> <u>Locational knowledge</u> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Geographical skills and fieldwork</u> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children will explore through research how we know what people believed in in the past.</p> <p>Children will build on previous geographical knowledge of regions and changes over time. They will compare the ancient civilization of the Maya from South America.</p>
RE/PSHE		Music	
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<p>Keeping the five pillars: what difference does it make to Muslims? What is the best way for a Muslim to show commitment to God? To discuss whether one way is better than another to show commitment to God.</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>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. Share stories from the Bible and compare stories from other beliefs. 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>
French		Computing	
<p>Basic greetings between friends and families, using phrases to describe who is in their family. Days of the week and birthdays.</p>	<p>Opportunity to listen spoken French and to say simple phrases to each other.</p>	<p>Internet safety Digital media Researching, designing, making and evaluating Programming 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 range of digital representations to present learning.</p>