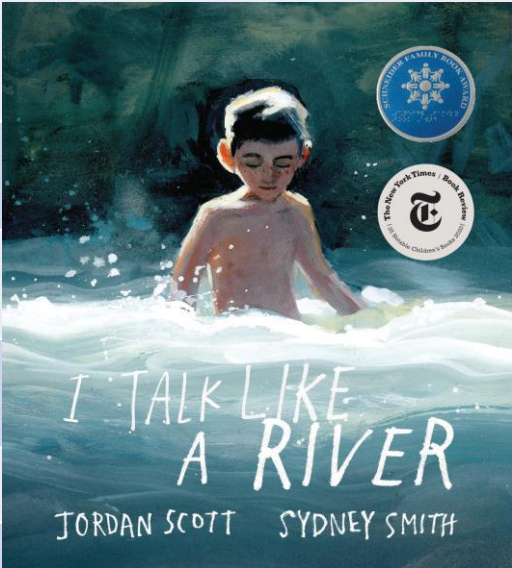


Year 5 – Autumn 1

English	Maths	Art
Read a wide range of books.	Roman numerals to 1,000.	To create a foam print inspired by stone aged cave art using two colours.
Recognise similes and metaphors.	Numbers to 1,000,000.	PE
To research and take notes about a topic.	Read and write numbers to 1,000,000.	To develop and apply their ball skills and reaction and response through focused skill development sessions.
Edit writing by improving vocabulary.	Compare and order numbers to 1,000,000.	PSHE
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Partition numbers to 1,000,000.	To think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face.
	Find 10, 100, 100, 10,000, 100,000 more or less.	RE
	Round to the nearest 10, 100 and 1,000.	Where do ideas about Jesus come from?
	Round within 1, 000,000.	Computing
		Explain that computer systems communicate with other devices.
		Music
		Sing with a sense of performance including observing phrasing and appropriate style.

Year 5 – Autumn 1

Science	History
Main scientific skill taught in this topic.	To understand that prehistory was a long time ago.
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	To accurately place AD and BC on a timeline.
Objectives	To identify conclusions that are certainties and possibilities based on archaeological evidence.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	To use artefacts to make deductions about the Amesbury Archer's life.
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	To identify gaps in their knowledge of the Bronze Age.
Our scientific questions are:	To explain how bronze was better than stone and how it transformed farming.
Why do unsupported objects fall?	To explain how trade increased during the Iron Age and why coins were needed.
What is the best design for a parachute?	To identify changes and continuities between the Neolithic and Iron Age periods.
How much force is needed to move a shoe across different surfaces?	To explain which period they would prefer to have lived in, providing evidence for their choice.