



## CURRICULUM OVERVIEW & KEY INFORMATION

Year 5

Autumn Term 2023

### MATHEMATICS

#### TOPIC NAME: Number & Place Value

- understand Roman Numerals to 1,000
- understand numbers to 10,000
- understand numbers to 100,000
- understand numbers to 1,000,000
- read and write numbers to 1,000,000
- work with powers of 10
- find 10 / 100 / 1,000 / 10,000 / 100,000 more or less
- partition numbers to 1,000,000
- investigate number lines 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 and 1,000
- round within 100,000
- round within 1,000,000

#### TOPIC NAME: Addition & Subtraction

- explore mental strategies
- add whole numbers with more than four digits
- subtract whole numbers with more than four digits
- round to check answers
- use inverse operations (addition and subtraction)
- investigate multi-step addition and subtraction problems
- compare calculations
- find missing numbers

#### TOPIC NAME: Multiplication & Division

- understand and investigate multiples
- understand and investigate common multiples
- understand and investigate factors
- understand and investigate common factors

Understand prime numbers

Understand square numbers

Understand cube numbers

Multiply by 10,100 & 1000

Divide by 10,100 & 1000

Multiples of 10,100 & 1000



### Welcome to Year 5

Hi everyone and welcome to Year 5! Our Year 5 Team and I are very much looking forward to the year ahead. We have a great curriculum this year details of which can be found on the next few pages There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the school website. We look forward to working with you over the next year!

### Geography

#### UNIT: Rainforests

- Where are the world's rainforests?
- What makes a forest a rainforest?
- Are all rainforests near the Equator?
- Why are the rainforests located where they are?
- Why are rainforests important?
- What makes up a rainforest?
- What are the different layers of life in a rainforest?
- What sort of plants & animals grow & live in each layer?
- What is it like in the different parts of a rainforest?
- What are the main features of a rainforest?
- What do we mean by 'a rainforest biome'?
- What sorts of food come from the rainforest?
- What would it be like to live in a rainforest?
- Do all rainforests have the same features?
- What is the Congo Rainforest like?
- Where is the Congo Rainforest?
- What else shares a name with the Congo?
- What plants, animals and people live in the Congo Rainforest?
- How is the Congo changing?
- Why are the rainforests being cut down?
- What is deforestation?
- Why does deforestation matter to the rainforests?
- How is deforestation affecting the planet?
- What can be done about deforestation?



### French

#### UNIT: My School; My Subjects

Talking about us.

School subjects; my opinions.

Back to school; with aliens – animated story, creative reading/writing.

Witch's day at school – talk/write a story

Time in the City

#### In the City

Learning linked to activities children might do in a city.



### KEY INFORMATION

#### HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY.**
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables (Y2-Y6) and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

#### Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

#### PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **MONDAY/WEDNESDAY**

Please ensure that children are in a suitable PE kit - in line with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

#### Resources

Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sunscreen to your child prior to the school day. A labelled bottle of sunscreen can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.

For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!

**'In God's love, aspire and achieve to be the best'**

## Science

### Unit Properties of materials

- What is a solution (materials that have been dissolved) and can a substance be recovered from a solution?
- How can mixtures be separated? (through filtering, sieving and evaporating)/
- Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?



### Unit Earth and Space

- Can you place the planets in the solar system in the correct order?
- Can you explain how planets move in our solar system ?
- How does day and night occur?
- Can you make predictions about day and night in different places on Earth?
- Can you explain that the moon orbits the Earth and not the sun?
- Research Session.

## History

### Unit: Anglo Saxons & Vikings

- Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle? **Cause and Consequence**
- Why did they come to Britain and move away from where they were born? **Cause and Consequence**
- What type of people were they? How do we know – archaeological evidence discovered at Sutton hoo (3 sessions) **Historical Significance/ Sources and Evidence/ Historical Interpretations**



### Interpretations

- What did they believe? **Sources and Evidence**
- What challenges did they face with settling? How did the Anglo-Saxons change Britain? (2 sessions) **Change and Continuity**: Kingdoms, Anglo-Saxon village life
- What impact did the Anglo-Saxons have on our local area? Place names **Change and Continuity**

### Continuity

- Did children learn to read Runes? **Sources and evidence**
- King Arthur: truth or legend? **Historical Interpretations**
- Where do these key figures/events fit on our historical timeline? **Chronology**

## Music

### UNIT: Brass lessons with Mr Lloyd

- Pulse, rhythm, pitch
- Play the glockenspiel along to the focus song for the unit
- Improvise, compose, perform, reflect



## Design & Technology (D.T.)

### Process: Design/Make/Evaluate/Technical Knowledge

### UNIT: Freestanding structures

- I can investigate and annotate drawings of a range of portable and permanent frame structures
- I can research key events and individuals related to their study of frame structures
- I can use a construction kits to build a 2-D framework
- I can demonstrate how paper tubes can be made from rolling sheets of newspaper
- I can accurately use tools and equipment and develop skills and techniques using a junior hacksaw



## Religious Education (R.E.)

### Unit 5.1: The Bible

- How and why do Christians read the Bible?
- How and why is the Bible used?
  - Do you need a Bible to be a Christian?
  - Why is the Bible holy?
  - Why is the Bible a best seller?
  - Why are there so many versions of the Bible?



### Unit 5.2: Christmas

- How do our celebrations reflect the true meaning of Christmas?
- Where in the Bible is the Christmas story?
- How does the nativity story/birth of Jesus fit into God's Big Story?
- Why are the stories in Matthew and Luke similar/different?
- How do our celebrations reflect the true meaning of Christmas?
- Where do the ideas of including a donkey and a stable in the story come from?

## Computing

**UNIT: Online Safety-** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.

**UNIT: Coding-** Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals



## Art & Design

### UNIT: Typography

- I can understand that Typography is a visual art to help communicate ideas or emotions
- I can recognise how other artists work with typography
- I can explore and my own letters and can reflect upon on my own work
- I can reflect upon why my letters have meaning to me
- I can use my mark making, cutting and collage skills to create my own visual map



## ENGLISH

**FOCUS TEXT:** Henry's Freedom Box by Ellen Levine  
(Please do not read/purchase this text for your child – thank you!)

### UNIT:/GENRES: Diary entry

- Investigating clues and making predictions linked to the Vehicle Text
- Exploring characters thoughts, feelings, emotions and motives through drama.
- Exploring vocabulary and phrases from the model/vehicle texts
- Investigating language features of a diary entry
- understanding the model text.
- Planning/writing/editing/improving a diary entry
- Understand how to use pronouns for ambiguity
- Investigate and examine the use of the dash
- Explore relative clauses within sentences

**UNIT:/GENRES:** In addition to Writing sessions, there will a key handwriting focus each week. and whole class reading focus activities.



## Physical, Social, Health & Economic Education (P.S.H.E.)

### My Happy Mind

- We are learning all about our brains.
- We are learning how you can train your mind.
- We are learning how each part of Team H-A-P work.
- We are learning why the Amygdala behaves the way it does.
- We are learning what triggers our Amygdala.
- We are learning how to calm our Amygdala.
- We are learning what neurons and neural pathways are.
- We are learning how habits can be formed.
- We are learning how to look after our brains.
- We are learning how Happy Breathing is really good for our brains
- We are learning what happens in our brain when we are feeling stressed. We are learning all about the role of Cortisol.
- We are learning how to manage our Cortisol levels.
- **Families and relationships**
- How can I help somebody feel included?
- How can I manage peer influence?
- How to resolve differences and challenges between friends?



## Physical Education (P.E.)

### UNIT: Netball

- To develop passing and moving.
- To be able to using the attacking principle of creating and using space.
- To be able to change direction and lose a defender.
- To be able to defend the ball side and know when to go for interceptions.
- To develop the shooting action.
- To be able to change direction to get free from a defender and receive a pass.
- To learn the position of 5-a-side netball.



### UNIT: Rugby

- develop attacking principles, understanding when to run and when to pass.
- be able to use the 'forward pass' and 'offside' rules.
- be able to play games using tagging rules.
- develop dodging skills to lose a defender.
- develop drawing defence and understanding when to pass.
- be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

### UNIT: Gymnastics

- To perform symmetrical and asymmetrical balances
- To perform interesting symmetrical and asymmetrical balances using apparatus
- To develop the straight, forward, straddle and backwards roll
- To develop the straight, forward, straddle and backwards roll in a sequence
- To explore different travelling actions using both canon and synchronisation
- To explore different methods of travelling, linking actions in both canon and synchronisation
- To perform progressions of inverted movement
- To explore matching and mirroring using actions both on the floor and on apparatus

### UNIT: Football

- Dribble with control
- Select the appropriate skill, choosing when to pass and when to dribble
- Move into and create space to support a teammate
- Use the appropriate defensive technique for the situation