

## Literacy

**Spoken language:** listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

**Reading:** read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

read books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Ask questions to improve their understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Writing:** Plan their writing discussing and recording ideas

Progressively build a varied and rich vocabulary and an increasing range of sentence structures

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity

Ensure the consistent and correct use of tense throughout a piece of writing

In narrative texts, create characters, setting and plot

Assess the effectiveness of their own and others' writing

Use commas to clarify meaning or avoid ambiguity in writing

Use hyphens to avoid ambiguity

Handwriting: write legibly, fluently and with increasing speed

## Mathematics

*Please see Success and Challenge cards*

**Engage:**

**Express:**

## Personal, Social and Emotional Development

### PSCHE: Relationships

#### **What makes up a person's identity?**

Learn how to recognise and respect similarities and differences between people and what they have in common with others

Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies)

Understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)

Learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others

Know how to challenge stereotypes and assumptions about others

#### **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

### Objectives

#### *The Mummy Returns*

### Year 5

## Expressive Art and Design

### Art: Drawing

Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.

### Music

Listen with attention to detail and recall sounds with increasing aural memory.  
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## Understanding of the World

### Geography: Egypt and the River Nile

#### Place knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

#### Human and physical geography

Describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### History: Ancient Egypt

Learn about the achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt

#### Science: Animals including humans

Describe the changes as humans develop to old age.

#### Computing: E-Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Languages

### My school, my subjects

Say adjectives to describe feelings and make an extended sentence to explain feelings.

Say and explain emotions in simple dialogues

Understand how to give simple information about someone in the third person singular (he is called..)

Know at least 5 school subjects nouns

Say sentences about opinion of a school subject

## Physical Development

### Health Related Education

Use knowledge of the relationship between the body and exercise to improve various fitness components

Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

### Football

Display an understanding of fair play, working well with others and leading a medium sized group

Field, defend and attack tactically by anticipating the direction of play

Utilise new skills in competitive situations, as an individual or part of a team

Learn to pass effectively

Learn to shoot effectively