

Science

Environment - Evolution and Inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

[BRITISH VALUES - Mutual Respect and Tolerance for those with different faiths and beliefs](#)

[DIAMOND 9 – Relevant, Love of Learning](#)

[Why did God create such a diverse world? How can we be successful stewards of God's world?](#)

Geography

Our World

Locate the world's countries, using maps

Describe and understand key aspects of: physical/human geography
Use more precise geographical language relating to the physical and human processes

Examine how survival is possible in certain locations in the world?

Explain why humans choose to settle in inhospitable places?

[How does God want us to treat the world we live in?](#)

[MULTI-CULTURAL LINKS- Exploring the lives of people who live in other parts of the world.](#)

[DIAMOND 9 –Relevant, Inspirational \(how others live in our world\)](#)

Computing

Digital Research – Searching Skills

Choose to use the internet when appropriate as a tool for independent research

[DIAMOND 9 – Collaborative \(working in pairs/groups to research topics\)](#)

Art and Design

Camouflage in the Natural World

Explore images and use to develop drawings and paintings which experiment with camouflage.

[What if God never created animals?](#)

[DIAMOND 9 – Creativity, Unique \(personal design\)](#)

Music

I'll Be There- Charanga

A Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music

[DIAMOND 9 – Inspirational , Creative](#)

Mrs Bolton - Class 5 – Autumn 1- 2020

SURVIVAL!



R.E.

Life as a Journey and Pilgrimage

Reflect on our life journey so far and explain any hopes for the future.

Explain how faith makes an impact on the life of a Christian.

Begin to understand the idea of a religious pilgrimage.

[How is our journey through life questful?](#)

[BRITISH VALUES - Mutual Respect and Tolerance for those with different faiths and beliefs.](#)

[MULTI-CULTURAL LINKS- Investigate the journeys of pilgrimage undertaken by people of other world faiths.](#)

[DIAMOND 9 – Relevant \(relating to their own lives\)](#)

PHSE

There will be a large *Mental Health and Wellbeing* focus as the children return to school, and throughout the term – this will be personalised to the needs of the children and in response to their feelings and issues. SCARF lessons will be used as appropriate.

Plus - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events and local community links [What would God advise us to do? How did Jesus manage difficult times? How can we use the Bible and prayer to help us?](#)

Maths

RECOVERY PLAN – CLOSING THE GAP – SEE YEAR 5 KEY SKILLS

Place value (up to 10,000,000) including decimals
Mental and written addition with large numbers and decimals
Mental and Written Multiplication in the Context of Time (ThHTU x TU and U x 2 place decimal numbers)
Geometry (2-D and 3-D Shape) Compare and classify based on properties

Mental and written subtraction

Mental and written division (ThHTU ÷ TU)

[DIAMOND 9 – Courage, Challenge, Independent, Collaborative English](#)

Novel as a Theme - The Nowhere Emporium

N.B – THIS IS A BRIDGING UNIT AS A RESPONSE TO COVID-19

Listening to whole novels read aloud by the teacher

Recognising themes within and across texts e.g. hope, survival.

Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence

Predicting what might happen from information stated and implied

Using a reading journal to record on-going reflections and responses to reading.

Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.

[DIAMOND 9 –Relevant, Courage](#)

Depending on assessment of children following recovery plan: Journalistic Writing

Identify audience and purpose.

Choose appropriate text-form and type for all writing.

Select the appropriate structure, vocabulary and grammar.

Draw on similar writing models, reading and research.

P.E

Hockey

Passing, receiving and dribbling with a hockey ball.

Play competitive games.

French

What's the Time and Tour of School

How to tell the time in French

Similarities and differences between French and English schools

Naming places and objects around school in French

[MULTI-CULTURAL LINKS-learning about school life in another country.](#)