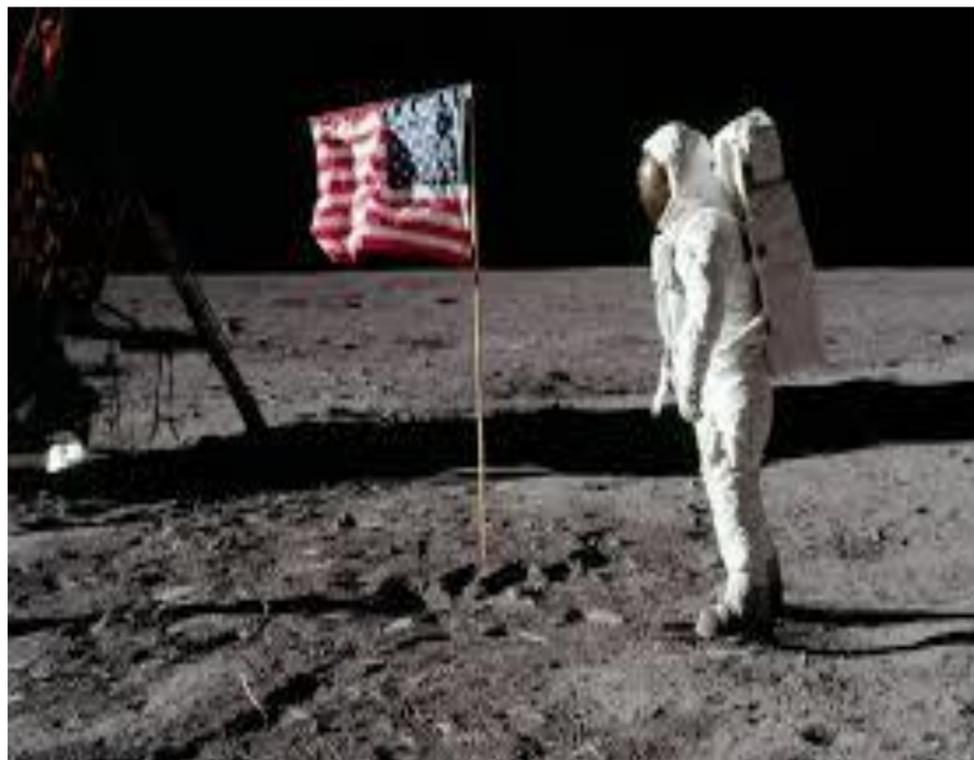


**“That’s one small step for a man, one giant leap for mankind” – Neil Armstrong**



## **Year 5 Autumn 1**



### **ESSENTIAL KNOWLEDGE**

By the end of this half term, the children will know...

- How to use informal and formal speech and tone, modal verbs and fronted adverbials and how to use dashes and brackets for parenthesis
- What it would have been like/felt like to be the first man on the Moon.
- The meanings and definitions of a varied range of vocabulary related to space
- How the Earth and Moon move in relation to the Sun and how day, night and seasons occur.
- Where the Anglo Saxons came from and where they settled, why the Anglo Saxons wanted to settle in Britain and how Anglo Saxon Britain was ruled.
- How to read, write and compare numbers to 100,000
- How to count on to add, count back to subtract and add and subtract numbers within 1,000,000
- Who they are and how to show care and commitment
- How to develop their fitness skills using athletics.
- How to talk about their school life in French.
- Use specific drawing skills to create space related paintings.

## **Launch**

A clip from the first moon landing.

## **Explore**

To read extracts from ‘Where we once stood’ to explore the thoughts and feelings of Neil Armstrong as he first stepped foot on the moon.

## **Energise**

To write our own exploration narratives from the viewpoint of an astronaut who has visited a new planet for the first time.

## **Celebrate**

The children will have the opportunity to read out their narratives to the rest of the class.

## **Reflect**

As a class, the children will discuss what they have enjoyed about this topic.  
They will peer assess their work and think about how their writing has improved since the start of the school year.

# Core Subjects

## Religion

### Domestic Church - Family Ourselves

**BIG QUESTION** – Who am I?

**EXPLORE** – A deepening awareness of 'Who I am'

**REVEAL** – Ourselves as made in the image and likeness of God

**SCRIPTURE**- Genesis 1: 26 –28, Colossians 3: 10 -11, Colossians 3: 12-17, Philippians 4: 4-9, Hosea 11: 1-4.

### Baptism/Confirmation - Belonging

#### Life Choices

**BIG QUESTION** – Is commitment important?

**EXPLORE** – Showing care and commitment

**REVEAL** – The call to life and love within the community; marriage

**SCRIPTURE**- Ephesians 4: 1-7, Ephesians 4: 11-13, 15, Proverbs 31: 10-29, Matthew 5: 6-9

## English

**GENRE**- Exploration Narrative

**FOCUS TEXT**- Where we once stood by Christopher Riley and Martin Impey

**GPS**- Indicate degrees of possibility using modal verbs, informal speech, linking ideas across paragraphs, using adverbials, speech punctuation, dashes and brackets for parenthesis and to introduce further information.

**GENRE**- Formal Report

**FOCUS TEXT** – 'Where we once stood' by Christopher Riley and Martin Impey

**GPS**- informal speech and vocabulary appropriate to formal speech and writing – formal tone, linking ideas across paragraphs, using adverbials, dashes and brackets for parenthesis and to introduce further information.

**Spelling** – words ending in 'ious', words ending in 'ant', words ending in 'cial' and 'tial', words ending in 'cious'.

## Maths

### Place Value

- Read and write numbers to 100,000 (using number disks, place value charts).
- Compare numbers to 100,000 (using bar models and number lines).
- Make number patterns.
- Round numbers (using graphs and number lines).

### Addition and Subtraction within 100,000

- Counting on to add (using number discs and number lines).
- Counting backwards to subtract (using number discs).
- Adding and subtracting within 1,000,000 (using a range of methods).

*Objectives to be taken from Maths No Problem*

## Science

### Will we ever send another human to the moon?

#### Earth, Space and Magnetism

- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the sun, Earth and moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

## CARITAS

**THEME**- The dignity of the Human Person

**FOCUS**- Each person is unique and irreplaceable – everyone matters.

## Holy Days

### FEAST DAY OF ST. LUKE – 18<sup>TH</sup> October

We celebrate the life of our patron Saint, St. Luke.

## Celebrations

### HARVEST FESTIVAL - 4<sup>th</sup> October

We thank the Lord for the crops and food that we eat.

# CONTENT

## Foundation Subjects

### History/Geography

#### 'Were the Anglo-Saxons really smashing?'

##### Britain's settlement by Anglo-Saxons

- To find out where the Anglo Saxons came from.
- To locate the seven kingdoms of Anglo Saxon Britain (using maps).
- To explain why the Anglo Saxons would have wanted to settle in Britain. To explore how Anglo Saxon Britain was ruled.
- To understand the Anglo-Saxon struggle for the Kingdom of England.
- Find out about Alfred the Great.
- Explore the mystery of Sutton Hoo
- Children will also take part in 'Black History Month' during October – learning about Nelson Mandela and Barack Obama.

### Art and Design and Design Technology

#### Art – Drawing

Skills- Children will look at drawing skills such as tone and cross hatching.

### Physical Education

#### Premier Sports - Athletics

The children will engage in a variety of different athletic skills such as, long distance running, sprinting, field and track events. Children will develop their fitness during this unit.

### Computing

#### Connecting Computers

##### Computer Systems and Networks

- Explain how digital devices function.
- Identify input and output devices.
- Recognise how digital devices can change the way we work.
- Explain how a computer network can be used to share information.
- Explore how digital devices can be connected.

## PSHE

### Being Me

- Facing challenges positively and setting personal goals
- Identifying my hopes for the school year
- Emphasise with people in my country whose lives are different to my own
- My rights and responsibilities as a citizen of my country and a member of my school
- Make choices about my own behaviour and understand how rewards and consequences feel
- How can behaviour affect a group?
- How can we function best as a whole?
- Democracy and having a voice can benefits our school community