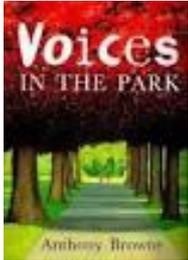


Autumn One: Once Upon a Book



English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning -Writing - Editing and improving - Publishing

Inspiration:

- *Voices in the Park* by Anthony Browne
- *There's a Boy in the Girls' Bathroom* by Louis Sachar
- *The Piano* - a short film

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Continue to read, *There's a Boy in the Girls' Bathroom*.

Year Five Autumn Term One Overview

We are kick-starting the year with the whole school topic - **Once upon a Book** . The year will begin with a wonderful picture book, **Voices in the Park**. *Voices in the Park*, uses four different voices tell their own versions of the same walk in the park. The radically different perspectives give a fascinating depth to this simple story which explores many of the author's key themes, such as alienation, friendship and the bizarre amid the mundane. As the park is a key feature in this community, the children will take time to investigate its role in the community further. Using their findings, the children will then apply their ideas to design, make and evaluate a local park using Computer Aided Design technologies.

Geography

The park will be a starting point for the children to develop their fieldwork skills and plotting locations using four-figure grid references. It might start a discussion on how to stay safe outside in public areas compared to **online safety**. The study offers opportunities to communicate with local people, including the council about possibilities for improvement in or around the park.

Local parks study

- to use four-figure grid references
- to develop fieldwork techniques, e.g. *local parks - studying features, rules for safety, room for improvement, contacting local MPs etc.*

Art and Design Technology

Design Technology:

DME: Computer Aided Design, e.g. **design a park**

- to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.
- to 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
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Art and Design - Illustrator Study: **Anthony Browne**

Drawing skills: refine use of different types of stylus and choose equipment fit for purpose.

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text: friendship and alienation
RRS: 12 and 13

Religious education:
Islam and the story of, Be My Guest.

School Values

Once Upon a Book

Computing

'Kodu' - create a park with characters for Kodu to interact with - (*Voice in the Park*)

- to design , write and debug programs that accomplish specific goals
- to use sequence, selection and repetition in programs
- to use logical reasoning to explain how some simple algorithms work to detect and correct errors

Physical Education

Football and gymnastics:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
- to recognise the benefits of practice and reflection for improving personal and group performance

Music

Exploring performance:

- to appreciate and understand a wide range of high-quality live and recorded music
- to develop an understanding of the history of music
- to play and perform in solo and ensemble contexts

Weekly playlists played during assemblies, lunch and breaks. Music used to introduce books/art/topics.

Science

Learning Objectives:

Living Things and their habitats

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the life process of reproduction in some plants and animals.

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside these lessons, the children will apply their maths skills across the curriculum, for example when designing their park they will learn about scale and proportion and apply this knowledge to their designs.

Whilst learning about the circle of life in science, the children will further develop their statistical skills by solving comparison, sum and difference problems using information presented in a line graph.

French

Conversations, describing ourselves, and our likes and dislikes.

