

# Rights & Responsibilities

Year 5 Autumn 1

## History: The Jacobite Rebellion & the succession of the Georgians

- To establish the chronology of the late Stuarts/early Georgians
- To understand how the United Kingdom of Great Britain was created by the 1707 Act of Union
- To understand the problem caused by Queen Anne having no heir
- To know why the coronation of George 1 was so unusual
- To investigate why the arrival of George 1 allowed the role of the Prime Minister to develop
- To understand the story of Bonnie Prince Charlie & the role of religion in the Jacobite Rebellion
- To investigate the role of the Oglethorpe family in the Jacobite Rebellion



## Science: The Human Body – Circulatory & Respiratory Systems

- To identify & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels & blood.
- To understand that the heart has four chambers (atrium/atria or atriums [plural] & ventricle/ventricles), aorta
- To investigate the role of blood & blood vessels
- To understand the filtering function of liver & spleen
- To understand the process of taking in oxygen & getting rid of carbon dioxide
- to know the organs involved in respiration & their functions

## Key Texts:

**The Promise, The Last Wild, Beetle Boy**

### Reading:

- To give/explain the meaning of words in context.
- To retrieve & record information/ identify key details from fiction & non-fiction.
- To summarise main ideas from more than one paragraph.
- To explain & justify inferences with evidence from the text.
- To predict what might happen from details stated & implied.
- To explain how information/ narrative is related & contributes to meaning as a whole.
- To explain how meaning is enhanced through choice of words & phrases.
- To make comparison within & across texts.

### Writing:

- To write effectively for a range of purposes & audiences, selecting language that shows good awareness of the reader.
- To describe settings, characters & atmosphere.
- To integrate dialogue in narratives to convey character & advance the action
- To select vocabulary & grammatical structures that reflect what the writing requires.
- To use verb tenses consistently & correctly.
- To use the range of punctuation taught at key stage 2 mostly correctly
- To spell correctly most words from the year 5 / year 6 spelling list & use a dictionary to check the spelling of uncommon or more ambitious vocabulary

## Mathematics:

- To start to read, write, order & compare numbers to at least 1 000 000 & determine the value of each digit with support.
- To start to interpret negative numbers in context, count forwards & backwards with positive & negative whole numbers through zero with support.  
To start to draw given angles & measure them in degrees (°) with support.
- To start to read simple Roman numerals to 1000 (M) & recognise years written in Roman numerals.  
To look at the formal written methods for the four operations.
- To start to measure & calculate the perimeter of simple composite rectilinear shapes in centimetres & metres with support.
- To start to identify multiples & factors, including finding all factor pairs of a number, & common factors of two numbers with support.
- To start to recognise & use square numbers & cube numbers, & the notation for squared
- To start to calculate, estimate & compare area using standard units.  
To solve problems in a range of contexts.
- To start to use the properties of rectangles to deduce related facts & find missing lengths & angles with support.

## Art: Edvard Munch

- To explore hue, tint, tone, shades & mood.
- To explore the use of texture in colour.
- To explore the use of colour for purposes.
- To explore the concept of perspective.
- To create own abstract pattern to reflect personal experiences & expression.

## PE:

**RealPE:** Co-ordination (Ball skills) & Agility  
(Reaction & Response)

**RealGym:** Hand apparatus – rhythmic  
sequences

Low apparatus – bench sequences



## Computing:

- To design, write & debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- To use sequence, selection, & repetition in programs; work with variables & various forms of input & output
- To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, & the opportunities they offer for communication & collaboration
- Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals, including collecting, analysing, evaluating & presenting data & information
- Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact



## Spanish:

- To learn the Spanish vocabulary associated with the weather.
- To revise the days of the week and then progress onto the vocabulary for the months of the year.
- To be able to state where you live and to ask others where they live.

## RE:

### How did Jesus' teaching challenge people?

- To know that Jesus taught about money, happiness & how to live
- To know that Jesus sometimes used parables to teach people deep truths about God & his kingdom
- To know that Jesus' teaching challenged the people he met & is still challenging people today
- To know that Jesus taught about money, happiness & how to live
- To know that Jesus' teaching has an impact on the lives of Christians today

## PSHE:

- Make informed choices (including recognising that choices can have positive, neutral & negative consequences) & to begin to understand the concept of a 'balanced lifestyle'
- Reflect on & celebrate their achievements, identify their strengths, areas for improvement, set high aspirations & goals
- Recognise that they may experience conflicting emotions & when they might need to listen to their emotions or overcome them
- School rules about health & safety, basic emergency aid procedures, where & how to get help
- Understand that bacteria & viruses can affect health & that following simple routines can reduce their spread

## Music:

- To listen to with attention, & appraise, music from different periods to music now.
- To use technical language to describe a musical piece.
- I can evaluate a performance & consider the inspiration for a creation.
- To use and understand staff and other musical notations – crotchets, paired-quavers, minims and semi breves including rests.