

## Literacy

Distinguish between statements of fact and opinion  
Retrieve, record and present information from non-fiction  
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  
Provide reasoned justifications for their views  
Develop spelling and handwriting skills in line with curriculum objectives  
Pupils should be taught to:  
- plan their writing  
- draft and write  
- evaluate and edit  
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  
Use expanded noun phrases to convey complicated information concisely  
Use modal verbs or adverbs to indicate degrees of possibility  
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  
Use commas to clarify meaning or avoid ambiguity in writing  
Use a colon to introduce a list  
Punctuate bullet points consistently

## Languages

Listen attentively to spoken language and show understanding by joining in and responding  
Describe people, places, things and actions orally  
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

## Physical Development

**Multi Skills**  
Explain, evaluate and develop ideas and plans for a game that includes a scoring system.  
Mark and opposing player or players, preventing them from gaining possession.

## Personal, Social and Emotional Development

### PSCHE: New Beginnings

Making someone feel welcome  
Doing something brave  
Solving a problem – using a process  
Calming down/helping someone to calm down

### R.E.: What is faith and does it make a difference?

Pupils should learn:  
- what the word 'faith' means in a religious sense  
- the importance of religious faith in the well-known figures from history and now  
- how faith is shown in action  
- how and why choices are made  
- moral decisions and their impact  
- the influence of faith on other people in society  
- how relevant faith is today

## AUTUMN TERM 1 2020

### Objectives

### Medieval Mysteries Year 5

## Knowledge Outcomes

What was The Black Death and when did it happen?  
How many people died from The Black Death?  
What was society like in the Medieval Period?  
Who was the most powerful institution of the Medieval period and how did the Kings and Queens get their power?

### Challenge

What is a plague pit?

Engage:  
Express:

## Understanding of the World

### HISTORY:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
Use a range of source materials to investigate the symptoms of the Black Death as well as the impact on public life.  
Use historical pictures to identify people from different social classes and investigate how the different classes lived.

### SCIENCE: Electricity Year 4

Identify common appliances that run on electricity  
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  
Recognise some common conductors and insulators, and associate metals with being good conductors.  
**COMPUTING: Algorithm**  
With support begin to produce algorithms by using logical and appropriate organisational structures to organise data  
Create precise and accurate sequence of instructions.  
Use logical reasoning to solve problems and model situations and processes.  
Predict what will happen when variables and rules within a model are changed.

## Mathematics

Please see termly objectives on the Success and Challenge cards

## Expressive Art and Design

### Art and Design: Drawing

Use simple rules of perspective for in drawings of figures or buildings.  
Use cross hatching to add tonal detail.

### Music: Listening

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.  
Appreciate and understand high quality music, both live and recorded.  
Recognise and describe music and musical instruments from different periods in history.