



Year 5

Termly Curriculum Overview

Autumn Term 2 2023 - 2024

Religious Education

Collective Worship

- Remembrance
- Courage
- Peace
- Advent
- Hope
- Giving
- Love

Sikhism
 As part of our other Faiths study, children will look at the beliefs around Sikhism. They will learn that belonging to the Khalsa means wearing special symbols, the five Ks and the Sikhs belief in Guru Nanak, the founder of the Sikh Faith.

Hope
 Children will learn that The Eucharist is a memorial sacrifice in the Jewish sense of remembering, that is it makes present a past reality. It is a memorial of Christ's sacrifice on the Cross, through which Christ gives his body and blood for the salvation of all people and provides hope for the future. They will also learn how memories are kept alive and that The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Maths

Multiplication and division objectives

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and the notation for squared.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime numbers).
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide whole numbers by 10, 100 and 1000.
- multiply and divide numbers mentally drawing upon known facts
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Perimeter and area objectives

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of non-rectilinear shapes.

Maths meetings

Number

- Place value of 5-digit and 6-digit whole numbers.
- Count back past zero to include negative numbers using a number line.
- Recognise Roman numerals up to 1000 (M).
- Count forwards and backwards in steps of powers of ten (including tenths and hundredths).
- Count in multiples of 7, 9, 25, 50, 100 and 1000.
- Recalling and using multiplication facts up to 12 x 12.
- Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts (including number bonds and multiplication facts, halving, doubling, applying place value, inverse, commutativity etc).
- Compare and order fractions and decimals.
- Find fractions of simple amounts and quantities (linking this to division)
- Add and subtract fractions with the same denominator.

Geometry

- Name and describe the properties of 2-D and 3-D shapes.
- Identify acute and obtuse angles and compare and order angles (do not include reflex angles at this point).

Measures including money and time.

- Convert between different units of metric measure (cm/mm, cm/m, kg/g, km/m, l/ml). Tell the time to the nearest minute with analogue and digital clocks and 12-hour and 24-hour notation.

	<ul style="list-style-type: none"> • Solve problems involving converting between units of time from hours to minutes; minutes to seconds; years to months; weeks to days. • Measure and calculate the perimeter of a rectilinear shape (including squares) in cm and m. <p><u>Statistics.</u> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
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English Reading	<p>Children will be reading and analysing FARThER by Grahame Baker-Smith, using it to identify the features of descriptive text. Within this book are opportunities to examine letters and identify their features.</p> <p>In addition children will have guided reading sessions in small groups in order to develop inference and deduction skills</p>
English Spelling, Punctuation, Grammar	<p><u>Grammar</u> Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns.</p> <p><u>Punctuation</u> Using brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p> <p><u>Spelling</u> Endings which sound like /jəs/ spelt –cious or –tious Not many common words end like this. If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Year 5/6 spelling list word</p>
English Writing	<p>Children will have the opportunity to write at length, letter writing and a setting narrative.</p> <p>There are also short writing opportunities within other areas of the curriculum. Science- Non chronological report, History- Diary, life in the trenches of WW1</p>

<p style="text-align: center;">Science</p>	<p><u>Materials, dissolving and separating.</u> During science this term the children will demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
<p style="text-align: center;">History</p>	<p><u>WW1 a local study.</u> The children will learn about the sequence of events leading up to the outbreak of the war. They will then focus on how the war affected Liverpool, chiefly the role of women and how the city played a vital role in feeding the country, making ammunition and being a gateway to America. They will carry out research into the Liverpool Pals regiment- established as a battalion of friends, neighbours and colleagues. Finally, they will look at written sources and explain how propaganda played a role of hiding the realities of the war and if letters from the western front differed based on whether they were British or German. They will also design and build a model trench fitting for a soldier of the Great War.</p>
<p style="text-align: center;">Physical Education</p>	<p><u>Swimming</u> The children will aim to swim 10 metres by the end of their 10 swimming sessions. They will also take part in water safety lessons.</p> <p><u>Football</u> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
<p style="text-align: center;">Computing</p>	<p><u>Online safety</u> The children will learn how to identify the risks of sharing my information online: the dangers of altering and sharing photographs and videos online and the reliability of information online.</p> <p><u>Databases.</u> The children will learn how to search for information in a database: to contribute to a class database and create a database around a chosen topic.</p>
<p style="text-align: center;">DT</p>	<p><u>Pullies, levers and Mechanisms.</u> Children will apply their Science knowledge of gears, levers and pulleys to investigate , design and create a moving toy. They will use construction kits to explore how these systems work</p>

<p>Music</p>	<p><u>Recorder</u> The children will learn to play the descant recorder and play all the notes. They will learn how to read simple pieces of music.</p>
<p>PHSE</p>	<p><u>Identity, society and equality</u> The children will learn to explain what is meant by the word 'stereotype': identify stereotypes as presented in the media and wider world and feel able to challenge gender stereotypes, identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic), know what to do if they experience discriminatory language at school and understand how discriminatory language can make people feel and that this is unacceptable. They will also take part in a workshop led by a diversity role model.</p>
<p>Relationships, Sex Education</p>	<p><u>Social and Emotional</u> Showing knowledge and understanding of emotional relationship changes as we grow and develop.</p>
<p>Curriculum Enrichment</p>	<p>Trip to Imperial War Museum.</p>