

Y5 Autumn 1- Family and Community

Are roles within communities always equally distributed?



Catholic Social Teaching

"All communities have an important role to play' in ecological education."

Pope Francis Laudio Si.

In the midst of the creation myth in Genesis, God says "it is not right that man should be alone". We don't flourish as people by being isolated and living by ourselves, but by engaging as full members of our community. We have an obligation to help and support those around us while at the same time allowing ourselves to be supported. The place most of us first experience a community in our lives is in the family, and so it is here that the themes of Community and Participation have their roots, and in the context of the family that these principles have developed.



Key statement

We all have the right and duty to participate fully in society.



What does Scripture say?

John 15:12-17

This is my commandment: love one another as I have loved you.

Genesis 4:8-15

I am my brother's and sister's keeper.

Intent

Through enquiry learning, children will use varying skills from history to note connections, contrasts and trends over time. Children will construct informed responses that involve organisation of relevant historical information; including devising historically valid questions about change, similarity and significance. Children will develop an understanding that all people have the right to have an equal role within society without being judged by others to answer the question '**Are roles within communities always equally distributed?**'

Impact

Children will develop a further understanding of the history of Britain. They will chronologically explore how the invasion of the Scots and Anglo-Saxons formed the early kingdoms of Britain and how their settlement names are still used today. Through the formation of the seven kingdoms Children will begin to form an understanding of the lifestyle, community and roles within that community and how these were distributed. Children will also spend time interpreting art to understand the traditions and history of this time period along with the obvious social divide leading them to question whether society has changed.

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Literacy

Writing

Children will explore a range of high quality texts throughout the half term with our CST theme of 'Are roles within communities always equally distributed?' The following genres will be covered in Autumn 1:

Fiction—Story with flashback.

Non Fiction—Biography and Autobiography & Non Fiction— Explanations

Guided Reading

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

SPaG

- Adverbs of possibility.
- Converting nouns and adjectives into verbs suffixes -ate, -ise, -ify.
- Tenses: Past & Present progressive and present perfect.
- Use of formal and information vocabulary.
- Spell words with silent letters. E.g. knight, psalm, solemn and use knowledge of morphology and etymology in spelling.

Mathematics

Number and Place Value

- Read, write, order and compare numbers to at least 1,000 000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
 - know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
 - establish whether a number up to 100 is prime and recall prime numbers up to 19
- 100 and 1000

Religious Education

Marriage and the Sacrament of the Sick

Children will learn about some of the miracles of Jesus and the gain an understanding of the change Jesus brought to the lives of the people through his miracles. They will be able to discuss the important work of the Church today in caring for the sick and will be able to recognise the importance of some pilgrimages for those who are ill. Children will be learning pivotal research skills, organise information, explore map work, interpret symbolism and write in an empathetic style.

Creation (Part 1)

Children will compare the two stories of Creation from the Book of Genesis. They will understand the need to acknowledge and respect the image and likeness of God in others and how the teaching of Jesus in the Beatitudes is a challenge to do this. Understand how the story of creation is a way of explaining the reality of God as creator rather than just an historic rendering of the act of creation.

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History (EBL)	Science
History: The invasion of the Anglo-Saxons, Scots and Picts, including the Roman withdrawal from Britain. - Identify and compare changes within and across different periods. - Choose reliable sources of information to find out about the past. - Describe similarities and differences between some people, events and artefacts studied. - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Forces Scientific Knowledge: - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Working Scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - using test results to make predictions to set up further comparative and fair tests. - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
Physical Education	Music
- Football - OAA (Outdoor adventurous activities)	Young Voices Concert—Resorts World Arena
Art and Design Technology	French
Remembrance Art Artist Lara Di Virgilio - Create a colour palette, demonstrating mixing techniques and use a range of paint (acrylic, oil paints, water colours to create visually interesting pieces. - use line, tone, shading to represent things seen, remembered or imagined in three dimensions	My School. Children will begin to develop a range of speaking, listening, reading, writing and grammar skills. Children will: - Follow instructions and link pictures or actions to language. - Describe people, places, things and actions orally and in writing. - Present ideas and information orally to a range of audiences.