

Curriculum Information
Year 5
Autumn Term

Class Texts

This term half term our fiction text is *Matilda*. We will focus on chapter 3 and 4 using the talk for writing approach. Later in the term we will focus on Non-Chronological reports about Canals. In addition to the fiction and non-fiction text we will learn and write our own Renga poems. In our grammar and punctuation unit we will be learning:

Common nouns, proper nouns, abstract nouns,, partitive nouns and collective nouns.

Regular action verbs, irregular action verbs and phrasal verbs.

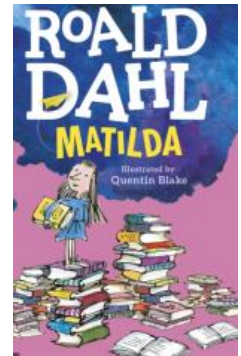
Building single clause sentences, using co-ordinating conjunctions, compound subjects and dummy subjects and gerunds.

We will read and enjoy a growing repertoire of texts, both fiction and non-fiction.

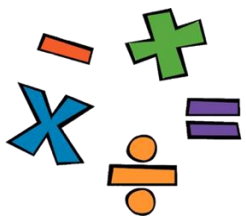
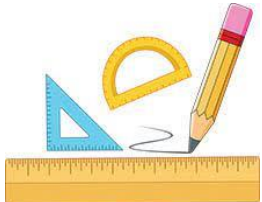
Reading

The children will...

- Be familiar with some of the text types, which include modern fiction and fiction from our literary heritage.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Make comparisons within and across texts.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.



Writing	In writing... • Use the techniques that authors use to create characters, settings and plots. • Interweave descriptions of characters, settings and atmosphere with dialogue. • Choose effective grammar and punctuation • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity and that make sense if read alone.	
RE	<u>Branch 1- Creation and Covenant</u> Being curious about God has the potential to help you grow in goodness. God chooses the right people to do his work. The Ten Commandments and Jesus' summary of the Law are inseparable. Covenants are binding, faith-based agreements which have consequences. Law and order can provide a trustworthy space for all of us to live our lives in a fulfilling way. Sin spoils relationships. Forgiveness can repair this - but there are issues. God forgives, but humans might find this challenging. Virtues help everyone to live better lives <u>Branch 2- Prophecy and Promise</u> The joyful mysteries help us remember and celebrate the happy moments in the lives of the holy family. David was a shepherd who became a leader by guiding, protecting, and caring for his people. God calls us to lead like shepherds too, by serving others before ourselves	

	David is different from other kings because he rules with justice to fulfil God's plan. Although he doesn't look like a king, he becomes Israel's greatest king ever! God uses people and families others might overlook, like David's, to carry out His plans. Jesus shows that God values the humble and faithful, fulfilling His promises to Abraham and David. Jesus opens the way to God the Father. <u>Multi-Faith Week</u> Pupils will learn about Hinduism during Multi-Faith Week; they will focus on learning about the key figures in Hinduism.	
Maths	We will continue to use the Power Maths scheme to support the mastery approach which helps pupils to develop a deep and secure knowledge and understanding of mathematics. During the term children will cover the following objectives... <u>Place Value</u> • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and Subtraction</u> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	 

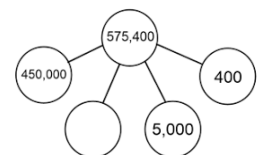
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- Establish whether a number up to 100 is prime & recall prime numbers up to 19.
- Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions

Pupils will find equivalent fractions, convert improper fractions to mixed numbers. They will compare and order fractions less than and greater than one. Pupils will learn to add fractions and add to a mixed number. They will subtract fractions less than one and from mixed numbers. They will also learn to solve problems involving fractions.



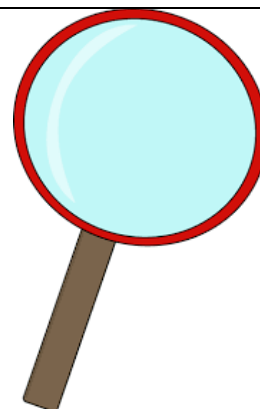
Science

Within science this term we will focus on the properties and change of materials, carrying out a range of investigations.

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Science Knowledge....

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Our Focus this term will be the properties and changes of materials.



History	This term we will focus on local history and our learning will be focused around the canals and why they were so important in Stoke-On-Trent. Within this unit of work we will look at Josiah Wedgwood who James Brindley to build the canal to feed the Industrial revolution. Children will... • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use sources of information to form testable hypotheses about the past.	
Geography	Within Geography we will map out a journey from Stoke-On-Trent to the Lake District, the children will then make comparisons between the Lake District and Stoke-On-Trent. Children will... • Identify the start and end point of the journey and use maps to plan the journey. • Investigate the human and physical features during the journey. • Investigate communities that may be passed through on the journey.	
Music	<u>In music lessons this term our two units are called Melody and Harmony in Music and Sing and Play in Different Styles were we will learn the following:</u> Understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing accuracy. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	

	Improvise and compose music for a range of purposes, using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Computing	In computing this term, we will be focusing on quizzes, databases and game creation. <u>Children will...</u> • Design and create interactive quizzes using Purple Mash using appropriate question types. • Create their own table- based databases as well as query existing databases to find information they are being asked for • To be able to design and make their own 3D maze adventure game whilst assessing the effectiveness of their own game and others' creations.	
PE	Our PE lessons will take place on a Tuesday morning with Mr Sigley and a Wednesday afternoon.. This term we will focus on Health Related Exercise which will develop pupil's ability to exercise at different intensities. Pupils will also learn about how the food and drink we consume and exercise affects our body.	
Art	Within Art this term we will be focusing on the work of the local artist Arthur Berry, we will then practice the skills and apply this to creating their own version of one of his drawings. <u>Children will...</u> • experiment with shading to create mood and feeling • know how to successfully use shading to create mood and feeling • know how to draw objects and use marks and lines to produce texture • research the work of an artist & use their work to replicate a style • Use sketchbook to record observations.	

Design and Technology	Our focus for this half term for Design and Technology will be food and nutrition. We will investigate a local recipe that originated from the Peak District. Children will... • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. • Show how to be hygienic and safe in the kitchen. • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. • Show how to be hygienic and safe in the kitchen • Understand and apply the principles of a healthy and varied diet • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	
French	Pupils will revise noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. They will also use figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	

PSHE	Children will... • Know how the brain works. • Understand mindful awareness and practice mindful actions such as mindful listening and tasting. • Practise controlling their breathing. • Understand mindful listening and mindful seeing, (World mental health) • Complete a study for Black History Month. • Understand they are created and loved by God and the importance of valuing themselves as a basis for personal relationships. • Study and reflect on the story of Zacchaeus' conversion and explore ways in which they can hear Gods call in their lives.	
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