

# YEAR 5 TERM 1

Are all deserts hot?



## MATHS

### Place Value

- Roman numerals to 1,000
- Read and write numbers to 10,000, 100,000 and 1,000,000
- Powers of 10
- 10/100/1,000/10,000/100,000 more or less
- Partition numbers to 1,000,000
- Compare and order numbers to 100,000 and 1,000,000
- Round to the nearest 10, 100 or 1,000
- Round within 100,000 and 1,000,000

### Addition & Subtraction

- Mental strategies
- Add and subtract whole numbers with more than 4-digits
- Round to check answers
- Inverse operations (addition & subtraction)
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

### Multiplication & Division

- Multiples and common multiples
- Factors and common factors
- Prime, square and cube numbers

## ENGLISH

- Setting description
- Non- Chronological Report – Animals in the desert
- Diary

## SCIENCE

### Forces:

- Friction
- Air resistance
- Plan – parachute experiment
- Investigate – parachute experiment
- Evaluate – parachute experiment
- Plan – water resistance
- Investigate – water resistance
- Explore gravity
- Use small forces for greater effects

## GEOGRAPHY

- What are North America's key human and physical features?
- What are 7 main biomes?
- Which biomes can we find in North America?
- Can we practise our map skills looking at North America?
- What is a hot desert biome?
- What other kinds of desert are there?
- Would you like to live in the desert?
- What are the 5 climate zones?
- What are vegetation belts?
- Can we use maps at more than one scale and the scale bar to estimate distances?
- What is a time zone?

## KEY DATES

- **2nd- 3rd September** – Staff Development Days
- **4th September** - Start of Term 1
- **23rd-27th September** - Bikeability
- **22nd October** – PESE presentation to parents/carers
- **25th October** – Last day of term 1

## ENRICHMENT

- Cricket and Rugby coaching
- Bikeability

## WE ARE READING...



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## MUSIC

**Livin' On a Prayer**

All the learning is focused around one main song: Livin' On A Prayer and some other classic rock songs.

Pupils will:

- Listen to & Appraise the song(s)
- Explore rhythm, pitch and pulse
- Learn to sing songs
- Play instruments
- Improvise & compose
- Perform



## P.E

- Games/Dances linked to class country
- Invasion game: Tag Rugby

## D.T

**Mechanical Systems: Pop-up book**

- Design a pop-up book
- Follow my design brief to make my pop-up book
- Use layers and spacers to cover the working of mechanisms
- Create a high-quality product suitable for a target user

## ART

**Masks, Pop-ups and puppets**

- Simple pop-ups.
- A scene in relief
- Masks
- Articulated figures
- A spot of Origami.



## SPANISH

- South America – Climate. (linked to Geography)
- The weather
- Weather reporters



## COMPUTING

**Coding**

- Review Year 4 Coding
- Simulating a physical system
- Text variables

## R.E

**Why do people have to stand up for what they believe in?**

- Recognise how religious beliefs vary.
- Recognise the importance of religious freedom.
- Assess the challenges some religious figures faced in the past.
- Analyse the meaning and symbolism of different festivals of light.
- Recognise that people were persecuted for their religious beliefs in the past.
- Explain how and why people stand up for what they believe in.

## P.S.H.E

**I can face new challenges positively and set personal goals.**

- I understand my rights and responsibilities as a citizen.
- I can empathise with people whose lives are different to my own.
- I understand that my actions affect me and others.
- I can contribute to the group and understand how we can function best as a whole.
- I understand how democracy and having a voice benefit the school community and know how to participate in this.