**Year 5 Overview: Autumn 2 term 2020**

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| **English** | **DRIVING QUESTION** | **Physical Education** |
| [**\*Cosmic**](https://www.goodreads.com/book/show/1999660.Cosmic) **– Frank Cottrell-Boyce**    ‘Liam Digby is an ordinary twelve-year-old. A very, very TALL twelve-year-old. Some people even think he is a grown-up. This is the incredible story of how he told some fibs, nearly stole a Porsche, went to a theme park and sort of by accident ended up in space.’  *In response to this text, the children will be writing to describe a moment of exhilaration and excitement from the story.*  **Reading:**  **Through a variety of text types, the children will develop their:**  \*RETRIEVAL OF INFORMATION SKILLS  \*INFERENCE AND DEDUCTION SKILLS  \*ABILITY TO SUMMARISE TEXTS  \*UNDERSTANDING OF AUTHOR CHOICES | *How can we, as rocket scientists, build a* [*\*rocket*](https://www.dkfindout.com/uk/search/rocket/) *to travel into space and defies the laws of gravity ?* | **With Mr White and our class teachers, we will continue to develop our balance and core strength skills within gymnastics. Children will learn how to successfully create different shapes whilst supporting one another. The fundamental skills they will be learning are:**  \*FLOOR SHAPES, FLOOR MOVEMENT, BENCH BALANCE, VAULT, CLIMBING AND TRAVERSING APPARATUS\*  **In GAMES, we will continue to develop our fundamental movement skills through INVASION GAMES:**  \*DODGING, KICKING, FOOT DRIBBLING, HAND DRIBBLING, CHEST PUSH, CATCHING, ATTACK & DEFENCE\* |
| **Maths** | **Science** |
| **In maths, we will focus upon the following areas throughout the term:**   * Statistics * Multiplication and division * Perimeter and area   Additionally, children will complete the ‘Quick Six’ – six daily arithmetic challenges in six minutes.  *Children will also have the opportunity to regularly practise their times tables.* | ***Driving Question: How can we, as engineers, design and construct a rocket that defies the laws of gravity?***  Our focus subject this half term is science. The children will be learning about [\***forces**](https://www.dkfindout.com/uk/science/forces-and-motion/laws-motion/)**:**  \*Gravity  \*Air resistance  \*Water resistance  \*Friction between surfaces  \*Levers, pulleys and gears |
| **Creative** | **PSHE** | **Computing** |
| **ART:**  To create galaxies in the style of Jackson Pollock.  **MUSIC:** Ukuele instruction: developing the chords C, F, G, Am and G7 to learn a melody to perform.  **DT/STEM:**  Design, make and make predictions about and launch a water rocket. Record and evaluate results.  Design, make and evaluate a movable Mars rover.  **SPANISH:**  The children will be learning numbers from 1-100, days of the week and months of the year. | **Celebrating Difference (JIGSAW):**  This term, we will be learning about how to include others when working and playing, accepting that everyone is different, trying to solve problems using kind words. | **Word Processing Software:**   * Logging on and passwords * Changing case * Text alignment * Bullet points and numbers * CTRL key (copy/paste/bold/italic/underline) * Inserting and editing text boxes * Inserting shapes and images     **RESEARCH & COMMUNICATION:**   * Using search engines and key words * Understanding the order of results * Communicating online via email * Using search engines safely. |
| **SMSC & British Values** |
| **Spiritual:** Experiencing and respecting other beliefs**.**  **Moral:** Knowing the difference between right and wrong.  **Social:** Developing leadership, cooperation and teamwork.  **Cultural:** Appreciating other cultures, what they offer and why everyone is important.  **Democracy**: Understanding democracy and how this affects our lives.  **One World**: Developing harmony between different cultural traditions. |
| **Dates for your diary:**  **20.11.20:** INSET day – school closed. | **Dates for your diary:**  **18.12.20:** Last day of term, finish at 1pm. | **Learning Skill: Autumn 2: Respect**  Our learning skill focus this half term is **RESPECT**. We will be lookng at what respect for ourselves looks like, as well as others, including how we feel about someone and how we treat that person. |