

**Mathematics** – Following the White Rose Maths Scheme, we will primarily be working on: Percentages, Decimals, Multiplication and division, Algebra, Ratio, Statistics and Measure (including area, perimeter and volume) during Autumn Term. We will develop a fluency in maths skills, practising rapid and accurate recall with varied opportunities to apply to problems through arithmetic, reasoning and problem solving. Children will complete regular multiplication tasks so confidence in times tables is gained; this will be encouraged every week through homework tasks too.

### Geography

We will use our topic 'Stone Age to Iron Age to develop geographical knowledge including: Is there evidence of settlement in Shropshire? What impact has settlement had on the locality? Why did people settle/build monuments here?

### PE – Tuesday & Friday

Knowledge and skills will be developed in Football / Tag Rugby / H-5, Dance & Gymnastics.

### Computing

Data and information – Spreadsheets Managing online information

**English** - We follow schemes of work from The Literacy Company: Pathway to Read, Write and Spell, to deliver our English curriculum. This term, pupils will develop skills to speak and write fluently to communicate their ideas and emotions. Written tasks will be linked to personal experiences, experiences of others, real events, poetry and the use of role play. This term will focus on:

- To write an autobiography (to include a first-person recount from another point of view within the biography)
- retelling narrative in 1st or 3rd person or from a character's point of view
- Poetry
- Debate & presentation (speaking and listening)
- Grammar, punctuation & spellings to be integrated throughout & contextualised, plus handwriting

*Through reading in particular, pupils will have a chance to develop culturally, emotionally, intellectually, social and spiritually. A love of reading is promoted & nurtured through shared and independent reading.*

### History – Stone Age to Iron Age

In this unit we will explore...

#### **Lifestyle & Living:**

What were ancient settlements like? What was daily life like in the different ages? What were the belief systems of the people that lived between the stone and iron ages? How did life, technology, travel etc change and develop between the ages?

#### **Chronology & Calendar**

When were the stone, bronze & iron ages? Which order were the ages? How, when & why did each age end?

#### **Impact on the World**

How did technology develop in the stone, bronze and iron ages? What was art and culture like? What evidence can we find of people who lived then, and what does it tell us about their world?

#### **Significant Individuals**

Who was important to people?



### Music

**Mrs Kessel-Fell** – Music & Choir on Wednesday

**Mr Henderson** – guitar Friday

**Mrs Nowotarski** - Y5 Violins on Tuesday

**Mr Clowes** – Percussion Y5 & individual Tuesday

### Art & Design & Technology

- Portraits – inspired by Picasso
- DT - Mechanical Systems - Pulleys
- Pulleys & Gears

**Science** – Pupils work scientifically by asking questions, observing systematically, performing practical enquiries, recording, reporting, evaluating and concluding their findings using scientific explanations and evidence which link back to the enquiry focus; analysing the outcomes. Opportunities to gain scientific knowledge and conceptual understanding:

#### **Mixtures & Reactions**

After reviewing and extending their knowledge of materials from previous years, pupils study dissolving and learn how to recover materials from a solution. They look at other methods of separating mixtures and carry out an investigation on "sewage" to clean it up before discharge into a river. They investigate chemical reactions including burning and use a key and a series of simple tests to identify some mystery powders. They learn about reversible and irreversible changes and they create a drama about the life of a famous materials scientist.

### RE

**Creation/Fall: Why do some people believe in God and some people not? What differences that might make in people's lives?** Through this unit, we will explore the following key questions: How many people believe in God? Is God real? What do people think? Why do people believe or not believe in God? What do people say about science and believing in God? What do people say about science and believing in God?

#### **Why do Hindus try to be good? [Karma/ dharma/ samsara/ moksha]**

This unit focuses on Hinduism and the concept of Brahman/God in Hinduism. This unit covers key Hindu concepts about life, death and rebirth. Pupils have the opportunity focus on different views about life after death in other units. **Also: Easter celebrations**

### PSHE

This term we will explore the topic of 'Living in the Wider World' using resources from the PSHE Association. This will include topics such as protecting the environment, identifying job interests and aspirations; what influences career choices; workplace stereotypes, influences and attitudes to money; money and financial risks; How information online is targeted; different media types, their role and impact We will use daily news to reflect on current issues in the world which always creates great topical debates and discussions.