

Year 5



Dynamic Dynasties

Autumn Term 2024

Brief outline of Learning Journey:

A history based learning journey that will explore many aspects of ancient civilisations and will focus on Ancient China and their dynasties.

English

KIRF: Using An or a as a determiner

Key Texts- The Seven Chinese brothers, Other traditional Chinese tales,

'Podkin One Ear' By Kieran Larwood

Reading- we will be exploring traditional tales and non-fiction. Taking part in the reading challenge.

Writing- Children will be learning to write narrative poems, write traditional tales

Sentence Focus- use a variety of sentence starters such as 'ed' sentences and noun, which, where who sentences

Main subject for topic- History

Context- Ancient China

Skills developed- order dates chronologically, make comparisons to modern day everyday life.

Knowledge - learn about an ancient civilisation and some of their achievements. Discover the art, culture and heritage of different dynasties and their influence on people.

PE

Mondays- Coaches- Invasion Games

Fridays - Real P.E - Learning focus - Social Gymnastics

Maths

Main focus- place value, addition and subtraction

KIRFs- recall number bonds up to 10 with decimals

The children will also be

- Rounding number up to 1000
- Ordering, reading and comparing numbers up to 1 million
- Negative and positive numbers
- Roman numerals up to 1000
- Adding and subtracting numbers up to four digits with and without exchange
- Round estimate and approximate numbers
- Multi step addition and subtraction

Music: SING UP - Sea Shanties

This unit is about how Sea Shanties were used to inspire sailors while they were out at sea or help them keep in time with the pulling objects on the boat such as the anchor or sails. The unit will cover singing, rhythms and musical accompaniment. They will sing what shall we do with a drunken sailor and other famous sea shanties.

Science: LTC How do levers help us?

Context: Levers: Plan experiments that use enquiry, take a range of measurements, report findings, test results, make predictions and use conclusions, support ideas and refute arguments, set up fair tests and make predictions

Knowledge and key vocabulary:

effort, force, fulcrum, lever, load, newton

- An observation involves looking closely at objects, materials and living things.
- A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding
- A conclusion is an explanation of what has been discovered using evidence collected.
- Use relevant scientific vocabulary to report on their findings,

Forces

In this topic the children explore the different forces such as air resistance, friction, pushing, pulling and magnetic forces.

The main focus is to explore how an object can move through water.

Earth and Space

This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.

Computing

Learners develop their understanding of computer systems and how information is transferred between systems and devices.

Geography.

Context: Asia

Skills: Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Reading Grid References
Reading different time zones

Knowledge: Various areas have geographical features as natural barriers such as rivers, mountains, and deserts.

RE- In RE, the children will be discovering more about Ramadan and discovering more about the Muslim faith. They will investigate the religious holidays that are celebrated and the importance of fasting. Eid is a time of family and self-control.

Homework:

Reading: Please fill in your reading diaries at least 3x weekly

Target: There will be an English and Maths Task on weekly basis

Spelling: Learn your weekly spellings for the test on Thursday

Project/Task: This is usually a selection of activities that will complement the work that is learnt during the topic.

Dynamic Dynasties

History

Key Vocabulary- civilisation, history, dynasty, emperor, ruler, culture, deity, agriculture, tomb, sacrifice, Terracotta Army, shaman, pictograph, Shangdi, Shang, taotie, Silk Road, Qin, Xia, Yangtze, Zhou, Yellow River, zeng, Yinxu, Han, Great Wall of China, li, oracle bones, patina, legalism

Skills: Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: The Shang Dynasty of Ancient China.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)

Articulate and organise important information and detailed historical accounts using topic related vocabulary

Describe the significance, impact and legacy of power in ancient civilisations.

Use a range of historical sources or artefacts to build a picture of a historical event or person

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way



Art and Design

Context 1: Asian Artwork and landscapes

Skills developed: Mix and use tints and shades of colours using a range of different materials, including paint
Knowledge: using preliminary sketches to inspire a final piece of artwork.

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.

Local links and Exciting experiences

Trip -Winchester Science Museum (Autumn 2)
Chinese Restaurant Day (TBA)
Class Assembly (Autumn Term)

Jigsaw- Lifeskills

Autumn 1: Being me in my World
Autumn 2: Celebrating Difference

