

St. Andrew & St. Francis CE Primary School: PLAN OF WORK
Year FIVE

Term: Autumn 2014

<p style="text-align: center;"><u>MATHS</u></p> <p>We are working from the new curriculum.</p> <p>Number, place value and rounding: recognising place value, ordering numbers beyond 1000, rounding any number to the nearest 10, 100 and 1000</p> <p>Mental addition and subtraction: using written methods including column method. Solving two-step problems.</p> <p>Multiplication: recalling times-table, place value and problem solving. Multiply and divide mentally. Use formal written method.</p> <p>Multiplication and division: Dividing by 1 and multiplying together with 3 numbers. To solve problems involving multiplication and division.</p> <p>Geometry: properties of quadrilaterals, triangles and lines of symmetry. Describe positions on a 2D grid as coordinates. Polygons. Acute and obtuse angles.</p> <p>Measures: converting between different units of measure. Calculating perimeters. Measuring time and estimating including money. Converting pounds to pence.</p> <p>Fractions: count up and down in hundredths. Solve problems using fractions and diagrams.</p> <p>Data handling and time: convert between analogue and digital time. Solve problems converting time. Interpret time graphs.</p>	<p style="text-align: center;"><u>ENGLISH</u></p> <p>We are working from the new curriculum.</p> <p>Autumn 1: Narrative Unit - Stories from other cultures Grandpa Chatterji & The Mouth organ boys "Journey to Jo'burg" Non Fiction - Recounts & Reports "Zlata's Diary Captain's Log Ariel's Email" e.g. newspaper report, diary, biography.</p> <p>Reading: apply their growing knowledge of root words, prefixes and suffixes. to read aloud and to understand the meaning of new words that they meet</p> <p>Autumn 2: Narrative Unit - Novels and stories by significant children's. Authors "Toothie & Cat, Licked" "Friend or Foe" Persuasive writing. e.g. leaflet, adverts, argument. Dramatic conventions</p> <p>Grammar Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) Relative clauses beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p> <p>Spelling: Lists provides: able, ible, ably, & ibly. Endings 'cious' 'tious' ance & ancy, ent ence & ency</p>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>Autumn 1: Keeping Healthy Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify the components of a healthy and varied diet and describe how an idea about the effect of diet on health was tested; • recognise some harmful effects of drugs; • recognise that during exercise the heart beats faster to take blood more rapidly to the muscles; make careful measurements of pulse rate, represent these in suitable graphs and explain what the graphs show. <p>Autumn 2: Earth and space Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
<p style="text-align: center;"><u>Humanities</u></p> <p>Children in WWII and wars today. Children learn: What was the Second World War? When and where did it take place? What was the Blitz? Why were children evacuated? What was it like to be an evacuee? What did people eat during the war? In what other ways might the war have affected people? What were children's experiences of the war? What it was like to be a child living in this area in World War II? How did the Second World War affect children who lived in this locality? What has been done since to prevent another world war?</p> <p>Black history Where we are in the World? match headlines to stories or write a news report based on the interpretation of secondary sources and their own geographical ideas</p>	<p style="text-align: center;"><u>I.C.T.</u></p> <p>Introduction to spreadsheets The focus of this unit is refining: in the construction of the database by using locked fields to control the input and in searching the database by using Boolean logical operators to narrow the enquiry.</p> <p>Graphical modelling & Creating multi-link text including hyperlink</p>	<p style="text-align: center;"><u>R.E</u></p>
<p style="text-align: center;"><u>Art & D.T.</u></p> <p>Spanish Unit 7 - "A bordo"(All aboard)</p>	<p style="text-align: center;"><u>PE</u></p> <p>Swimming at Willesden Sports Centre Children: to focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques. To keep themselves afloat and propel themselves through water. to swim for more than 45 seconds and further than 50 metres</p> <p style="text-align: center;"><u>PSHCE</u></p> <p>New Beginnings. Getting on and falling out. Anti-bullying</p>	<p style="text-align: center;"><u>Music</u></p> <p>Cyclic patterns: Exploring rhythm and pulse During this unit pupils develop the ability to perform rhythmic patterns confidently and with a strong sense of pulse. They create and improvise simple rhythmic patterns.</p>