**French**- **Je peux (I am able to)**

* Learn 10 different verbs
* Je peux (I am able to)
* Je ne peux pas (I am not able to)
* Conjunctions et (and) and mais (but)

**Year 5 Autumn 2**

**DT Food Technology**

* Methods of combining ingredients.
* Methods of cooking - baking.
* Dough making.
* How chocolate and cheese are made.

**Science**  **Forces**

* A force can change an object’s shape, speed or direction
* Working Scientifically:
* Labelling scientific diagrams, measurements – repeating readings, recognising and controlling variables, discussing reasons why conclusions may be uncertain
* Being able to measure forces using a newton meter
* Being able to draw force diagrams showing the size and direction of the force
* Being able to plan and carry out a fair and valid test

**Maths Multiplication, Division, Fractions**

* Multiply and divide mentally using known facts
* Identify multiples and factors and use these terms with understanding
* Find common factors of two whole numbers
* Understand prime, composite, square and cube numbers
* Multiply and divide by 10, 100 and 1000
* Identify, name and write equivalent fractions.
* Converting improper fractions to mixed numbers and vice versa
* Compare and order fractions greater and less than 1
* Add and subtract fractions with the same denominator
* Add 2-3 or more fractions by finding a common denominator
* Adding and subtracting mixed numbers.

**English Greek Myths**

**Texts: Greek Myths, A Midsummer Night’s Dream**

**Writing Outcomes:**

* A speech as King Minos, A section of a Greek Myth, A Battle Scene
* A Play Script

**Reading Skills:**

* Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss
* Predict what might happen from details stated and implied
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* Identify how language, structure and presentation contribute to meaning

**Music Instruments of the orchestra and Rhythm piece**

* Notation -Building upon crotchets and quavers. Add minims and semi breves
* Sing Christmas parts in 2 parts
* Vocabulary-Pentatonic, Melody, Ostinato
* Building melodic rhythm piece
* Instrument families-Recognise and group instruments into 4 families
* Compose-Pentatonic rhythm piece in groups using chime bars

**PSHE Friendships & Diversity**

* Importance of friendships
* Strategies to resolve disputes
* Impact of bullying
* Communication, Co-operation & conflict resolution
* Recognising bullying
* Becoming aware of their own words and behaviour

**PE** **Invasion games – Tag Rugby**

* How to score
* Passing C shape
* Passing backwards
* Tackling

**Gymnastics**

* Types of flight
* Gesture and reaction to routine
* Use of equipment with flight
* Transitional movements

**Rowing Fitness**

* Rowing technique
* Cardiovascular fitness

**Football**

* Ball control Dribbling different parts of the feet.
* Passing using different parts of the feet
* Tackling
* Shooting

**Geography** **World Geography**

* 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
* Name and locate counties and cities of the United Kingdom, geographical regions
* Use grid references and atlases to locate continents and countries

**Art Van Gogh**

* Form an artistic opinion
* Recognise technique
* Effectively use water colour, oil pastel and pencil
* Create printing block
* Learn to print using ink

**Computing Coding to Create a Game**

* Use the Scratch program to create sprites and backgrounds according to the game specification
* Name sprites
* Use mouse and keyboard as controls
* Programme sprites to move independently
* Upload images from the internet
* Create sound effects

**History Ancient Greece**

**A study of Greek life, achievements and their influence on the western world**

* develop the appropriate use of historical terms
* address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* understand how our knowledge of the past is constructed from a range of sources.

**RE** **Was Jesus the Messiah?**

* Why was Jesus needed on earth?
* What kind of Messiah were people waiting for?
* How do the gospels show Jesus as Messiah?
* Did everyone think Jesus was the Messiah?
* What is the incarnation, for Christians?