



Year 5
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
<p>Class Novel: Cogheart (Peter Bunzl) Class Poem: From a Railway Carriage (Robert Louis Stephenson)</p>	<p>Class Novel: Windrush Child (Benjamin Zephaniah)</p>
<p>Text: Grimm Tales for Old and Young – Little Red Riding Hood (Philip Pullman) / Chaperon Rouge animation Main Outcomes: Narrative – own version of a traditional tale</p> <p>Text: The Railway Revolution (Jo Nelson) Main Outcomes: Non-Chronological report on the history of the railways</p> <p>Poetry Text: From a Railway Carriage (Robert Louis Stephenson) / The Night Mail (W H Auden) Main Outcomes: Performance Poetry</p>	<p>Text: Henry’s Freedom Box Main Outcomes: Letters from characters’ perspective</p> <p>Text: Geofacts: The Water Cycle Main Outcomes: Explanation Text (The Water Cycle)</p> <p>Text: Frances (animation) Main Outcomes: Narrative writing creating atmosphere, suspense and tension</p>

Children will learn key objectives from the Year 5 national curriculum through these units of work, developing skills in spoken language, reading comprehension, writing, vocabulary, grammar, punctuation, spelling and handwriting.

Mathematics

<p>Number: Place Value</p> <ul style="list-style-type: none"> • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/ 10,000/100,000 more or less • Partition numbers to 1,000,000 • Compare and order numbers to 100,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers 	<p>Number: Multiplication and Division A</p> <ul style="list-style-type: none"> • Multiples • Common multiples • Factors • Common factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000
<p>Angles</p> <ul style="list-style-type: none"> • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180 • Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Lengths and angles in shapes 	<p>Number: Fractions A</p> <ul style="list-style-type: none"> • Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1 • Add and subtract fractions with the same denominator • Add fractions within 1 • Add fractions with total greater than 1 • Add to a mixed number • Add two mixed numbers • Subtract fractions • Subtract from a mixed number • Subtract from a mixed number – breaking the whole • Subtract two mixed numbers 	

Science	
Forces <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	Forces (Mechanisms) <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Physical Education (PE)	
Hockey <ul style="list-style-type: none"> • Communicate with the team and move into space to keep possession and score • Dribble, pass, receive and shoot the ball with some control under pressure • Identify own success and what to do to improve • Use tracking, tackling and intercepting when playing in defence • Know what position they are playing in and how to contribute when attacking and defending • Understand the need for tactics and identify when to use them in different situations • Understand the rules of the game and use them most of the time to play fairly and honestly • Understand there are different skills for different situations and being to apply this 	Dance <ul style="list-style-type: none"> • Accurately copy and repeat set choreography • Choreograph phrases individually and with others considering actions and dynamics • Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing • Lead a group through short warm up routines • Refine the way actions, dynamics, relationships and space are used in the dance in response to a stimulus • Suggest ways to improve own and other people's work using key terminology • Use counts when choreographing to stay in time with others and the music • Use feedback provided to improve work
Invasion games (Rugby) <ul style="list-style-type: none"> • Communicate with the team and move into space to keep possession and score • Identify personal success and what is needed to improve • Pass and receive the ball with some control and under pressure • Tag opponents and close down space • Know what position they are playing in and how to contribute when attacking and defending • Understand the need for tactics and identify when to use them in different situations • Understand the rules of the game and apply them honestly most of the time • Understand there are different skills for different situations and begin to apply this 	Gymnastics <ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner • Lead a partner through short warm-up routines • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance • Use feedback provided to improve the work • Use set criteria to make simple judgements about performances and suggest ways they could be improved • Use strength and flexibility to improve the quality of a performance • Work safely when learning a new skill to keep self and others safe
Geography	History
Rivers <ul style="list-style-type: none"> • Understand what the water cycle is and explain why it is important. • Explore the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders. • Find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. Locational knowledge <ul style="list-style-type: none"> • Locate South America's countries. 	Industrial Revolution – focus on railways and locality (Local history – a study over time tracing how several aspects of national history are reflected in the locality) <ul style="list-style-type: none"> • Describe how people and goods were moved before the railways arrived. • Identify how, where and why the railways expanded. • Describe how 19th century life changed after the introduction of railways.
PSHE+C	
Being Me in My World <ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating 	Celebrating Difference <ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures

Religious Education (RE)	
Hinduism: Prayer and worship <i>What is the best way for a Hindu to show commitment to God?</i> <ul style="list-style-type: none"> Identify the main features of worship and talk about its importance for believers Explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this Offer opinion on the best way for a Hindu to show commitment 	Christianity: Christmas <i>How do accounts of the Christmas story differ?</i> <ul style="list-style-type: none"> Explore different possible interpretations for a range of sacred writings and religious teachings Explore the origins of sacred writings and consider their importance for believers today Identify different sources of the Christmas story and explain the meaning of Christmas to Christians
Computing	
Search Engines <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Online Safety: Online protection <ul style="list-style-type: none"> Understand the importance of keeping passwords safe Identify that passwords are needed for access to 'apps' Explore how apps require permission to access private information Know how to alter the permissions apps require 	Sonic Pi <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Use sequence, selection, and repetition in programs, work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs Online Safety: Online communication <ul style="list-style-type: none"> Understand different types of online communication Become aware of some of the different types of online communication Recognise the positive and negative forms of online communication
Art	Design Technology
Formal Elements of art: Architecture <ul style="list-style-type: none"> Draw from observation Create a print Draw from different perspectives Learn about the role of an architect Consider why houses look the way they do and if there is scope to change and improve them. 	Structures: Bridges <ul style="list-style-type: none"> Explore how to reinforce a beam (structure) to improve its strength. Build a spaghetti truss bridge. Build a wooden truss bridge. Reinforce and evaluate their truss bridge.
French	Music
Describing things and people / Expressing likes and saying what I and others do Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)	Collective composition: Holi <ul style="list-style-type: none"> Participating in a class performance Representing a known piece of music using a graphic score Creating vocal compositions based on a picture and a colour Violin tuition <ul style="list-style-type: none"> Enjoy learning to play an instrument and learn how to use and care for the instrument Develop pitch, pulse, and rhythm skills. Develop understanding of other elements of music - tempo, dynamics, structure and timbre. Be able to copy, create and read rhythmic patterns using crotchets, quavers, minims, semibreves and associated rests. Be able to listen to and discuss a range of music Using a range of stimuli, create own tunes and songs