

# Rule Britannia

Year 5 Autumn 2



## History: the growth of the British Empire

- To understand why Britain wanted an empire
- To understand the origins of the British Empire and global trade
- To understand the role of the 'Triangle Trade' in the development of the British Empire and global trade
- To understand the impact of the Slave Trade
- To understand why British control spread through India after 1750
- To investigate how the Oglethorpe family contributed to the British Empire with the foundation of the colony of Georgia

## Science: Chemistry

- To understand that all matter is made up of particles too small for the eye to see, called atoms
- To know that atoms are made up of even tinier particles: protons, neutrons, electrons.
- To understand that elements are the basic kinds of matter, of which there are a little more than one hundred.
- To understand that most things are made up of a combination of elements.
- To understand that a solution is formed when a substance (the solute) is dissolved in another substance (the solvent),
- To investigate concentration and saturation

## English

### Reading: Beetle Boy

- To be able to give/explain the meaning of words in context.
- To know how to retrieve and record information/ identify key details from fiction and non-fictions.
- To understand how to explain and justify inferences with evidence from the text.
- To be able to predict what might happen from details stated and implied.
- To know how to explain how meaning is enhanced through choice of words and phrases.
- To be able to make comparison within and across texts.

### Writing: The Highwayman, Flotsam

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

## Mathematics:

- To solve problems in a range of contexts. To start to compare and order fractions whose denominators are all multiples of the same number with support.
- To start to distinguish between regular and irregular polygons based on reasoning about equal sides and angles with support. To start to read and write decimal numbers as fractions with support.
- To start to use all four operations to solve simple problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling with support.
- To start to identify, name and write equivalent fractions of a given fraction. To start to add and subtract fractions with the same denominator and multiples of the same number with support.
- To start to identify simple 3-D shapes, including cubes and other cuboids, from 2-D representations with support.
- To start to recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number. To be able to read and convert between fractions, decimals and percentages. To convert between metric units. To start to identify, describe and represent the position of a shape following a reflection or translation

## Art: Pippa Ward – Sculpture

- Plan and develop ideas.
- Explore shape, forms, modelling and joining.
- Creating forms from observation or imagination.
- Properties of media.
- Discuss and evaluate own work and that of other sculptors.

## Computing:

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

## Music:

- To sing in unison with clear diction, controlled pitch and sense of phrase with awareness of breathing
- Focus on instruments from different periods of music
- Listen to and appraise music from the baroque and classical period
- To begin to play the ukulele with a small range of notes



## PE:

### Real P.E (Creative)



*Static balance (seated and floor work)*

**RealGym:** Hand apparatus – rhythmic sequences, low apparatus – bench sequences

## Spanish:

- To be able to name buildings on the High street
- To use the language associated with direction .
- To be able to name some basic food stuffs.
- To learn the vocabulary associated with Christmas.

## RE: How did Jesus' teaching challenge people?

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

## Why is light an important sign at Christmas?

- to reflect on light as a theme across different religions
- to study and explore the concept of light as a theme to consider their own beliefs and values & those of others

## PSHE:

- To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.
- to know that there some cultural practices which are against British law and universal human rights.