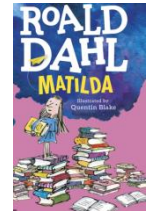


## Curriculum Information - Year 5 - Autumn Term

### Class Texts

This term half term our fiction text Matilda, this also links to our class author. 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 version of the poem 'From a railway Carriage'.



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

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 e.g. compare two ghost stories.
- 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.

In writing...

- Use the techniques that authors use to create characters, settings and plots.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

### Guided Reading texts:

### English

### Reading and Writing

	<ul style="list-style-type: none"> <li>• Choose effective grammar and punctuation</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity and that make sense if read alone.</li> </ul>	
<p><b>RE</b></p>	<p>Creation</p> <p>Pupils will know that there are two stories of <i>Creation</i> in the <i>Book of Genesis</i>. They will understand what being made in the image and likeness of <i>God</i> means and the responsibility to use our <i>God</i> given talents. They will know some reasons for praising <i>God</i> the creator of the world.</p> <p>Miracles and the Sacrament of the sick</p> <p>Pupils will know a number of miracles of <i>Jesus</i> and identify how his actions brought change to people's lives. They will know about some places of pilgrimage and prayer for the sick. They will understand that the Sacrament of the Sick is an important celebration for those who are ill.</p>	
<p><b>Maths</b></p>	<p>We will continue to use the <i>Power Maths</i> scheme to support the mastery approach which helps pupils to develop a deep and secure knowledge and understanding of mathematics.</p> <p>During the term children will cover the following objectives...</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>• Round any number up to <math>\theta</math> 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written</li> </ul>	

in Roman numerals.

### Addition and Subtraction

- 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

### Graphs and Tables

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

### Measure - Area and Perimeter

- Measure and calculate the perimeter of composite rectilinear

	<p>shapes in centimetres and metres</p> <ul style="list-style-type: none"> <li>• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> </ul>	
<p><b>Science</b></p>	<p>Within science this term we will focus on the properties and change of materials, carrying out a range of investigations.</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p>Science Knowledge....</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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</li> </ul>	

	term will be the properties and changes of materials.	
<b>History</b>	<p>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.</p> <p>Children will...</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> </ul>	
<b>Geography</b>	<p>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.</p> <p>Children will...</p> <ul style="list-style-type: none"> <li>• Identify the start and end point of the journey and use maps to plan the journey.</li> <li>• Investigate the human and physical features during the journey.</li> <li>• Investigate communities that may be passed through on the journey.</li> </ul>	
<b>Music</b>	<p>In music lessons this term year 5 will focus on two songs one per half term. These will be</p> <ul style="list-style-type: none"> <li>• Livin' on a prayer - style of music is Rock.</li> <li>• Classroom jazz 1 - style of music is Jazz.</li> </ul>	
<b>Computing</b>	<p>In computing this term we will be focusing on coding and will use the Purple mash programme to support this.</p>	

	<p><u>Children will...</u></p> <ul style="list-style-type: none"> <li>• To use a sketch or storyboard to represent a program design and algorithm.</li> <li>• Use the design to create a program</li> <li>• Design and write a program that simulates a physical system.</li> <li>• Create a playable, competitive game.</li> <li>• Read code so that it can be adapted, personalised and improved.</li> </ul>	
<b>PE</b>	<p>Our PE lessons will take place on a Monday afternoon. This term we will focus on Multi skills which will develop pupil's agility and co-ordination.</p>	
<b>Art</b>	<p>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.</p> <p>Children will...</p> <ul style="list-style-type: none"> <li>• experiment with shading to create mood and feeling</li> <li>• know how to successfully use shading to create mood and feeling</li> <li>• know how to draw objects and use marks and lines to produce texture</li> <li>• research the work of an artist &amp; use their work to replicate a style</li> <li>• Use sketchbook to record observations.</li> </ul>	
<b>Design and Technology</b>	<p>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.</p> <p>Children will...</p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> <li>• Show how to be hygienic and safe in the kitchen.</li> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing</li> </ul>	

	<p>products.</p> <ul style="list-style-type: none"> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> <li>• Show how to be hygienic and safe in the kitchen understand and apply the principles of a healthy and varied diet</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> </ul>	
<p><b>PSHE</b></p>	<p>Our units of work for this term include Being me in my world and celebrating differences. We will also continue with our Mindup curriculum this term.</p> <p>Children will...</p> <ul style="list-style-type: none"> <li>• Understand my rights and responsibilities as a British citizen.</li> <li>• To make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>• Understand how an individual's behaviour can impact on a group.</li> </ul>	