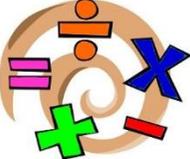
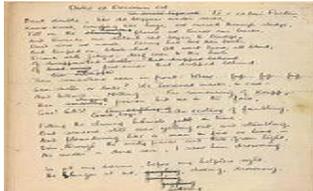
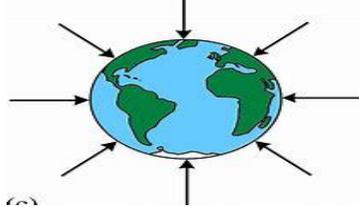
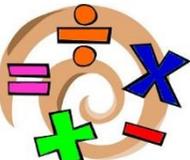


Core Subjects Overview Year Five Autumn 2018

Subject	Mathematics	English	Science	RE
Autumn 1	<ul style="list-style-type: none"> Place value <ul style="list-style-type: none"> Read and say numbers to 1 million recognising the value of each digit. Comparing and ordering numbers to 1 million Mental and written Addition Mental and written subtraction 	<ul style="list-style-type: none"> Narrative - story with a historical setting. (WW1.) Non-Fiction - Non Chronological reports. Writing about the trenches. Poetry - WW1 narrative based poetry. 	<p>Physical processes: Forces</p> <p>Science investigation through</p> <ul style="list-style-type: none"> That gravity is a force that pulls objects down. That friction and air/water resistance slow a moving object. 	<ul style="list-style-type: none"> Ourselves - This topic explores gifts and talents God has given us and how he wants us to use them for good. Life choice- In this topic we learn about the promises made during the sacrament of marriage. Judaism: The story of Exodus and Passover celebration - a time for remembering.
Autumn 2	<ul style="list-style-type: none"> Mental and written multiplication Mental and written division. 	<ul style="list-style-type: none"> Classic Narrative -Scrooge and Oliver by Charles Dickens. Classic poetry- Wordsworth and The Struwwelpeter Play scripts- Writing our own play scripts on a theme eg hope, friendship, loss etc 	<p>Forces:</p> <ul style="list-style-type: none"> That a pulley, lever or gear can increase the input to give a greater output. 	<ul style="list-style-type: none"> Sikhism: We will study the Khalsa and the Sikh's commitment to one God. Hope- This topic teaches us that Advent is a time of preparation for a special visitor.

Creative Curriculum Map Year Five Autumn 1

Art

- I can use a sketchbook to record my observations.
- I can use different techniques and equipment to create pieces of art.
- I know some of the great artist in history.

History

- I can place WW1 into a chronology of British history.
- I can sequence the main events of WW1.
- I can use sources from history for research and gain an insight into what that period in history was like.
- I can understand that our knowledge of WW1 is based on these sources.
- I can use appropriate vocabulary and terminology from the period studied.
- I can debate and discuss whether I would have liked to have been part of the period studied.

Visits/Visitors

- Mr. Cree, local WW1 historian.
- Trip to the '100' Pals exhibition in Astley park including the memorial and cenotaph.
- 'O.T.T' activity in Garden of EDEN.
- Literacy focus day in the hall in WW1 costumes.

World War 1



What was it like in the trenches?

Would you have liked to fight for King and Country?

ICT

- I can use and understand a database.
- I can input fields and data to create my own database.
- I can use variables and repeated instructions to create code.
- I can debug when an error occurs.
- I can create my own code for a Trench warfare game.

PE

- I can take off and land one foot to one foot (same foot)
- I can take off and land one foot to opposite foot
- I can perform a pull throw
- I can run over a longer distance at an appropriate pace
- I can perform a sprint start
- I can take off on one foot and on two

Geography

- I can name and locate countries and cities within Europe and recognise that boundaries and borders change over time.

Creative Curriculum Map Year Five Autumn 2

History:

- To know that the Victorian Era was a significant changing point in British history.
- To know how the industrial revolution changed Britain.
- To understand the social inequalities/differences between rich and poor.

Visits/Visitors

- A Victorian Christmas trip: Arts, Crafts and history day at Astley Hall.
- War walk to cenotaph and Chorley Pals memorial.

ICT

- To know the internet has various functions including communication and for searching for information.
- To be able to decide on the value of the information presented on different websites.
- To use ICT sensibly and responsibly.

Design Technology:

- To investigate a range of existing mechanisms/pop up books.
- To develop and design a functional, appealing mechanisms book for children.
- To use a range of tools and equipment to create models and moving parts.
- To evaluate the design of their mechanisms and finished booklet against the design criteria.

The Victorians



Would I like to have grown up in the Victorian era?

PE

- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively perform safe self-rescue in different water-based situations.
- I can develop flexibility, strength, technique, control and balance
- I can perform dances using a range of movement

Music

- I can listen and recall sound accurately.
- I can improvise and compose music.
- I can perform on my own or in groups using my voice or instruments.