

Year 5: Autumn 2nd Half  
Topic: Changes



Healthy Body  
Healthy Mind, Healthy Planet

### Geography

**Intent-** to describe and understand the human and physical features of mountains.

#### Implementation

Investigate how the five different types of mountains are formed

To know how high a peak is to be classed as a mountain. To identify the features of mountains.

To identify world mountain ranges and know the names of the highest peak.

To locate mountain ranges in the UK and know the names of the highest peaks using topographical maps. To understand how contour lines show how steep and high the land is.

To understand the climates of mountains and how it changes the higher up the mountain you travel.

Investigate settlements and tourism in mountain ranges.

**Composite Outcome:** Show what they know about the types of mountains, locations, names of ranges and peaks, climate and tourism.

**Impact:** children understand how different mountains are formed. Knowing mountain ranges across the world. To know why people settle there and the economic activity.

### Science

**Intent-** to explore reversible and irreversible changes, recognising that this can be the physical or chemical change

#### Implementation

Understand the term reversible and irreversible change. Investigate whether temperature affects dissolving. (CFT)

To carry out a comparative investigation on whether surface area affect dissolving. (CFT)

To investigate by observing what affects the chemical reaction when mixing baking powder with water. (PS)

To investigate by observing melting. Which solids melt? Is it reversible? (O)

To investigate by observing to identify if heating, burning, baking is reversible (O)

To research inventor Spencer Silver (R)

**Composite outcome:** Show what they have learnt about the different changes (Socratic Assessment)

**Impact:** Children understand which changes are reversible and irreversible. They can identify factors which can affect these changes.

### PSHE

**Intent-** to understand how people borrow money, how to deal with difficult situations and the importance of the NHS

#### Implementation

Understanding neurodiversity, the person, and the changes you can make

To know and learn about loans and mortgages

To know what a credit card and credit score is

to understand the importance of overcoming a difficult situation.

to understand that when things go wrong, our reaction can help.

To understand what the NHS is

To understand the importance of the NHS

**Impact:** Children develop an understanding of the world through knowing different ways to borrowing money, different strategies to deal with situations and understand the importance of NHS.

### Computing

**Intent-** to understand what a vector drawing is and create their own.

#### Implementation

On Freeform use simple shape and line tools to create a vector drawing of a house

To move, resize, rotate and duplicate shapes to create vector pictures

To use the zoom tool to add detail to their pictures

To understand layers when creating their pictures, moving layers forward and back.

To understand and know how to group objects so they can resize and move the whole vector image.

**Composite Outcome:** Create a Christmas Vector drawing using learnt skills.

**Impact:** Children will know what a vector picture is and how to use the tools to create a detailed image quickly and effectively.

### DT

**Intent-** To explore ways of combining fabrics, allowing them to design and make an iPad case.

#### Implementation

To explore different iPad cases for appearance, closings and purpose (safety),

To practise different stitches to combine fabrics: back stitch, running stitch and whip stitch, evaluating the use and purpose for each one.

To practise different embroidery stitches: cross stitch, chain stitch and satin stitch.

To design iPad case considering who it is for, the purpose, stitches for combining and embroidery, materials. Plan step by step procedure

**Composite outcome:** Follow their planning to make their iPad case

Evaluate their own work and their peers, comparing it to their designs.

**Impact:** To develop their sewing skills and understanding the purposes for each stitch to combine fabrics and create an embroidery design.

Year 5: Autumn 2nd Half  
Topic: Changes



Healthy Body, Healthy Mind  
Healthy Planet

PE

**Intent-** to develop their personal coordination and agility skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in netball.

**Implementation- Physical Education**

**Warm up :** Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Shape Up and Shadow Play

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Dynamic Balance: on a line (FUNS 5) and Counter Balance: with a partner (FUNS 7) aiming for blue.

**Cog. :** For 6 weeks we are working on our social skills

**Implementation : Sport Hockey**

- to dribble ball using a hockey stick
- to accurately pass a ball between hockey sticks
- To be able to pass the ball whilst moving and take a shot
- to be able to tackle correctly and safely
- To be able to defend the ball
- To be able to work as part of a team in a hockey match

**Composite Outcome:** Play a hockey match, dribbling, passing the ball, tackling and defending. Working as part of a team

**Impact: Social-**Children can cooperate well with others to create dynamic and counter balances by organising roles and responsibilities.  
**Hockey**— children can work as part of a team, controlling the ball with a stick to dribble, pass, tackle and defend

RE

**Intent-** To explore the enquiry question 'What does it mean for a Christian to believe that God is holy and loving?'

**Implementation**

To understand the meaning of divine being.

To make connections between the biblical text and Christian's ideas of God

To explore how cathedral designs express ideas about God as being holy and loving.

To explain the importance of God from a Christian's point of view.

To compare different views and beliefs on being holy and loving and how this impacts the world.

To explore the children's individual ideas for what they deem to be holy and loving.

**Composite Outcome:** 'Show What You Know' display all the facts which they have learnt.

**Impact** children understand what Christians believe about God and how he is holy and loving. They are able to express their own beliefs and ideas about what they believe is holy and loving.

Music

**Intent-** to listen and appraise songs from Jazz style. Perform Christmas songs together

**Implementation**

Listen and appraise the song 'The Three Note Bossa' (Jazz style).

Listen and appraise the song 'Desfinado' by Stan Getz

Listen and appraise the song 'Cotton Tail' by Ben Webster

Listen and appraise the song '5 Note Swing' by Ian Gray

Listen and appraise the song 'Perdido' by Woody Herman

Listen and appraise the song 'Things ain't what they used to be' by Ben Webster

**Each week: To practise singing together Christmas songs for the School Carol service.**

**Composite Outcome:** Perform their Christmas songs at the school carol service

**Impact** Children to practise singing and perform their Christmas Carols together as a class and school. To have an understanding of jazz

French

**Intent-** to know the vocabulary for days, months and numbers to 31.

**Implementation**

To say the seven days of the week in French

To say the twelve months of the year in French

To say numbers 1-31 in French

To say and answer the question 'Quelle est la date aujourd'hui?' (what is the day today?)

To ask and answer the questions 'C'est quand ton anniversaire?' (When is your birthday)

**Composite Outcome:** To complete their end of unit assessment for reading, writing, listening and speaking.

**Impact**

Children can say the day of the week and when their birthday is in French.