



# Autumn 1 in Year 5!

## English

In English this half term, we are going to be using *The Unforgotten Coat* as our class book. We will be using this to write a Moorlands school guide (explanation text) for new children join from other countries.



## Maths

In Maths this half term, we will be looking at Place Value and build upon prior knowledge from Year 4.



## Science

In Science this half term, we will focus on Earth and Space. This means we will be learning about The Big Bang, The Universe, The Solar System and gravity.



## Guided Reading

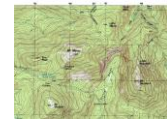
In Guided Reading this half term, we are using the text *The Wonder Garden*. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



**History** Exploring life in the early 18th Century, the union between England and Scotland, what life was like for women during the Stuart period, how Britain developed under the rule of George I, the roles of the Prime Minister and Parliament.



**Geography** Children will learn about different types of maps including topographical maps, the scaling of maps, four and six figure grid references and locating landmarks on a map. They will also learn about aerial photographs and what these look like locally.



## Computing

By the end of this unit, we will be able to write code confidently using Code Studio. We will continue to explore the world of block coding by using functions and conditional statements in order to write code that is more complex.



## RE

This half term, the children are learning about Belonging (Shahada).



## Music

Children will be listening to music from different African countries and using singing and drumming to explore the sounds and rhythms of the music.



## French

After revising French learnt in previous years, children will build on their knowledge of adjectives in French by describing what people look like.



## Art

This half term, children will be looking at the language of art (style). They will be looking at a range of work in different styles from different artists and using this to create their own pieces.



## DT

In DT, the children will be designing, making and evaluating a stationary holder.



## PSHE

This half term's unit is Being Me in my World. The children will be looking at their year ahead, creating a class charter and exploring what it means to be a global citizen.



Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• What makes an effective class team?</li> <li>• How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>• Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>• What do you think democracy is? Can you give an example?</li> <li>• What skills do you have that can help a team work well together?</li> <li>• What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>• Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p><b>Key Vocabulary</b>  Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>			