



W H Y I S T H E P L A N E T
M E L T I N G ?
A U T U M N 1



READING

We will continue to cover the discrete reading skills through a class book and topic specific texts:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

Vocabulary: depressed chameleon
 intrepid adventurer
 desolate dystopia



WRITING

The text types we are learning about this half term are:

- o Narrative writing - Based on our wordless book - "The depth of the lake and the height of the sky."
- o A persuasive pitch - Non-fiction persuasive writing inspired by the book "Kids fight plastic".

Vocabulary: mysterious discovery figurative
persuasive emphasise rhetorical



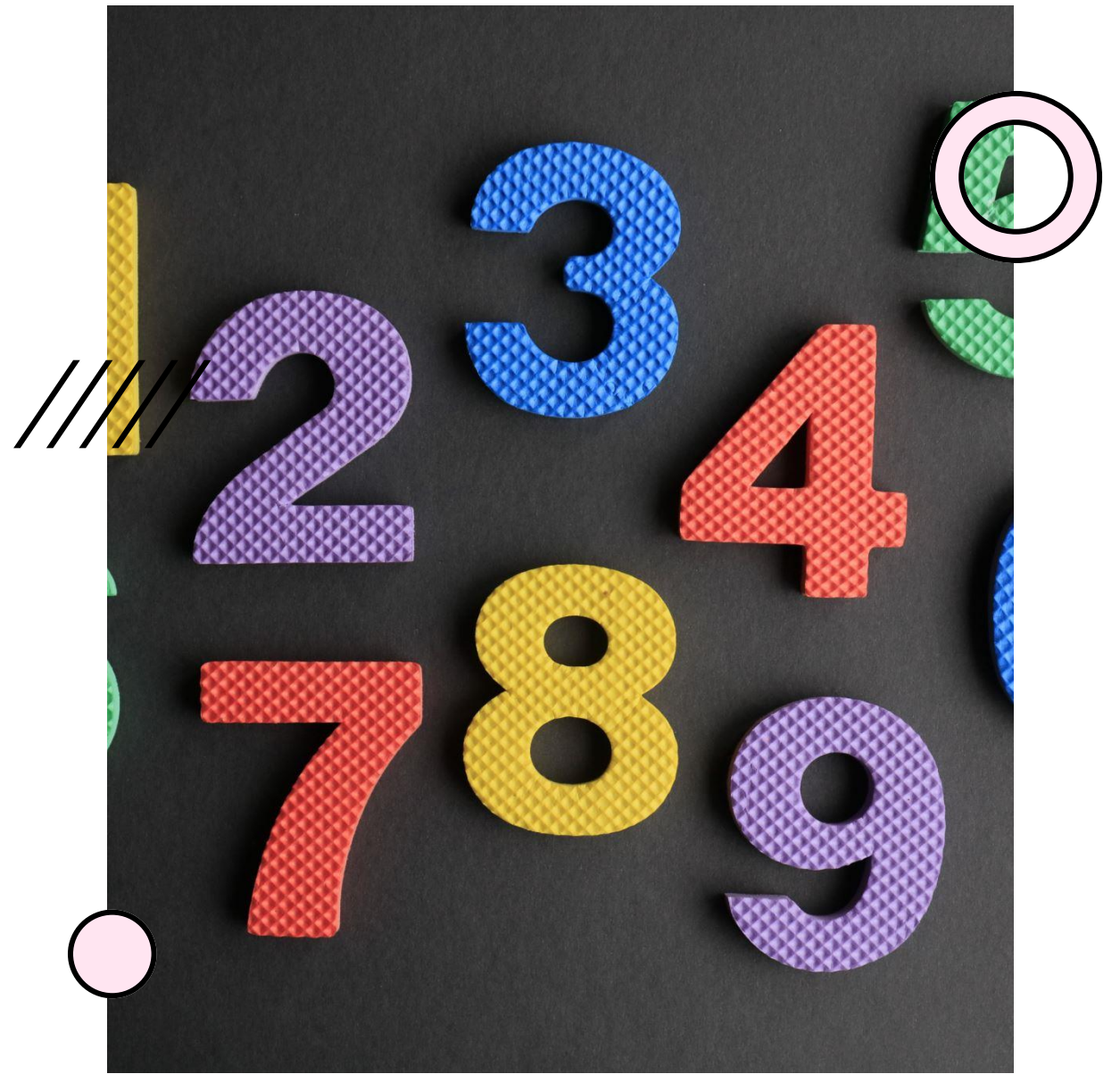
MATHS

We will be starting our Year 5 maths units, focusing on fluency skills and then developing our reasoning and problem solving. We will be recapping our Year 4 knowledge and building on this in the following areas:

- Place value
- Addition and subtraction
- Multiplication and division

Vocabulary: inverse Roman numerals

compare order rounding Power of 10



SCIENCE

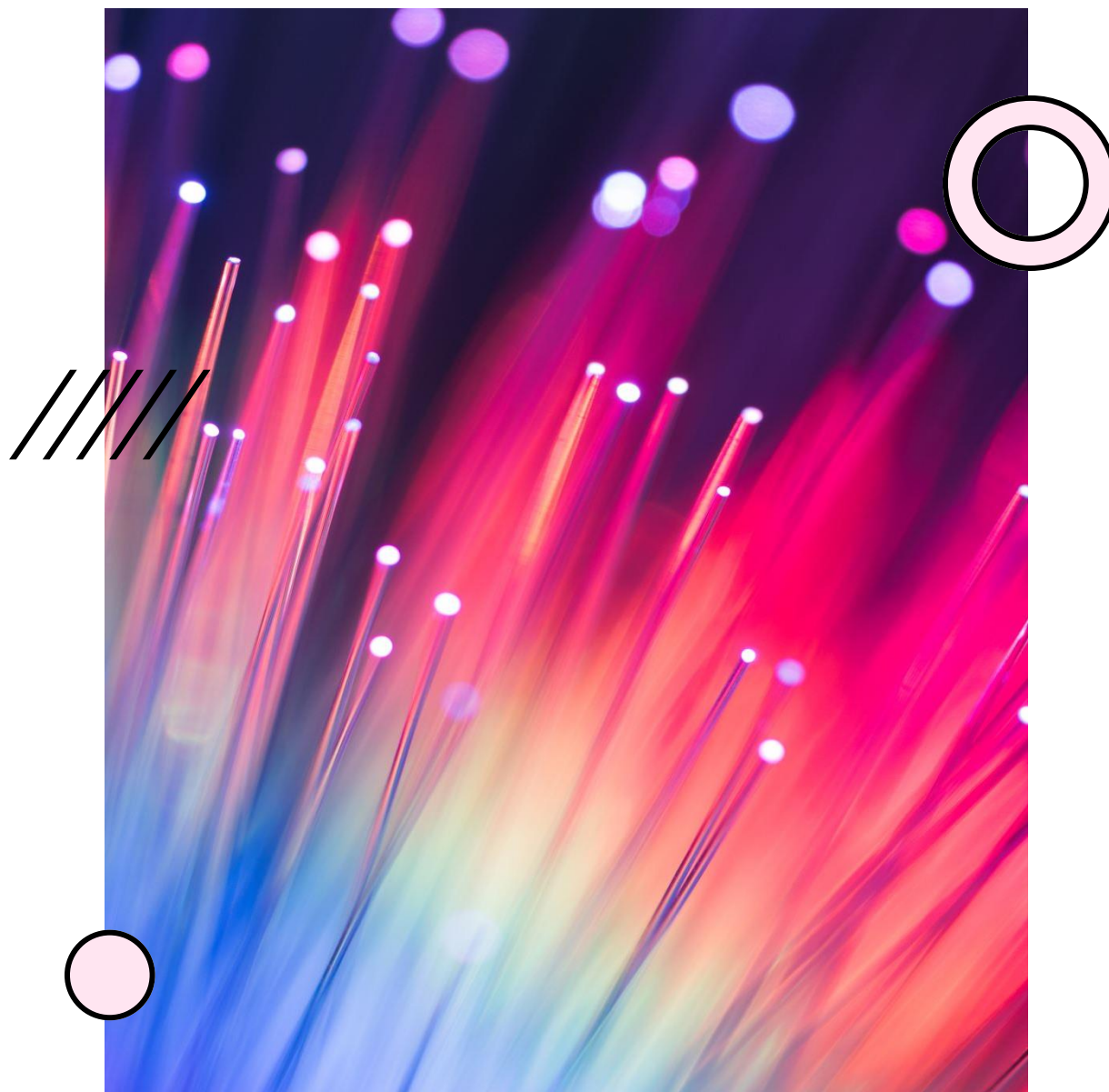
We will be learning about how can solids, liquids and gasses be separated.

- Compare and group materials on the basis of properties
- Give reasons for the particular uses of everyday materials
- Know some changes result in the formation of new materials, and that this kind of change is not usually reversible
 1. Objects that are **transparent** allow all light through, objects that are **translucent** allow some light through and objects that are **opaque** allow no light through.
 2. Materials that quickly transfer heat are **thermal conductors** and those that are slow are **thermal insulators**.
 3. Some materials transfer electrical energy and these are called **electrical conductors**.
 4. **Absorbency** measures how much liquid a material can soak up and keep.
 5. If a change of **state** is **reversible**, the material can go back to it's original state.
 6. 6. If a change of state is **irreversible**, the material cannot go back to it's original state.



Vocabulary: transparent translucent opaque

conductor thermal irreversible



GEOGRAPHY

We will be learning about the climate zones, climate change and the Arctic.

- What is climate and what are climate zones?
- Longitude and Latitude
- Why is it always cold in the Arctic?
- What is like to live in the Arctic?
- Why is the planet melting?
- Why is the Arctic melting and why does it matter?



1. Weather is the daily state of the atmosphere, or air, in any given place.
2. Climate is the average of weather conditions in an area over a long period.
3. The main world climate zones are polar, temperate, arid, tropical Mediterranean and mountains.
4. This climate changes naturally, but this process has been vastly accelerated by human activity such as transport, energy production, food production and heating.
5. The 5 main effects of climate change are: frequent and intense drought, storms, heatwaves, rising sea levels, melting glaciers and warming oceans.

Vocabulary: climate weather polar glacier
latitude longitude adaptation environment

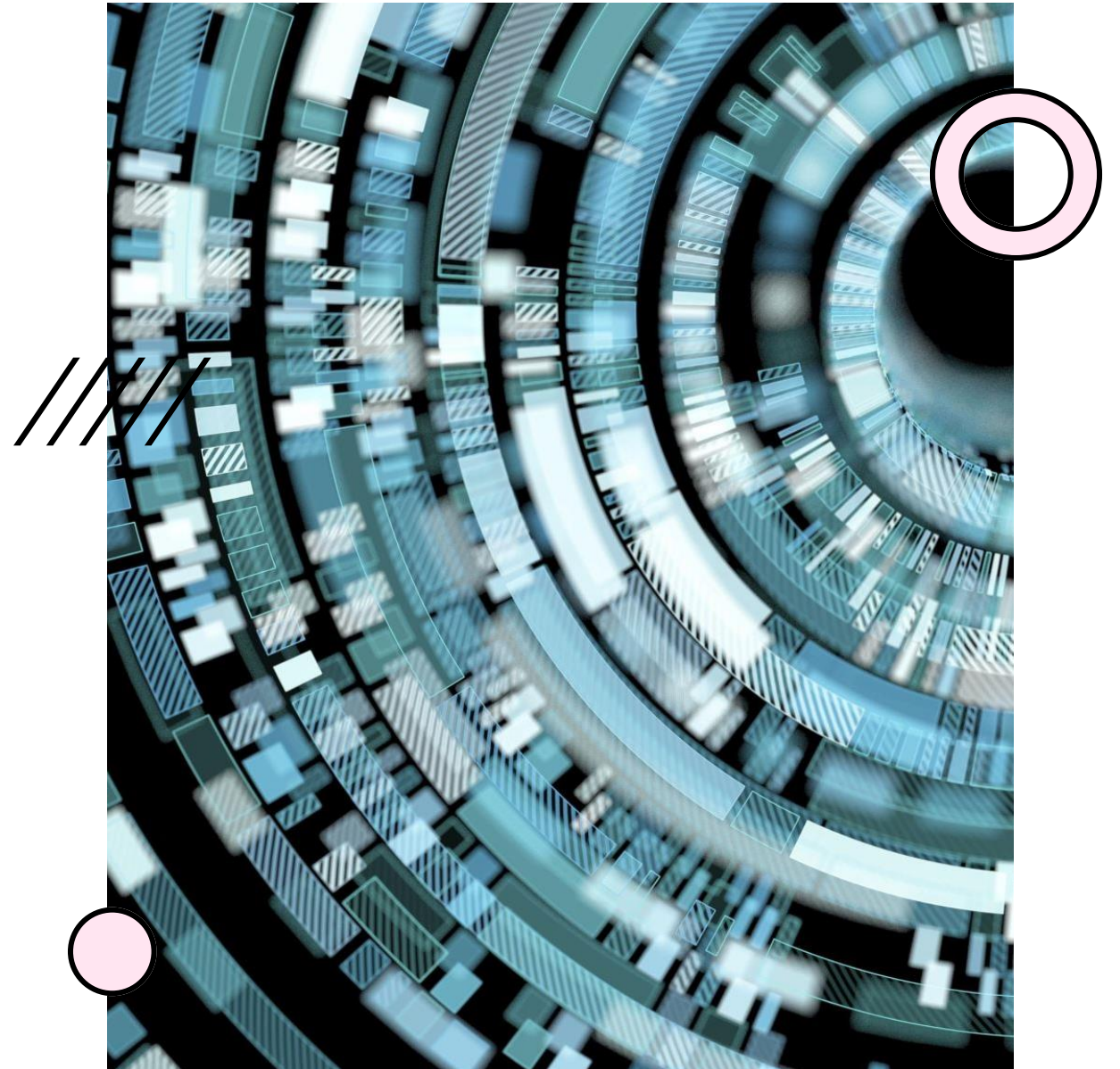


COMPUTING

We will be learning about creating digital media in the form of a video.

- Identify digital devices that can record video
- Analyse what makes a video effective
- Create a storyboard
- Discuss how to capture video using a range of techniques
- Explain that video can be improved through reshooting and editing
- Discuss the impact of the choices made when making and sharing a video
- Recognise that additional tools such as greenscreen can improve an output

Vocabulary: digital video storyboard
reshooting editing greenscreen



P . S . H . E

TEAM - Together Everybody Achieves More.

- I can talk about the attributes of a good team.
- I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.
- I can compromise and collaborate to ensure a task is completed.
- I can reflect on the need to care for individuals within a team.
- I can identify hurtful behaviour and suggest ways I can help.
- I can understand the importance of shared responsibilities in helping a team to function successfully.



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.
3. SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
4. Collaboration is working together on an activity or project.

Vocabulary: respectful communication
compromise collaboration contribute
sensitive hurtful



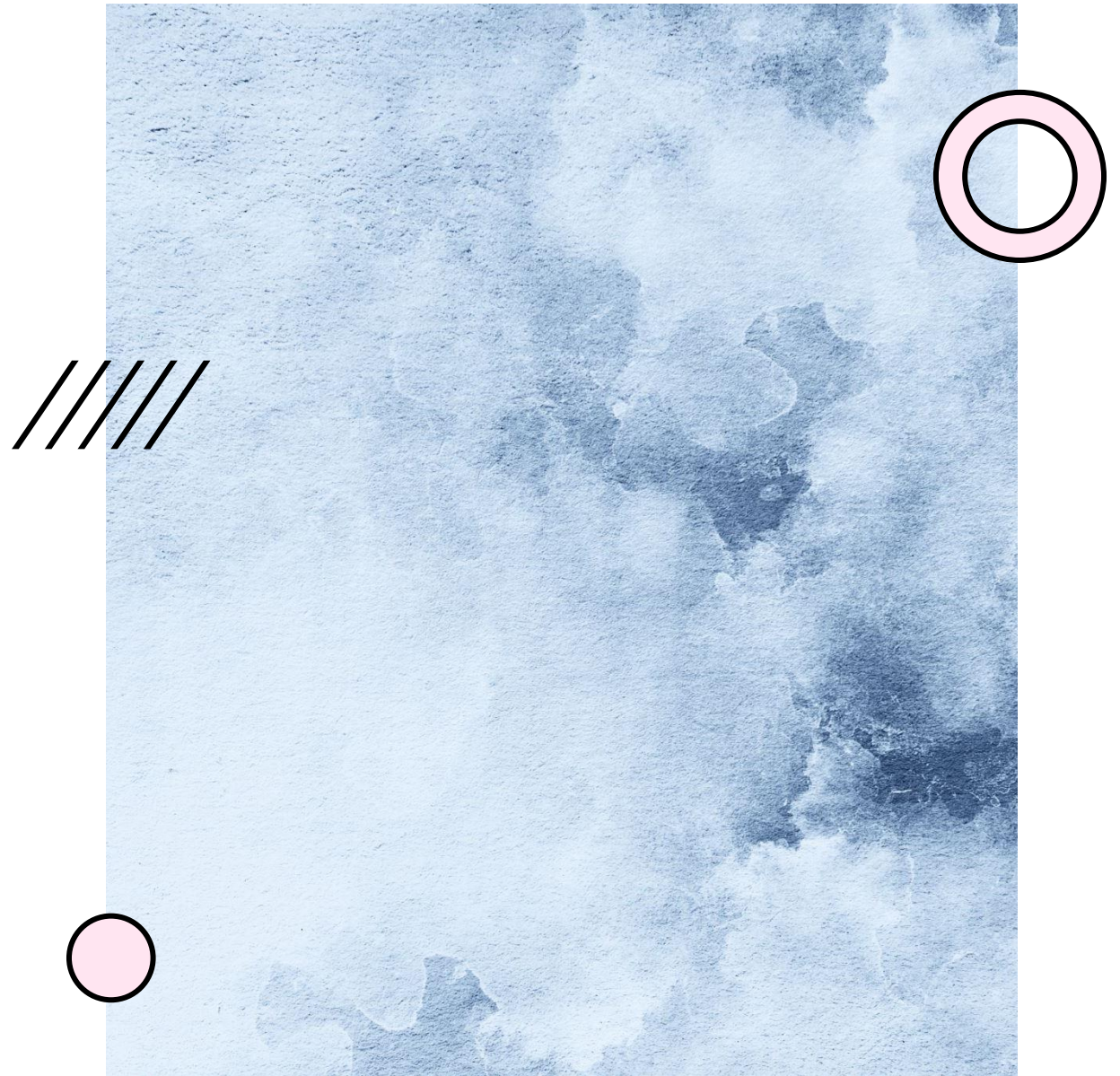
ART OR D.T.

We will be learning about mixed media by creating a range of arctic landscapes.

- Introducing mixed media art
- Combining arctic photography and drawing to create a mixed media scene .
- Creating a mixed media northern lights silhouettes.
- Polars bears in the snow mixed collage.
- Udeskole Art - Landscape painting

Vocabulary: mixed media perspective

background foreground Northern lights





R . E .

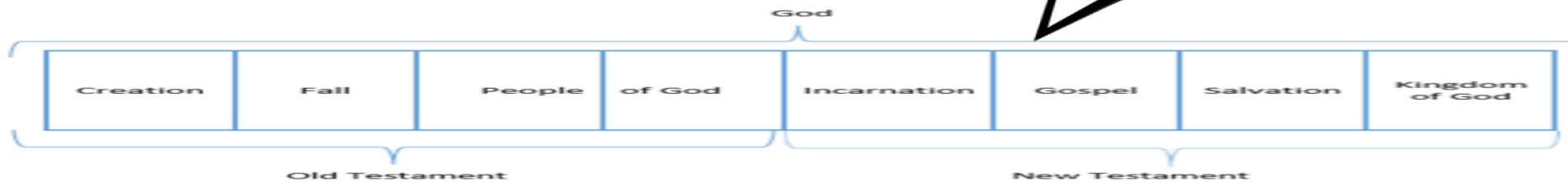
What does it mean if Christians believe God is holy and loving?

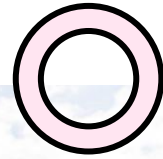
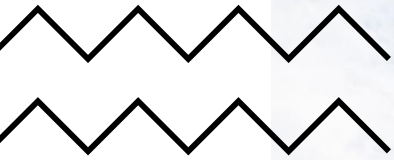
- I can explain connections between biblical texts and Christian ideas of God, using theological terms.
- I can make connections between Bible texts studied and what Christians believe about God.
- I can show how Christians put their beliefs into practice in worship and weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.



1. Christians believe that God is omnipotent, omnipresent, omniscient and eternal.

Vocabulary omnipotent omniscient eternal
: omnipresent





FRENCH

We will be recapping previous learning and then learning the seasons of the year in French.

- o Name, recognise and remember all four seasons in French
- o Say which is our favourite season in French
- o Say why it is our favourite season in French
- o Start to recognise and use the conjunction 'et' (and) in our spoken and written responses

Vocabulary: Les saisons L'hiver

Le printemps L'été L'automne

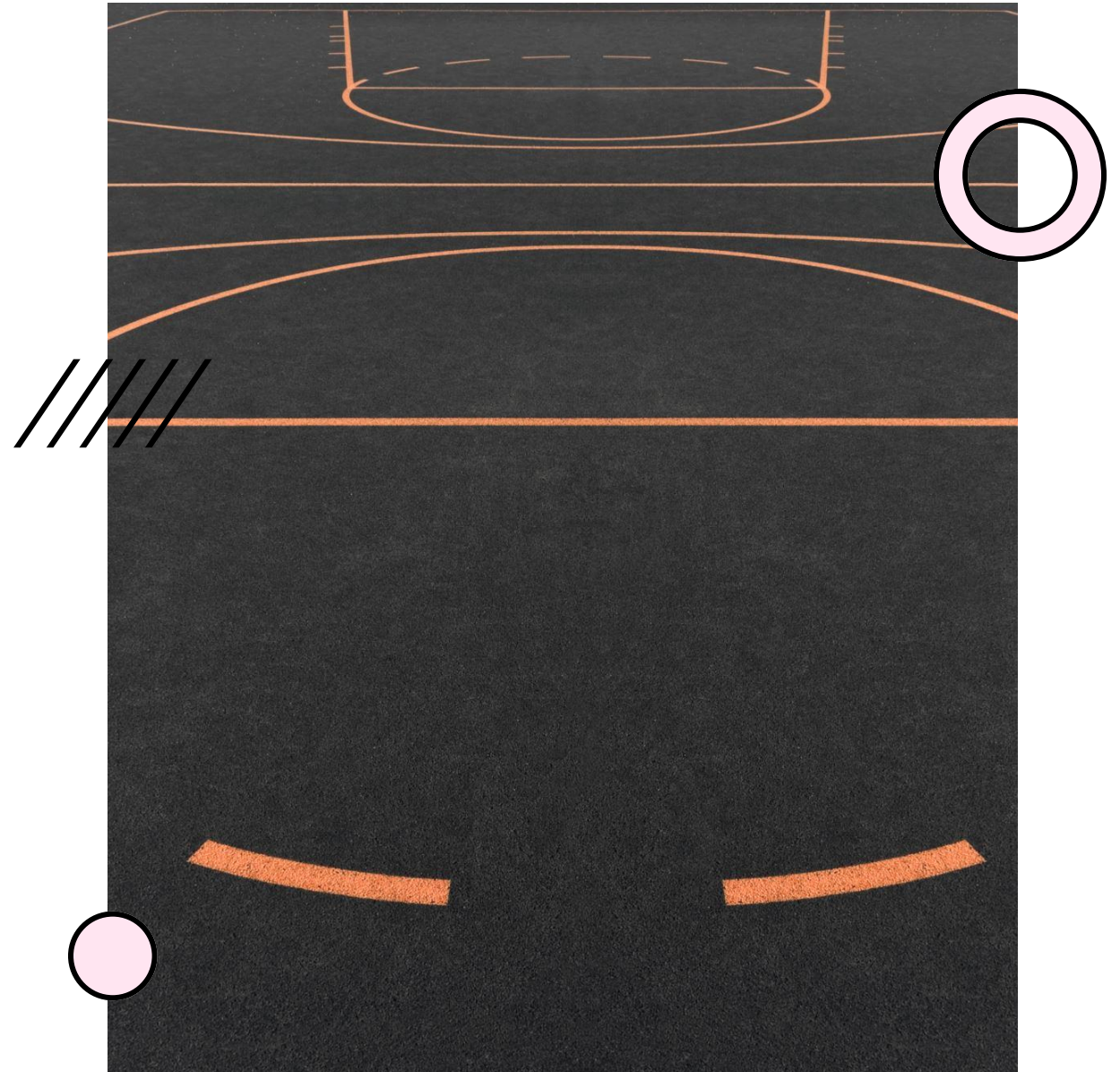
P.E.

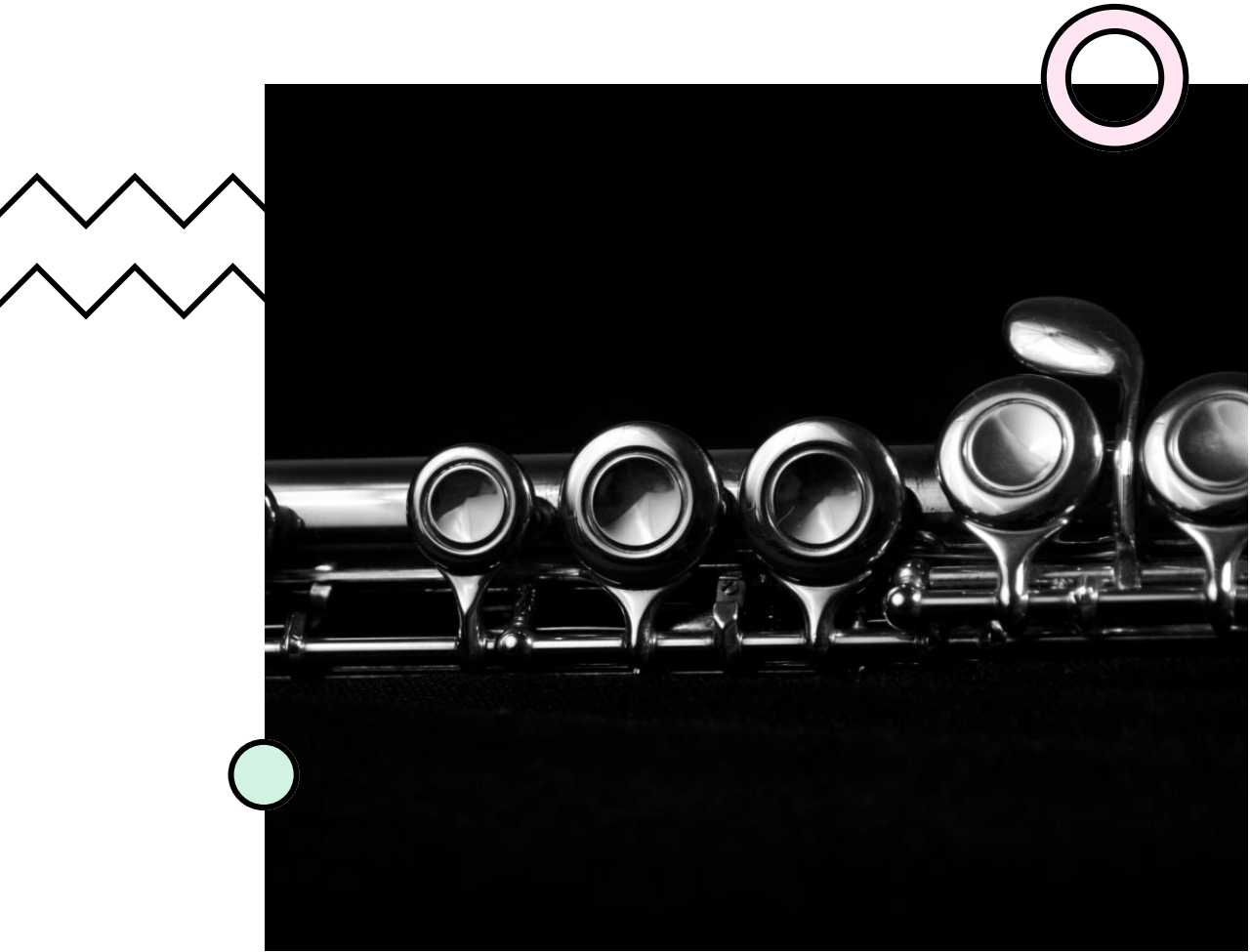
We will be learning about hockey during our P.E. lessons on a Wednesday and we will receive specialist coaching from DT coaching on a Friday.

- Participate in competitive games, modified where appropriate
- Show good awareness of others in game situations
- Change speed and direction to get away from a defender
- Develop control whilst performing skills at speed
- Pass with accuracy, confidence and control
- Use different skills to keep possession of a ball as part of a team

Vocabulary: awareness speed direction

dribble control accuracy possession





MUSIC

We will explore sea shanties, including their significance historically and how they were used on boats. We will learn how to sing our own sea shanty, including using body percussion where appropriate to keep a steady rhythm. We will aim to create a class version of "What shall we do with a drunken sailor?" and create a video of our performance.

1. A **sea shanty** is a song that sailors used to help them complete challenging tasks and work as a team
2. Sea shanties have a steady **beat** with a **rhythm** appropriate to the task being completed
3. A sea shanty is made of different **verses** with a repeating **chorus**
4. Other tools and techniques can be used to support a steady beat, such as **body percussion** or using a cup



Vocabulary: melody chords bass note
beat body percussion rhythm grid



We will be reading a series of texts relating to elements of our topic including extreme survival, a letter about global warming and a story about a dystopian planet



We will have our Year 5 camp to Porthpean



We will use “What shall we do with a drunken sailor?” as a stimulus for creating our own class sea shanty



We will meet parents who live locally but work in the international setting around climate change research and impact



We will celebrate the diversity within our classroom in PSHE and learn how every good team is made of diverse individuals.



We will investigate how different materials have properties that can be useful to specific tasks

