



Year 5 - Autumn 2

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	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 Gaps
Themed Events/Trips			Anti-bullying Week	World Children's Day				World Arabic Language Day
English Reading	Oranges in No-Man's land	Oranges in No-Man's land	Oranges in No-Man's land	Oranges in No-Man's land	Oranges in No-Man's land	Video from Literacy Shed	Video from Literacy Shed	Assessment Week
English Writing	Exploring key themes and ideas from the story	Feature of informal letters / exploring key events / model letter	Plan/write/improve and publish informal letter	Explore the theme of war and impact on cities / WMG Descriptive writing / Model example	Plan/write/improve & publish descriptive writing	Visual Literacy	Visual Literacy	Assessment Week
Writing outcomes	Informal Letter to parent	Informal Letter to Parent	Informal Letter to Parent	Descriptive writing – War torn streets of Beirut	Descriptive writing – War torn streets of Beirut	Visual Literacy writing outcome	Visual Literacy writing outcome	Assessment Week
Deen	<p>Topic: Signs of the last day</p> <p>L.O: To identify the signs of the last day</p>	<p>Topic: Signs of the last day</p> <p>L.O: To analyse the lessons and importance of the signs of the last day</p>	<p>Topic: Signs of the last day</p> <p>L.O: To analyse the lessons and importance of the signs of the last day</p>	<p>Topic: Death</p> <p>L.O: To understand the significance of death for a Muslim</p>	<p>Topic: Death</p> <p>L.O: To understand the contrast between the journey of the soul for a believer and nonbeliever</p>	<p>Topic: Description of the last day</p> <p>L.O: To identify the various stages of the Day of Judgement</p>	<p>Topic: Description of the last day</p> <p>L.O: To understand what will happen in each of these stages</p>	Topic: Assessment Week
RE	<p>What does Buddhism teach us about human experience?</p> <p>LO: To demonstrate an awareness of the connections between the Buddha's own life</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>LO: To recognise the central importance of Jesus to Christians as the revelation of God.</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>LO: To understand the impact that Jesus had on those he encountered, in terms of both opposition and discipleship</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>LO: To appreciate of the inspiration that Jesus has provided for</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>Trip to Church</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>LO: To appreciate what is meant by a miracle and what these events mean in</p>	<p>What is significant to Christians about Jesus' life and teaching?</p> <p>LO: To be aware of the importance that is attached to Mary within some Christian traditions.</p>	

	L.O: What material is most effective in keeping a cup of tea warm?	L.O: What material is most effective in keeping a cup of tea warm?	L.O: What materials make the best thermal insulators?	L.O: What materials make the best thermal insulators?	L.O: When we change a material, is it always forever?	L.O: How can we separate a mixture?	L.O: When does a change make a new material?	
Computing	iSafe L.O: To understand the concept of personal and private information	iDraw L.O: To understand that digital tools can be used to create images	iDraw L.O: To understand that vector images are made up of shapes and lines	iDraw L.O: To use digital tools to improve detail in images	iDraw L.O: To understand that vector images are constructed of layers	iDraw L.O: To design and create vector images		Assessment
History	Topic: Were the Viking traders, raiders or something else? L.O: When and why did the Vikings come to Britain?	Topic: Were the Viking traders, raiders or something else? L.O: Were the Vikings raiders, traders or something else?	Topic: Were the Viking traders, raiders or something else? L.O: Where did the Vikings go? How did they get there?	Topic: Were the Viking traders, raiders or something else? L.O: Why are there different Viking sagas?	Topic: Were the Viking traders, raiders or something else? L.O: What were the impact of Viking raids on settlements and communities in Britain?	Topic: Were the Viking traders, raiders or something else? L.O: What were the impact of Viking raids on settlements and communities in Britain?	Topic: Were the Viking traders, raiders or something else? L.O: What were the Viking Achievements and how did they impact the world?	Assessment
Art/DT	Sculpture and 3D Interactive installation To identify and compare features of art installations	Sculpture and 3D Interactive installation To investigate the effect of space and scale when creating 3D art.	Sculpture and 3D Interactive installation To problem-solve when constructing 3D artworks	Sculpture and 3D Interactive installation To plan an installation that communicates an idea.	Sculpture and 3D Interactive installation To apply their knowledge of installation art and develop ideas into a finished piece.	Sculpture and 3D Interactive installation To apply their knowledge of installation art and develop ideas into a finished piece.	Sculpture and 3D Interactive installation Assessment	Consolidation GAPs
Music	Anti-bullying/Black history Musical Focus Notation	Anti-bullying/Black history Musical Focus Notation	Anti-bullying/Black history Musical Focus Notation	Anti-bullying/Black history Musical Focus Song Cycle	Anti-bullying/Black history Musical Focus Song cycle	Anti-bullying/Black history Musical Focus Song cycle	Anti-bullying/Black history Musical Focus Performances, Step movement	Anti-bullying/Black history Musical Focus Performances, Step movement
PE	Topic: Tag Rugby L.O: To understand the basic rules of tag rugby	Topic: Tag Rugby L.O: To work as a team, using ball-handling skills.	Topic: Tag Rugby L.O: To pass and carry a ball using balance and co-ordination.	Topic: Tag Rugby L.O: To use skills learned to play a game of tag rugby	Topic: Tag Rugby L.O: To apply rules and skills learned to a game.	Topic: Tag Rugby L.O: To play in a mini tag rugby competition.	Topic: Assessment Week	Consolidation GAPs

Arabic	<p>Telling the time</p> <p>Tell the time including minutes</p> <p>The Nominal sentences</p>	<p>Lunchtime at school</p> <p>Vocabulary and phrases related to eating/buying/contents of lunch</p> <p>The Nominal sentences</p>	<p>In the cafeteria</p> <p>Furniture and equipment of cafeteria</p> <p>The Nominal sentences</p>	<p>Cooking at home</p> <p>Vocabulary and phrases related to home cooking and dining</p> <p>The Nominal sentences</p>	<p>Growing food</p> <p>Vocabulary and phrases related to growing food e.g. watering, digging, etc.</p> <p>The Nominal sentences</p>	<p>Eating and tasting</p> <p>Vocabulary and phrases related to how food is processed in the mouth</p> <p>The Nominal sentences</p>	Revision and assessment	Consolidation GAPS
Quran	<p>Memorisation At-Takwir 1-3</p> <p>Al-Inshiqaq Reading At-Takwir 16- 18</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	<p>Memorisation At-Takwir 1-3</p> <p>Al-Inshiqaq Reading At-Takwir 18-20</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	<p>Memorisation At-Takwir 3-6</p> <p>Al-Inshiqaq Reading At-Takwir 20-22</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	<p>Memorisation At-Takwir 6-8</p> <p>Al-Inshiqaq Reading At-Takwir 22-24</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	<p>Memorisation At-Takwir 8-12</p> <p>Al-Inshiqaq Reading At-Takwir 24-26</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	<p>Memorisation At-Takwir 12-15</p> <p>Al-Inshiqaq Reading At-Takwir 26-29</p> <p>H/A</p> <p>Surah Al-Kahf</p> <p>Individual targets to be completed</p>	Revision and Assessment	Consolidation GAPS