

# Year 5 Autumn Term

All subjects are directly linked to the National Curriculum's programmes of study.

## All Over This Land

MFL	PSHRE	PE	Computing	Music
<p><b>French</b> <u>Subject Endpoints</u></p> <p><b>Skills</b> Participate in a short conversation. Understand and express simple opinions. Pick out some detail from short spoken passages. Use a model to make a short presentation. Read and understand some of the main points of a text. Understand how a simple sentence is written. Write words, phrases and a few sentences using a model.</p> <p><b>Knowledge</b> List some similarities and differences between contrasting localities. Understand how symbols/products/objects can represent the culture(s) of a country. Recognise how aspects of the culture become incorporated into the lives of others.</p>	<p><b>Relationships –TEAM</b></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> Focus on the positive qualities of a team. To communicate effectively. How to disagree respectfully. How to compromise to ensure that a group task is completed successfully.</p> <p><b>Knowledge</b> To realise the importance of how to care for team members and the shared responsibilities a team has.</p> <p><b>Living in the Wider World – Britain</b></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> To know that Britain represents a wide range of faiths and ethnicities. Know that British Values support all. Know about the law and the consequences for not following it. Identify the roles of local and national government. To know the role of charities and voluntary groups in British society.</p> <p><b>Knowledge</b> Identify how to make a positive contribution to the community.</p>	<p>Play competitive games: <b>Tag Rugby.</b></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> Improve ball handling skills and become more confident holding and moving with the ball. Know about the importance of agility and evading defending players. Gain an understanding of the need to move into space in order to keep possession of the ball. Understand the importance of finding space and playing in assigned positions.</p> <p><b>Knowledge</b> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Play competitive games: <b>Handball.</b></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> Improve ball handling skills and become more confident holding and moving with the ball. Continue to improve and expand a range of passing techniques. Communicate with teammates in order to achieve a common goal. Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Knowledge</b> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p>	<p><u>Communicating - Word Processing</u></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> To add Smart Art, tables, hyperlinks to a Word Document. Create links to let the text flow from one text box to another. Use short cuts to navigate word more easily. Edit work and improve it. Use the find and replace tools.</p> <p><b>Knowledge</b> Create a text which includes a range of elements for a specific purpose.</p> <p><u>Finding Out – Searching for Information</u></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> Explain internet domain names. Explain that 'web crawlers' create an index. Explain that search engines use algorithms to choose the 'best' results. Explain that not all of the things on the internet can be found by search engines. Explain that some search engines try to personalise what you see so that not everyone will see the same results. Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). Explain what is meant by 'being sceptical'. Explain why copying someone else's work from the internet without permission can cause problems and understand copyright and fair use.</p> <p><b>Knowledge</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><u>Online Safety We follow 'Education for a Connected World'.</u> <b>Managing Online Information</b></p> <p><b>Knowledge</b> Understand how online information is found, viewed and interpreted. Have strategies for effective searching, critical evaluation and ethical publishing.</p> <p><b>Online Bullying</b> <b>Knowledge</b> Understand how technology impacts bullying and other online aggressions. Have strategies for effective reporting and intervention and consider how bullying and other aggressive behaviour relates to legislation.</p>	<p>Y5 <b>Livein' On A Prayer</b></p> <p><u>Subject Endpoints</u></p> <p><b>Skills</b> Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p><b>Knowledge</b> Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>

