

Maths

- *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
- *round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000, and use this to estimate and check answers
- *read Roman numerals to 1,000 (M)
- *add and subtract whole numbers with more than 4 digits, including using formal written methods
- *identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- *know and use the vocabulary of square, cube, and prime numbers, prime factors and composite (non-prime) numbers
- *compare and order fractions whose denominators are all multiples of the same number
- *identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- *recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- *add and subtract fractions with the same denominator, and denominators that are multiples of the same number

Art and Design

Pupils will look at sustainability in textiles, our project focuses on 'repairing, reusing and recycling' garments. The pupils will be taught basic stitches and techniques to repair and embellish clothes.

Pupils will experiment with colour relationships. We will be focusing on the colour wheel and understanding how to mix different tints and shades.

Computing

IT systems and procedures: understand computer networks including the internet; the difference between hardware and software and how to use a range of computer programmes.

E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Creating Media: children will learn about vector drawings and use computer software to create their

R.E.

Following the Worcestershire guidance, we will working on the following 2 questions this term:

What does it mean for Christians to believe that God is holy and loving?

What does it mean to be a Muslim in Britain today?

French

Phonological knowledge and pronunciation, vocabulary and grammar taught through 'ourselves' and 'school life'.

Pupils learn how to:

- Listen for specific examples of regular patterns and sounds of French and accurately repeat.
- Use mostly accurate pronunciation of French.
- Begin to use intonation and gesture to show differentiation between sentences and questions.
- Recognise different common phonemes.
- Read aloud a familiar text using accurate pronunciation.
- read carefully and show understanding of words and simple writing

Science

Our curriculum enables pupils to get better at observing, describing, explaining and understanding the composition of the Earth and its planetary properties.

During the primary years, children begin to address two 'big questions' which are fundamental to their understanding of Earth science: "What is the Earth made from?" and "How does the Earth's position in the solar system dictate its climate and conditions for life?" Children investigate rocks and soils and learn about the structure of the Earth's surface. They study the position of the Earth in the solar system, explaining the phenomena of day and night, seasonal change and the phases of the Moon.

- *Describe the movement of the Earth and the planets of the solar system relative to the Sun.
- *Describe the movement of the Moon relative to the Earth.
- *Describe how the Earth's rotation explains day and night.

Year 5 Autumn 2022

English (Reading):

Read and discuss a wide range of fiction

Identify and discuss themes and conventions

Discuss understanding and explore meaning of words in context

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

Discuss and evaluate how authors use language

Explain and discuss their understanding of what they have read.

English (Writing):

Continue to distinguish between homophones and other words which are often confused

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Using a wide range of devices to build cohesion within and across paragraphs

Ensuring the consistent and correct use of tense throughout a piece of writing

Using expanded noun phrases to convey complicated information concisely

Punctuate direct speech accurately and use speech to advance action.

Learning the grammar for years 5 and 6 in English Appendix 2

Music

Exploring triple time, the pentatonic scale and the leitmotif.

P.E

Core Skills

- Warming up & cooling down; throwing & catching; striking & fielding; jumping & dodging

Football

- Dribbling with the ball; passing with accuracy, confidence and control; understand how and when to receive the ball; develop shooting technique

Swimming

- Swim competently, confidently, and proficiently over 25m; use different stroke techniques.

Cross Country

- Applying core skills of warming up and cooling down; develop running technique over various distances; improve fitness.

Dance

- Introduction to the 5 key dance actions—travel, gesture, jump, turn, stillness.

Netball

- Introduction to the game of netball
- Basic passing and receiving technique

History

A study of Greek life and achievements and their influence on the western world: What was the Ancient Greek's greatest achievement?

Understanding of historical significance; Understanding Chronology; Communicating historical knowledge and understanding.

Our curriculum enables pupils to get better at weighing up and making judgements about the relative importance of events, people and developments in the past. In history, we think about the importance of events and changes in relation to others, but the extent to which something is judged significant is debatable. The past does not change, but our views and understanding of the past do change. In the primary years, understanding of this develops in KS2 by using evidence about what has happened and the impact of events and change on people's lives to come to reasoned and plausible judgements about motives behind actions and about positive and negative consequences of change.

Pupils will:

- Compares the actions of contrasting individuals and groups from different periods of historical study, the consequences of their actions and the impact their actions had on others to form a judgement about relative importance.
- Compares the relative importance of changes which have occurred between different historical periods studied, using evidence to justify their views.
- Weighing up and making judgements about the relative importance of events, people and developments in the past.
- Forms more than one hypothesis as to what happened, using evidence from what they know to justify their evidence.
- Accepts and rejects sources based on valid criteria when carrying out historical enquiry.
- Explains how differing accounts of events or actions may be influenced by the author's viewpoint.

PSHE

Mental health and emotional wellbeing

Pupils learn about:

- *A wide range of emotions and feelings and how these are experienced in the body.
- *Times of change and how this can make people feel.
- *Feelings associated with loss, grief and bereavement.
- Physical health and wellbeing: in the media.
- *The messages given on food adverts can be misleading
- *Role models
- *How the media can manipulate images and that these may not reflect reality.