



ST CHARLES' CATHOLIC PRIMARY
SCHOOL



YEAR FIVE MEDIUM TERM PLANNING

AUTUMN 2023

RE	<p>Domestic Church – Family – Ourselves Who am I?</p> <p>Prior learning: The family of God in Scripture This</p> <p>Topic: learning outcomes: Know and understand:</p> <p>A deepening awareness of 'Who I am' – Explore</p> <p>Ourselves as made in the image and likeness of God – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker</p>	<p>Baptism/Confirmation – Belonging – Life Choices Is commitment important?</p> <p>Prior learning: Confirmation: a call to witness</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>Showing care and commitment – Explore</p> <p>The call to life and love within the community; marriage – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary Vocation, marriage, service, responsibility, fidelity, commitment</p>	<p>Advent/Christmas – Loving – Hope What does it mean to live in hope?</p> <p>Prior learning: Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>Waiting hopefully – Explore</p> <p>Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary Waiting, hopeful, Promised One, Messiah, prophet</p>
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<p>PSHE/RSHE</p>	<p>Relationships - Families and Friendships The children will learn:</p> <ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included and strategies to help someone feel included about peer influence and how it can make people feel or behave and that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends when and how to seek support in relation to friendships 	<p>Relationships - Safe Relationships</p> <p>The children will learn:</p> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact and that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about and whom to tell if they are concerned about unwanted physical contact 	<p>Relationships - Respecting ourselves and others</p> <p>The children will learn:</p> <ul style="list-style-type: none"> to recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia and to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
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ENGLISH

The Promise by

Writing Outcome & Purpose

Narrative: Character Narrative

Purpose: To narrate

Recount: Newspaper Report

Purpose: To recount

Grammar: Word Build on previous units & focus on:
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

Grammar: Sentence

Build on previous units & focus on:

Indicate degrees of possibility using modal verbs

Grammar: Text

Build on previous units & focus on:

Linking ideas across paragraphs, using adverbials

Grammar: Punctuation

Build on previous units & focus on:

Commas for parenthesis

Dashes to mark boundaries between independent clauses

FARThER by Grahame Baker-Smith

Writing Outcome & Purpose

Narrative: Setting and Narrative Purpose: To narrate

Recount: Letter Purpose: To recount

Grammar: Word

Build on previous units & focus on:

The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

Grammar: Sentence

Build on previous units & focus on:

Indicate degrees of possibility using modal verbs

Grammar: Text

Build on previous units & focus on:

Linking ideas across paragraphs, using adverbials

Grammar: Punctuation

Build on previous units & focus on:

Commas for parenthesis

Dashes to mark boundaries between independent clauses

SHARED READING	Reading Skills Good Ole' Jane Goodall Everest Expedition Spring Cub Fairtrade Approval Did You Say Six?	Reading Skills Sir David Attenborough The Mystery of Mrs Mitchell's Mug Too Hot to Handle Through Each Window The Maid
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Maths	Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000	Find missing numbers	Multiples of 10, 100 and 1,000	Add and subtract fractions with the same denominator, within one, greater than one Add mixed numbers Subtract fractions
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SCIENCE

Properties and Changes in Materials

Grouping, Dissolving and Separating, Reversible and Irreversible Changes
The children will be taught to:

- Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Compare and group together everyday materials on the basis of their properties,

Animals Including Humans

Changes in Humans to Old Age
The children will be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

COMPUTING	Create and Search a Database Using Excel	If and Else Statements Create a Scratch Basic Program

	They will learn how to: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	They will learn how to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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HISTORY	<p style="text-align: center;">Britain's Settlement Anglo Saxon and Scots</p> <p style="text-align: center;">The children will be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied <ul style="list-style-type: none"> • Identify connections, contrasts and trends over time • Develop the appropriate use of historical terms • Ask and answer questions about change, cause, similarity and difference and significance • Construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources 	
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GEOGRAPHY	<p style="text-align: center;">Fieldwork Local Area</p> <p style="text-align: center;">Children will be taught to:</p> <ul style="list-style-type: none"> * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	
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ART	<p style="text-align: center;">Drawing Clothes Designers The children will learn about:</p> <ul style="list-style-type: none"> • Tatyana Antoun • Hormazd Narielwalla • Rahul Mishra 	
DESIGN & TECHNOLOGY	<p style="text-align: center;">Food What Could be Healthier? Children will discover</p> <ul style="list-style-type: none"> • The farm to fork process, understand the key welfare issues for rearing cattle. • Compare the nutritional value of existing sauces and develop a healthier recipe 	
MUSIC	<p style="text-align: center;">Looping and Remixing</p> <p>The children will learn about how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p>	<p style="text-align: center;">Musical Theatre</p> <p>The children will be introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story and learning about performance aspects as they use songs to convey emotions.</p>
MfL FRENCH	<p style="text-align: center;">Portraits Appearances The children will learn:</p> <ul style="list-style-type: none"> • adjectives for describing people's physical appearance and their personality. • Creating simple sentences ensuring that the adjectives agree with the gender of the noun. 	<p style="text-align: center;">Clothes Clothes Items and Getting Dressed The children will learn:</p> <ul style="list-style-type: none"> • vocabulary to describe items of clothing, along with the different forms of the indefinite article. • Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. <ul style="list-style-type: none"> • Expressing their opinions about outfits in French.

PHYSICAL EDUCATION	<p style="text-align: center;">Gymnastics</p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p style="text-align: center;">Basketball</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>
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