Literacy

Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction

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 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic Provide reasoned justifications for their views Develop spelling and handwriting skills 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 hyphens to avoid ambiguity

Use brackets, dashes or commas to indicate parenthesis

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use passive verbs to affect the presentation of information in a sentence

Use the perfect form of verbs to mark relationships of time and cause

Languages

Sports

Recognise, say and write some nouns for sports. Recognise and use parts of the verb to play in the present tense. Express a like or a dislike and my opinion about a

sport.

Express simple opinions about sports. Describe a sport simply.

Physical Development

Multi Skills

Use and adapt tactics, choosing the most effective one for different situations. Apply tactical knowledge effectively in attacking and defending situations.

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.: Faith and the Arts

Learn that art forms can be used to express deep feelings and emotions

Understand that people can express their religious faith through the arts - some religious ideas/beliefs are easier to express through the arts

Understand not all religions express themselves through arts in the same way

AUTUMN TERM 1 2020 Object Guilty or nor guilty? Year 5

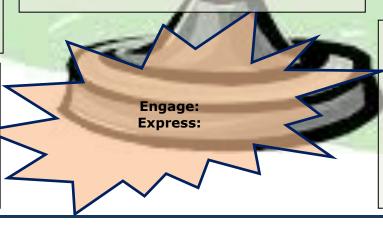
Knowledge Outcomes

What are the four types of execution in the UK? When was the police force first introduced and by who?

When was the last execution in the UK? What are the modern day sanctions for crimes?

Challenge

Who does the judicial system in the UK consists of?



Understanding of the World HISTORY: Historical theme: Crime and Punishment

Explore a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learn about changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.

SCIENCE: Living Things and Their Habitats Year 5

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics

COMPUTING: Algorithms

Produce algorithms independently using logical and appropriate structures to organise and record data. Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model.

Mathematics

Please see termly objectives on the Success and Challenge cards

Expressive Art and Design Art and Design: Drawing

Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work. Use pen and ink to add line, tone and perspective using a tonal ink wash.

Music:

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

Listen and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.