



# Merton Bank Autumn 1 Plan - Year 5



Subject	National Curriculum		Activities
	History	Not taught this half term.	
Geography	<p><b><u>Why are mountains so important?</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</li> <li>• Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</li> <li>• Explain how the movement of plates of the Earth's crust can form ranges of fold mountains</li> <li>• Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</li> <li>• Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953</li> <li>• Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains</li> <li>• Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations</li> <li>• Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east</li> <li>• Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps</li> <li>• Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago</li> <li>• Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward</li> </ul>		<p>Watch Mallory and Irvine's story on National Geographic and discuss this unsolved Mystery.</p> <p>Create a Newspaper Article based on Mount Everest and its unsolved mystery.</p> <p>Create detailed sketches of fold mountains.</p> <p>Discover how mountains are created.</p> <p>Use Maps to identify which continents 6 of the world's famous mountain ranges are located and across which countries.</p>

<p style="text-align: center;"><b>Computing</b></p>	<p><b>SELF IMAGE AND IDENTITY</b></p> <ul style="list-style-type: none"> <li>• I can explain how identity online can be copied, modified or altered</li> <li>• I can demonstrate responsible choices about my online identity, depending on context</li> </ul> <p><b>ONLINE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault</li> <li>• I can make positive contributions and be part of online communities</li> <li>• I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</li> </ul> <p><b>ONLINE REPUTATION</b></p> <ul style="list-style-type: none"> <li>• I can search for information about an individual online and create a summary report of the information I find</li> <li>• I can describe ways that information about people online can be used by others to make judgements about an individual.</li> </ul>	<p>Share ideas and opinions about what is safe online as a class.</p> <p>Debate about Social Media age limits and why they are in place.</p> <p>Discuss consequences of being unsafe online.</p>
<p style="text-align: center;"><b>Art</b></p>	<p><b><u>Rainforest Painting with collage textures on top</u></b></p> <ul style="list-style-type: none"> <li>• To experiment with props to depict movement of figures – rainforest animals</li> <li>• To mix colours to match those in a work of art.</li> <li>• To experiment with painting on a range of paper textures.</li> <li>• Take photographs of others doing a range of active movements.</li> <li>• To begin to develop taking photographs using a range of angles.</li> <li>• To add textures to the final painting using appropriate materials inspired by Amy Louise Baker</li> </ul>	<p>Children produce a painting inspired by rainforests using inspiration from Rousseau and Louis depicting an animal moving after experimenting with movement photographs. The painting should be added to using mixed media textures to explore medium appropriate for a rainforest themed final piece.</p>
<p style="text-align: center;"><b>DT</b></p>	<p>Not taught this half term.</p>	
<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>• Can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Can describe the movement of the Moon relative to the Earth.</li> <li>• Can describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p>Children take turns to be the planets or the Sun and use the playground to demonstrate the movement of the planets around the Sun. Children learn ‘the planets song’ and ‘rhyme’ to help them learn the order of the planets from the Sun and information about each.</p> <p><i>Research into the Legend concerning a young Isaac Newton and his law of gravity.</i></p>

<b>Music</b>	<p><b><u>Livin' on a prayer</u></b>  Rock  Rock Anthems</p>	<p><i>Enjoy the practical elements of Charanga by singing, using instruments and listening and evaluating examples of Rock Music.</i></p>
<b>Spanish</b>	<p><b>My school, my subject</b>  1a Talking all about us  1b School subjects, my opinions  1c Witch at school (optional)</p>	<p><i>Enjoy Spanish through speaking, listening and writing as we cover the topics: about us and school subjects.</i></p> <p><i>Children will hold short conversations with each other surrounding the topic content.</i></p>
<b>PE</b>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>• Pupils should be taught to develop flexibility, strength, technique, control and balance.</li> <li>• Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><i>Lots of fantastic activities will be completed during this Term's Fitness unit including timed sprints using stop watches and circuit training.</i></p>
<b>PSHE</b>	<p><b><u>What makes up a person's identity?</u></b></p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>	<p><i>Lots of class discussion surrounding the differences in people's identities.</i></p> <p><i>Create our own 'Coat of Arms to represent our own identity.</i></p> <p><i>Use the story 'Tusk Tusk' to as a discussion point surrounding respecting everyone's differences and similarities.</i></p>
<b>RE</b>	<p><b>Christianity (God) - Why is it sometimes difficult to do the right thing?</b></p> <ul style="list-style-type: none"> <li>• describe Christian beliefs about sin and forgiveness</li> <li>• describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</li> <li>• suggest different ways that this story might be understood by Christians</li> <li>• describe and explain how and why Christians might use the Lord's Prayer</li> <li>• analyse and interpret the Lord's Prayer – and what guidance it provides for Christians</li> <li>• suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> <li>• *consider the different ways that myth and stories are and used</li> <li>• explain how a 'truth' might be contained within a story</li> <li>• consider how they decide what is 'true' – and how there might be different types of truth</li> <li>• * discuss and debate things that they consider to be true that others might disagree with</li> </ul>	<p><i>Written work, class discussions, scrapbook work and the aid of videos and research online will be used to discover and learn all about this RE unit.</i></p>