

# Year 5 Autumn 1 Topic Overview

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| <p><b>Grow Independence</b></p> <p>Take part in whole class assembly "Away from home" with singing and talking parts</p>  | <p><b>Contribute to Communities</b></p> <p>Bromyard Royal British Legion – write letter/fundraise/invite to assembly</p>  | <p><b>Promote Physical and Mental Health</b></p> <p>Identifying and talking about feelings</p>  |
| <p style="text-align: center;"><b>Topic: WW2 Away from home</b></p>    |   |   |
| <p><b>Continuous Provision:</b> Homework tasks to support and embed classroom learning. As a homework task, collect sources of evidence to deduce information about the past. Family tree identifying any family members involved in WW2</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <p>Date, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>Use literacy, numeracy and computing skills to exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> |   |   |
| <p><b>As design technologists we will (OL):</b></p> <ul style="list-style-type: none"> <li>• Cook rationed food from WW2</li> <li>• Create new ration recipe</li> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>   | <p><b>As scientists we will: (OL)</b></p> <p><b>Chemistry</b> - Investigate materials p214<br/>Compare and group everyday materials based on comparative and fair tests.</p> <p><b>P215:</b> Understand how some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution.</p> <p><b>P216:</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p><b>P217:</b> Give reasons based on evidence from comparative results.</p> <p><b>P218:</b> Changing state, use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</p> <p><b>Physics- Understand electrical circuits</b></p> <p><b>P234:</b> Associate brightness of a lamp or</p> | <p><b>In PE we will:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with teammates in order to gain points or possession.</li> <li>• Field defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> </ul> |

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|  | <p>volume of sound with the number of voltage of cells used</p> <p><b>P235 &amp; 236:</b> Compare and give reasons for variations in components function and use recognised symbols to represent a circuit.</p>  |  |
| <p><b>As historians we will:</b></p> <ul style="list-style-type: none"> <li>• Use a propaganda slogan from WW2 and design a poster using this slogan</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul>        | <p><b>As geographers we will (OL):</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> | <p><b>As artists we will:</b></p> <ul style="list-style-type: none"> <li>• John Singer Sargent Gassed (Awesome Art)</li> <li>• Use different sketching skills to recreate parts of the Gassed painting</li> <li>• Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> </ul> |
| <p><b>Whole Class Reading Text:</b></p> <p>Carrie's war</p> <p>Nina Bawden's classic World War 2 story of children evacuated from London to Wales.</p>   | <p><b>Talk4Writing Genres (English):</b></p> <p>Fiction: Settings</p> <p>Non-fiction: Recount</p>  | <p><b>Talk4Writing Genres (Cross Curric):</b></p> <p>Instructions to new ration recipe</p> <p>Play script (assembly)</p>   |
| <p><b>As religious educators we will: U2.1 What does it mean if Christians believe God is holy and loving?</b></p> <ul style="list-style-type: none"> <li>- Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>- Explain some of the different ways that individuals show their beliefs.</li> <li>- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> </ul> |  |  |
| <p><b>In PSHE (Thrive) we will:</b></p> <p>Theme: Laws around drugs, Mixed messages in the media</p> <p>Topics:</p> <p>Families and Close Positive Relationships</p>   |  |  |