



Sequence of Teaching, Year 5. Term: Autumn 2022 (Second Half Term)

Curriculum Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<p><b><i>Multiplication and division A</i></b></p> <ul style="list-style-type: none"> <li>• Cube numbers</li> <li>• Multiply by 10, 100 and 1,000</li> <li>• Divide by 10, 100 and 1,000</li> <li>• Multiples of 10, 100 and 1,000</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• Find fractions equivalent to a unit fraction</li> <li>• Find fractions equivalent to a non-unit fraction</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• <i>Recognise equivalent fractions</i></li> <li>• Convert improper fractions to mixed numbers</li> <li>• Convert mixed numbers to improper fractions</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• Compare fractions less than 1</li> <li>• Order fractions less than 1</li> <li>• Compare and order fractions greater than 1</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• Add and subtract fractions with the same denominator</li> <li>• Add fractions within 1</li> <li>• Add fractions with total greater than 1</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• Add to a mixed number</li> <li>• Add two mixed numbers</li> <li>• Subtract fractions</li> </ul>	<p><b><i>Fractions A</i></b></p> <ul style="list-style-type: none"> <li>• Subtract from a mixed number</li> <li>• Subtract from a mixed number - breaking the whole</li> <li>• Subtract two mixed numbers</li> </ul>
English	<p>Little Freak (Anti Bullying link)</p> <p>Alchemist's Letter Non-fiction texts linked to Space topic.</p>						
History	Geography Focus						
Geography		Can I identify the Northern		Can I understand	Can I understand what	Can I understand	Can I campaign for Climate Change?



	<p>Can I identify the position and significance of the Equator?</p> <p>Children recreate this outside, creating a circle and a line for the equator. Children discuss what countries are at the equator and how this impacts their climate.</p>	<p>Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn and speak about their significance?</p>	<p>Can I identify the Arctic and Antarctic Circle and speak about their significance?</p>	<p>how longitude and latitude work?</p> <p>Can I understand how the world time zones work?</p>	<p>Climate Change is?</p> <p>Global Goals</p>	<p>the effects and impact of Climate Change on our planet and living things?</p> <p>Global Goals</p>	<p>Global Goals</p>
<p>Art and Design</p>	<p>Develop a print from a drawing. Make relief-print tiles <i>e.g. using card, string, wool</i>. Design repeat print designs. Use repeated images to create a feeling of movement. Combine printing with other 2D techniques Build up layers &amp; colours/ textures. Organise their work in terms of pattern, repetition,</p>						



	<p>symmetry or random printing styles. Choose inks and overlay colours.</p>						
DT	<p><b>Can I create a 3D model of the solar system?</b></p> <p><b>Information gathering stage.</b></p> <p>Share photos/videos of the solar system with the children. Discuss differences in size, shape, colour etc of planets and some of the reasons for this. Give children opportunity to explore a chosen planet. Look at a range of models of the solar system.</p>	<p><b>Can I create a 3D model of the solar system?</b></p> <p><b>Design stage.</b></p> <p>Children to design their models and label including which materials they will be using.</p> <p><b>Global Goals</b> – Children collect sustainable and recycled materials to create their models.</p>	<p><b>Can I create a 3D model of the solar system?</b></p> <p>Children to begin to create their models.</p>	<p><b>Can I create a 3D model of the solar system?</b></p> <p>Children to begin to create their models.</p>	<p><b>Can I create a 3D model of the solar system?</b></p> <p>Children to continue their models.</p>	<p><b>Can I create a 3D model of the solar system?</b></p> <p>Children to continue their models.</p>	<p><b>Can I evaluate my work and that of others?</b></p> <p>Children to pick out strengths from their work and ways forward.</p>
Music	<p><b>Minimalism</b> <b>What is it?</b></p>	<p>Mike Oldfield Tubular Bells</p>	<p>continued</p>	<p>Minimalism</p>	<p>Minimalism composition</p>	<p>Minimalism composition</p>	<p>Minimalism Perform and record</p>
PSHE with RRSA links	<p><b>Celebrating difference</b></p> <p><b>Different cultures</b></p>	<p><b>Racism</b></p> <p>I understand what Racism is.</p>	<p><b>Rumours and name-calling/Kindness.</b></p> <p>I understand how</p>	<p><b>Types of bullying</b></p> <p>I can explain the differences between direct and</p>	<p><b>Does money matter?</b></p> <p>I can compare my life with people in the developing world.</p>	<p><b>Celebrating difference across the world.</b></p> <p>I can enjoy the</p>	<p><b>Celebrating difference across the world.</b></p> <p>I respect my own and other people's cultures.</p>



	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I am aware of my own culture.</p> <p><b>Article 8, 30, 2, 13</b></p> <p>RRSA links</p>	<p>I am aware of my attitude towards people from different races.</p> <p><b>Article 2, 8, 7</b></p> <p>RRSA links</p>	<p>rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>RRSA links</p>	<p>indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>RRSA links</p>	<p>I can appreciate the value of happiness regardless of material wealth.</p> <p>Staying Safe on the Roads: Workshop</p> <p><b>Global Goals</b> RRSA links</p>	<p>experience of a culture other than my own.</p> <p>Staying Safe: NSPCC</p> <p>International Day-Arabic</p> <p>RRSA links</p>	<p>RRSA links</p>
Science	<p><b>Gravity</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Take measurements using a range of scientific equipment</p> <p><b>Opportunities for outdoor learning</b> – investigation outside and consider how the</p>	<p><b>Opposing forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Plan enquiries Report findings from enquiries</p>	<p><b>Friction</b></p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Plan enquiries, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific</p>	<p><b>Air resistance</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p><b>Water resistance</b></p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Take measurements</p> <p>Record data and results</p> <p>Report findings from enquiries, both oral and written</p> <p>Use test results to make predictions to set up further comparative and fair tests</p>	<p><b>Mechanical devices</b></p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Plan enquiries to answer questions Report findings from enquiries</p>	<p><b>Levers, Pulleys and Gears</b></p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>



	natural elements may impact our investigation.		equipment, with increasing accuracy and precision  Record data and results using bar graphs  Report findings, including oral explanations of results				
ICT	understand the potential of multimedia to enhance information.	Create a linear presentation with text and graphics.	Use animation in a presentation	Use animation and sound in a presentation	Create hyperlinks	Create a interactive multimedia presentation	See the potential for multimedia to enhance information.
French	Name school subjects  Understand and use <b>definite articles</b>  <i>le/la/l'/les</i>	Express opinions about school  <i>J'aime/ je n'aime pas</i>	To tell the time in French o'clock, half past, quarter past, minutes past  <i>Quelle heure est-il?</i>	Talk about and give timings of a school day	Assessment	Our customs, celebrations and traditions and those in France  <i>Celebrations in own cultures - Euroclub France - Christmas</i>	Christmas activities  DVD L'enfant au Grelot
RE	<b>What does it mean to be a Muslim?</b>  Can I describe and explain the significance of the 5 pillars of Islam?	Can I explain and reflect on the significance of the religious express and beliefs shown through worship, prayer, fasting,	Can I identify similarities and differences between prayer in Islam and prayer in Christianity?	Can I describe and reflect on the significance of the Qur'an to Muslims?	Can I describe and give reasons for the celebration of Id ul Fitr and Eid ul Adha making connections to key Muslim beliefs?	Can I ask and respond to questions about how religion influences Mulsims' everyday lives? (Source	Can I express my own views, commitments, beliefs and responsibilities in the light of my learning about Islam?



	<p>Can I explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually?</p> <p><b>Article 2, 8, 30</b></p>	<p>festival and pilgrimage?</p> <p>Can I describe and explain the key functions of the Mosque comparing them to a Church?</p>	<p>Can I talk about the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil?</p>			study)	
Indoor PE	<p><b>Boot camp:</b></p> <p>Understand how to prepare the body for exercise.</p> <p>Understand what fitness means.</p> <p>Experience some of the changes that occur to the body during exercise. Raise the heart rate.</p>	<p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p> <p>Learn new moves and perform them with good technique and balance.</p>	<p>To complete a circuit that includes activities practised in Lessons 1 and 2.</p> <p>Demonstrate the correct technique for activities.</p> <p>Discover which activities individuals find easy or difficult.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 3.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 4.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To complete a circuit that includes activities practised in previous Lessons 1–5.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 5.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>Assessment opportunity:</p> <p>Evaluate self and others.</p>
Outdoor PE	<p><b>To identify and apply techniques for hitting a tennis ball.</b></p> <p><b>Know the correct</b></p>	<p>To develop the techniques for ground strokes and volleys.</p> <p>Improve forehand accuracy.</p>	<p>To develop a backhand technique and use it in a game.</p> <p>Explore tactics for beating an opponent.</p>	<p>To practise techniques for all strokes.</p> <p>To use the scoring system and court for singles tennis.</p>	<p>To play a tennis game using an overhead serve and the correct selections of shots.</p> <p>Learn the correct techniques for an overhead serve.</p> <p>Practise all the shots needed</p>	<p>To understand and use doubles scoring in a tennis game.</p> <p>Apply all the tennis skills learned to a game.</p>	<p>Assessment opportunity:</p> <p>Evaluate self and others.</p>



	<b>technique for forehand, backhand and volley.</b>		<p>Consolidate backhand technique.</p> <p>Use all strokes appropriately.</p>	<p>Accurately play shots on the move.</p> <p>Run towards the net to play a volley (approach shot).</p> <p>Play a game of singles tennis.</p>	to beat an opponent.	Choose the correct shot to play when trying to beat an opponent.	
Trips/visitors/events						<b>Celebrating Islamic culture day.</b>	
Whole School Events							