

P.E

Fitness and netball.

History

- The Tudors and how they gained power.
- Tudor monarchs, their similarities and differences, including a source lesson on Henry VIII.
- The reformation, Britain's break from the Catholic church.
- Tudor exploration.

MFL

Phonics and pronunciation



Science: Properties and Changes of Materials:

- to understand reversible and irreversible changes
- recognise different states of materials
- to understand how a solution is made

English

Texts: The Smeds and the Smoos by Julia Donaldson and Axel Scheffler, The Hundred-Mile-an-Hour Dog by Jeremy Strong; Flotsam by David Wiesner and Sky Hawk by Gill Lewis

- Sequencing events in the story
- Using the suffix 'ed' to write in the simple past tense
- Identifying the word class of words in simple sentences
- Identifying the purpose of punctuation and using it effectively in independent writing
- Using noun phrases to describe
- Write a detailed setting description
- Introduction to brackets as parenthesis
- Write a non-chronological report

Drawing

- To use different pencil techniques
- To understand how different artists create different techniques (with a focus on Cath Riley and Pierre-Yves Riveau (PEZ))
- To use tone and shading to create a Tudor Portrait

Year 5

Autumn Term

Maths

Place value

- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Read and write numbers up to 1,000,000
- Flexibly partition numbers to 1,000,000.
- Find 1, 10, 100, 1,000 more or less than a number up to 1,000,000
- Round any number up to 1,000,000 the nearest 10, 100 and 1000

Addition and Subtraction

- Add and subtract whole numbers with more than four digits using both written and mental calculations.

R.E -

- To understand what the Gospels are, explore which teachings are in them and explain why they are important to Christians today

P.S.H.E (JIGSAW)

Being me in my world:

- I can face new challenges positively and know how to set personal goals.
- I understand my rights and responsibilities as a citizen of my country and a member of my school.
- Making choices about my own behaviour because I understand how rewards and consequences feel.
- I understand how an individual's behaviour can impact on a group.
- I understand how democracy and having a voice benefits the school community and know how to participate in this