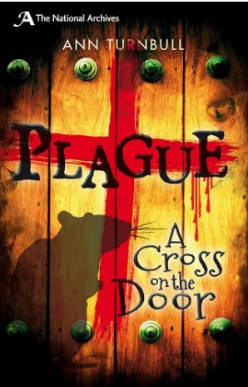


**Properties of Materials**

**Y5 Curriculum Autumn Sequence**

**Reading Comprehension (Whole Class Reading)**

**Percy Jackson and the Lightning Thief**



**Plague – A Cross on the Door (Class Book)**

**French**

**Intent**

To learn and use the grammar covered in our previous lessons to say what I am wearing

1. To be able to recognise, recall and spell ten different items of clothing
2. To be able to recognise, recall and spell a further eleven different items of clothing
3. To be able to say ‘I wear’ in the foreign language
4. To be able to describe different items of clothing
5. To be able to integrate everything learnt so far
6. Assessment

Composite/Outcome

**To have the knowledge and skills necessary to describe what I am wearing.**

**PE**

**Intent**

Cognitive Development

Emerging:

* I can make my own rules and versions of activities
* I can recognise similarities and differences in movements and expression

Expected:

* I can link actions and develop sequences of movements that express my own ideas
* I can change tactics, rules or tasks to make activities more fun or more challenging

Exceeding:

* I can respond imaginatively to different situations
* I can adapt and adjust my skills, movements or tactics so they are different to others

Composite/Outcome

**To develop and apply a seated balance and floor work balance through focussed skill development sessions, modified/non-traditional games and sports and healthy competition**

**RE**

**Intent**

What would Jesus do?

1. What do Christians believe Jesus saw as his mission?
2. What are the Christian ideas about Love?
3. Why do Christians believe Jesus saw forgiveness as so important?
4. What is justice and fairness?
5. What stories, teaching and examples can we use to understand the way Christians believe we should handle wealth?
6. What is generosity and greed?

Composite/Outcome

**To identify features of Gospel texts (for example, teachings, parable, narrative)**



**Y5 Curriculum Autumn Sequence**

**PSHE**

**Intent**

Living in the wider world

1. What is the NHS?
2. Why is the NHS so important to everyone?
3. Why is saving money important?
4. How can interest be earned on money?
5. How can we support the community?
6. Why does community support matter?

Composite/Outcome

**To be able to explain what living in the wider world means, making connections to the NHS, saving money and supporting the community**

**Science**

**Intent**

To understand properties and changes of materials

1. What are the properties of different materials?
2. How does the ice melt in different cups?
3. What are the best conditions for dissolving sugar?
4. How can we separate different mixtures?
5. When two substances are mixed, do you think the changes that happen will be reversible or irreversible?
6. Which electrical conductors help make a bulb shine brightest?

Composite/Outcome

**To explain that some changes result in the formation of new materials, and that this is not usually reversible**

**Music**

**Intent**

To learn a brass instrument

This term, children will learn brass instruments, mastering notation, note values, dynamics, texture, and musical terminology. Children will have the opportunity to take their instrument home to practice in between the weekly lessons.

Composite/Outcome

**To perform a piece of music in front of parents and other classes in the school**

**Computing**

**Intent**

To understand the different ways to search a database

1. To be able to learn how to search for information in a database
2. To contribute to a class database
3. To create a database around a chosen topic
4. To create a database around a chosen topic

Composite/Outcome

**To contribute to the design of a collaborative and individual database, as well as to design and enter information accurately**

**Properties of Materials**