



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2024 Year 5 Skill for Success – Resilience

Week	1	2	3	4	5	6	7	8
DATE	02/09/24 2 days	09/09/24	16/09/24	23/09/24	30/09/24	07/10/24	14/10/24	21/10/24
Events			Tues 17 th Sept Individual and sibling photos		Parent consultations Thurs 3 rd Oct Harvest Festival at St.Eustachius' Church	Wed 9 th Oct Goose Fair Day (school closed to pupils)	Wed 16 th Oct Y5 Garden day	
Visits and Visitors		Trip to Kent's Cavern (11/09/24)		Bike ability 23 rd September				
English	Blue John – to write their own story about the creation of Gem Stone (Fictional writing skills)				A river - Poetry about local surrounding (Dartmoor) – use a varied vocabulary appropriate to purpose and form.		A guide to eating healthy – non narrative organisational devices and adverbials to express time, place and cause	
Books for Life	Explanation of books for life	Holes – Louis Sachar						
Maths	<u>Decimal Fractions</u> Pupils identify tenths as part of a whole Pupils describe and write decimal numbers with tenths in different ways Pupils explain that decimal numbers with tenths can be composed multiplicatively Pupils use representations to round a decimal number with tenths to the nearest whole number					<u>Money</u> Pupils explain and represent whole pounds as a quantity of money Pupils explain how to compare amounts of money Pupils find the change when purchasing several items		
Science Animals including humans (Healthy Eating)	Look at why nutrition is important Identify food groups		Categorise food into a food pyramid		Benefits of a balanced diet	Scientific enquiry – make judgements on a healthy lunch	Create a healthy lunch	Assessment activities
DT Healthy Eating	Explore the food pyramid and what makes a balanced diet		Understand where a more complex range of fruit and vegetables come from e.g. farmed, from abroad, or grown at home.	Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.	Know how to use appropriate equipment and utensils to prepare and combine food.	Design and plan a healthy wrap	Children to create their healthy wrap	Assessment activities

Geography What is where in Europe?	Recap on where Tavistock and UK is on a map		Identify major countries in Europe and their capital cities (England and France)	Identify major countries in Europe and their capital cities (Germany and Italy)	Identify major countries in Europe and their capital cities (Spain and Czech Rep)	Identify capital cities of major countries in Europe (Boardgame)	Create fact file on Europe	Assessment activities
Computing and Online Safety	Self-image and identity		I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process	I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process	To identify input and output devices	To recognise how digital devices can change the way we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected
French KS2	I can say and write a greeting and a farewell		I can answer the question 'how are you?'	I can ask 'what is your name?' and 'My name is'	I can say numbers 0-10	I can write and remember some numbers between 0-10	I can say some colours in French	Assess children pronunciation of taught French phrases
Music Musician of the month – Sept – Abba Oct - Jimi Hendrix	Listen, Appraise and perform a range of songs: <ul style="list-style-type: none"> • Living on a prayer • We Will Rock You By Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles 					Select and practise songs	Performance practice	Performance and evaluate
PE Hockey	Introduction to basic hockey skills		Hockey dribbling skills	Passing towards a target	Using a hockey stick to maintain control	Using vision to identify opportunities and keep possession	Recap on all skills	Games using skills learnt
PSHE SfS – Resilience	Resilience – Skill for success	Know that illness can affect people in different ways Know about personal hygiene and germs	How to respond safely and appropriately to adults they encounter in different contexts	Know how to recognise and talk about their emotions, including having a varied vocabulary of	To deepen their understanding of good and not so good feelings.	Know how to judge what they are feeling and how they are. Extend their vocabulary to	Understand the benefits of physical exercise, time outdoors, community participation,	To recognise the role of voluntary, community and pressure groups, especially in

		<p>including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p> <p>Understand the facts and science relating to immunisation and vaccination</p>	<p>How to report concerns or abuse and the vocabulary and confidence to do so. Childline number NSPCC – Pants rule</p>	<p>words to use when talking about their own and others' feelings.</p>		<p>explain both the range and intensity of their feelings</p>	<p>voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>relation to health and wellbeing. To recognise when they need help and develop the skills to ask for help.</p>
<p>RE</p> <p>Christianity</p>		<p>Where does Creation belong in the 'Big story' of the Bible?</p>	<p>What kind of world do Christians believe in?</p>	<p>How have Christians interpreted looking after the world?</p>	<p>How do different Christians think about and look after the environment?</p>	<p>What do Christians mean by 'The Fall'?</p>	<p>What do many Christians learn from the stories of Creation and the Fall?</p>	<p>End of term quiz to revisit and review</p>
<p>Garden Days</p>							<p>(16/10/24)</p> <p>Team building, picture frames, local tree ID, open fire cooking (healthy eating) paint with water, tea and story.</p>	