

Autumn 2 in Year 5!



English

In English this half term, we will be using several poetry pieces about the Moon to write our own descriptive poetry using personification.

We will then be using the text The Lost Happy Endings by Carole Ann Duffy to write our own traditional tales with a focus on description.

Maths

In Maths this half term, we will be looking at prime, square and cube numbers. We'll be developing our understanding of factors and multiples which will help us when solving multiplication and division problems.

Science

This unit is about the different types of forces and the effects they have upon objects. Children will learn about Newton and Galileo. They will learn how to plan and carry out effective investigations.

Guided Reading

We will be reading the traditional tale of Hansel and Gretel. However, this retelling of Hansel & Gretel is a dark tale that isn't for very young readers. This is about pain, hunger, and child abandonment!

History

How did Britain gain an Empire? Exploring the reasons why Britain became an important trading nation, use sources to understand life on board a Royal Navy ship, identify the causes and consequences of the slave trade, examine the methods used by the British to control India, use sources to investigate the Black Hole of Calcutta and identify the causes and consequences of War.

Geography

This unit is about seas and oceans. Children will learn the negative effects that human activity can have on our oceans.

Computing

Journalism – in this unit, we will be learning how to use online sources to create and manipulate content to create a newspaper article as well as researching and gathering information, organising our ideas and presenting it in a Google Doc.

RE

We will be exploring what a prophecy is and how it connects to the Nativity story, as the Magi's journey fulfilled ancient prophecies about the birth of a great king. Learning about the Magi and prophecy will help us understand how stories, symbols, and beliefs are shared across different cultures and religions.

Music

In Music this half term we will be discussing classical music and its features. We will look in detail at the piece of Music by Beethoven, Ode to Joy, and learn how to conduct and play melodies and harmonies with the glockenspiels.

French

This half term we will be developing our work on descriptions in French by learning the vocabulary for different body parts and then using this understanding to create sentences and short paragraphs to describe monsters that we have created.

Art

This half term, the art looks at landscape art which is the visible features of an area of land, its landforms, and how they integrate with natural or man-made features. We will consider artworks by Constable and Van Gogh and use both pencils and watercolours.

PSHE

This half term we will be exploring different cultures, the concepts of racism and bullying and how we can combat these.

We will also be learning about different cultures and traditions including other people's food, dress and music.

Year 5 Subject Knowledge organiser – PSHE









Puzzle Two – Celebrating differences

Autumn 2: 'Respect for similarity and difference. Anti-bullying and being unique'



Content Overview:

Cultural differences and how they can cause conflict
Racism
Rumours and name-calling
Types of bullying
Material wealth and happiness
Enjoying and respecting other cultures

Vocabulary

Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.

Song: There's a Place

Puzzle Outcome: Kite Templates

DfE Statutory Relationships & Health Education Guidance.

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Example of Floor book: