**Critical Pathway - Perseverance** **Awesome Alps! YEAR 5**  **Term: Autumn 1 2024-2025**

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|  | **Week 1**  **02/09/24** | **Week 2**  **09/09/24** | | | **Week 3**  **16/09/24** | | | **Week 4**  **23/09/24** | | | **Week 5**  **30/09/24** | **Week 6**  **07/10/24** | | **Week 7**  **14/10/24** | | | **Week 8 21/10/24** |
| **English** | *Everest- The Remarkable story of Edmund Hillary and Tenzig Norgay* | | | | | | | | | | | | | | | | |
| **English**  **Writing** | Poetry: Haiku | Non fiction: recount | | | | | | Narrative: five part story | | | | | | | | | |
| **Written Outcomes** | Haiku linked to seasonal changes | Writing a recount in first person – building cohesion within and across paragraphs (adverbs of time and place) | | | Writing a recount in first person – varying sentence lengths to convey different information | | | Setting descriptions – using ambitous vocabulary (dictionary and thesaurus skills) | | | Create atmosphere – build suspense. | Punctuating direct speech. Using direct speech to move a story forward | | | | Editing and improving writing – understanding audience and purpose. | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Maths** | Review and assessment of place value knowledge. Roman numerals | Number and Place Value: Numbers to 1 000 000  Perimeter and area | Calculation: Addition and Subtraction |  | | | | | | | | | | | | | | | | | | |
| **Guided Reading**  Journey to the River Sea – Eva Ibbotson | We are working on:  Vocabulary Have you noticed anything special about the way language is used in this book?  Inference Why did this character react in this way?  Prediction How do you think the story will end?  Explaining Why did this happen?  Retrieval What was the name of the town in which she lived?  Summarising What is the main theme of this paragraph? | | | | | | | | | | | | | | | | |
|  | **Awesome Alps**  **Would you like to live in the Alps?** | | | | | | | | | | | | | | | | |
| **Geography** | Where are the Alps?  **WALT**: Locate the Alps on a map? | What is it like in the Alps?  **WALT**: locate the key physical and human characteristics of the Alps | | | | Why do people visit the Alps?  **WALT**: describe the physical features of an Alpine region  **WALT**: describe the human features of an Alpine region | | | | What is there to do in our local area?  **WALT:** collect data about our local area | | How are the Alps different to our local area?  **WALT:** Make comparisons between an alpine region and our local area | | What is life like in the Alps?  **WALT:** understand the physical features of an Alps | | | |
|  | **How do we use search engines?** | | | | | | | | | | | | | | | | |
| **Computing**  **(LP)** | What is a search engine?  WALT: explain what a search engine is | | | How do we know what is true online?  WALT: be aware that not everything online is true | | | | | How can I search effectively?  WALT: search effectively using search engines | | | Presenting learning outcomes:  Information media | | | What is a web crawler?  WALT: understand how search engines | | |
|  | **Self portraits**  **What is mixed media?** | | | | | | | | | | | | | | | | |
| **Art**  **(LP)** | How does art develop?  **WALT**: develop different strategies to draw spaces and places  **WALT**: develop further control over a variety of drawing tools and media  **WALT**: develop strategies for interpretation | | How can I combine materials?  **WALT**: develop confidence in their ability to draw  things they see, know and remember  **WALT**: develop further control over a variety of drawing tools and media  **WALT**: learn to make comparisons and see contrasts | | | | | | | What are the features of a self-portrait?  **WALT**:  develop greater confidence in drawing from observation, memory and imagination  **WALT**:  develop further control over a variety of drawing tools and media  **WALT**: learn strategies for interpretation n and expression | | | *Children will use their understanding of how symbolism to reflect a sitters’ traits and personality and create a self-portrait*  **WALT**: develop greater confidence in drawing from observation, memory and imagination  **WALT**: develop further control over a variety of drawing tools and media  **WALT**: develop an understanding of portraits  **WALT**: learn strategies for interpretation and expression | | | | |
|  | **Can you play the blues?** | | | | | | | | | | | | | | | | |
| **Music** | What is the history of the Blues?  **WALT**: know what the key features of the blues are | How do we play a chord?  **WALT**: play the first line of the 12-bar blues | | | | | What are the 12-bar blues?  **WALT** – consolidate our performance of the 12-bar blues | | | Application of 12-bar blues  **WALT-** play the blues scale | | Presenting learning outcomes  **WALT** – Improvise using the 12-bar blues | | | | | |

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|  | **What is a Force?** | | | | | | | | | | | | | | | | |
| **Science** | What is friction?  WALT – investigate the properties of materials | | | What is air resistance?  Scientific enquiry  WALT – carry out a scientific experiment that tests which materials conduct electricity | | | How can I plan a fair test?  WALT – recognise and control variables in a comparative test | | | | | What is water resistance?  WALT – test the saturation point of different liquids | | | What is gravity?  Scientific enquiry  WALT- dissolve a solute in a solvent | | |
| **RE** | **Why is the Torah so important to Jewish people?** | | | | | | | | | | | | | | | | |
| What can we find out about Jewish communities in Gloucestershire and further afield?  **WALT** – give evidence and examples of ways in which Jewish people put their beliefs into practice | | | What do Jews believe about God? How do Jews remember their beliefs about God?  **WALT** – Identify and explain Jewish beliefs about God | | | How do Jewish people use a Sefer Torah?  WALT – Make connections between Jewish belief about the Torah and how they use and treat it | | | | | Are there particular laws that Jewish people need to follow?  WALT – Explain why following Jewish food laws may be different for different Jewish people | | | What happens during worship in a synagogue?  WALT – Explain why worship in a synagogue is important to the life of a Jewish person today | | |
| **PE** | **How can communication improve teamwork?**  **WALT:**  To develop team work through communication  To play games competitively | | **Can I use tactics to attack and defend?**  **WALT:**  Pass a ball towards a space for a team mate to receive  To understand, choose and apply a range of tactics and strategies for defense and attack | | | **Can I show sportsmanship as well as teamwork?**  **WALT:**  To understand how it feels to win and lose  To develop team work through communication | | | **What is spatial awareness?**  **WALT:**  To play games competitively  To pass a ball towards a space for a team mate to receive | **Can I apply tactics into game situations?**  **WALT:**  To understand, choose and apply a range of tactics and strategies or defense and attack  To understand how it feels to win and lose | | | **Can I play an invasion game and display teamwork?**  **WALT:**  To develop team work through communication  To play games competitively  To pass a ball towards a space for a team mate to receive  To understand, choose and apply a range of tactics and strategies for defense and attack  To understand how it feels to win and lose | | | **Can I play an invasion game and display teamwork?**  **WALT:**  To develop team work through communication  To play games competitively  To pass a ball towards a space for a team mate to receive  To understand, choose and apply a range of tactics and strategies for defense and attack  To understand how it feels to win and lose | |
| **French**  **(LH)** | **Je Me Présente (Presenting Myself) – Language Angels** | | | | | | | | | | | | | | | | |
| **WALT:** use French greetings.  **WALT**: ask and answer ‘comment ça va?’  **WALT**: locate France and some French speaking countries. | **WALT:** ask and answer the question ‘What is your name?’  **WALT**: use numbers 1-20 in French. | | | **WALT:** use numbers 1-20 in French.  **WALT**: ask and answer the question ‘How old are you?’ | | | **WALT:** ask and answer the question ‘Where do you live?’  **WALT**: use numbers in French. | | | **WALT:** talk and write about nationality using ‘Je suis’ | | | **WALT:** consolidate our skills in listening, speaking, reading and writing (assessment). | | | Christmas Themed French – Joyeux Noël |
|  | **Me and My relationships**  **What makes a great relationship?** | | | | | | | | | | | | | | | | |
| **PSHE**  **(LH)** | How can I work collaboratively?  WALT: Describe the attributes needed to work collaboratively. | | | What does it mean to compromise and negotiate?  WALT: Explain what is meant by the terms negotiation and compromise | | | What qualities make a good friend?  WALT: Demonstrate how to respond to a wide range of feelings in others; | | | | | Is this relationship healthy?  WALT: Identify what things make a relationship unhealthy | | | Why do I need to be assertive?  WALT: Identify characteristics of passive, aggressive and assertive behaviours; | | |