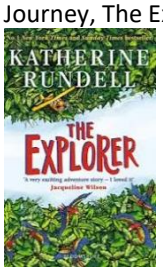
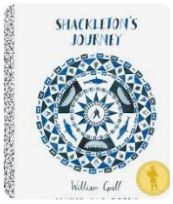
# Year 5 Autumn Term Overview

**English:**

**Reading**: Shackleton's Journey, The Explorer




Summarising content, retrieving information and analysing authorial intent regarding content and layout.
Identifying themes within and across texts, making predictions based upon evidence within a text and using retrieval to prove a statement is true or false.

**Writing:**

**Narrative:**. Dialogue in narratives (myths and legends). Third person stories set in another culture.

**Letters of application:** Formality, paragraphs and text structure.

**Poetry:** exploring form and word play

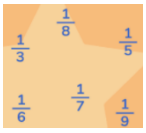
**Balanced arguments:** Alternative perspectives, text structures and building paragraphs around a key point.

**Grammar and Punctuation:**
Expanded noun phrases to describe
Dialogue and it's punctuation
First, second and third person pronouns
Prefixes and suffixes
Relative clauses
Modal verbs

**Maths:**




**Number: Place value:**
Roman numerals to 1,000; numbers to 10,000, 10,000 and 1,000,000; read and write numbers to 1,000,000; powers of 10; 10/100/1,000/10,000/100,000 more of less; partition numbers to 1,000,000; number line to 1,000,000; round to the nearest 10, 100 or 1,000; round within 100,000; round within 1,000,000.
**Addition and Subtraction:**
Mental strategies; add whole numbers with more than four digits; subtract whole numbers with more than four digits; round to check answers; inverse operations (addition and subtraction); multi-step addition and subtraction problems; compare calculations; find missing numbers.
**Multiplication and Division:**
Multiples; common multiples; factors; common factors; prime numbers
Numbers, Square numbers, Cube numbers
Multiply by 10, 100, 1000Divide by 10, 100 and 1,000Multiples of 10, 100 and 1,000
**Fractions:**




Find fractions equivalent to unit and non- unit fractions
Convert between mixed numbers and improper fractions
Compare and order fractions less than 1
Compare and order fractions greater than 1
Add and subtract fractions with the same denominator
Add and subtract fractions within and greater than 1
Add and subtract to/from a mixed number and add mixed numbers

**Science:**

**Materials:**



What properties do materials have and how can we use them?
What is a solution and what is a mixture?
How can we separate materials from mixtures?
How can we separate materials from a solution?
What changes are reversible?
What changes are irreversible?

**Animals including humans:**



What is the human timeline?
How do we change into adults?
How does the human and animal gestation timeline compare?

**Useful Information for Parents:**

**Reading:** record page number and a brief comment from parent/carer in the reading diary.
**Homework & Spellings:** Weekly homework is printed and provided for children. This consists of a spelling activity linked to our spelling learning in class and a reading comprehension activity. Children are also expected to practise their times tables weekly.
**Useful websites:** TT Rockstars, Hit the Button, Curriculum visions and Sumdog are websites you can access for extra activities.

**Art and Design:**



**Drawing and painting:**
Experiment with line and mark making using different materials
Using a viewfinder to select a portion of images.
To know how to transfer an image from a viewfinder onto a page.

**Printmaking:**
To make block prints
Complete a reduction print using three colours
Combine stencilling and press printing on different surfaces.

**Languages (French):**

**Local Places**
Revisiting school locations
Introducing the Euro
Directions
Questions such as, 'where are you going?'
Compass points
Emotions
French political systems

**Numbers**
Revisiting numbers 0-20
Numbers 20-100

**Computing (including e-safety)**
**Internet legends:** staying safe online and supporting children to deal with any issues.

**Esafety:**

Content: understand that images can be changed or manipulated by the media and how this can differ from reality

Content: describe how the media portrayal might affect people's feelings about themselves

Contact: Explain that there are some people I communicate within online who may want to do me or my friend's harm. I can recognise that this is not my/our fault.

Content/conduct: Explain that taking or sharing inappropriate images of someone even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this

**Music:**




**Drumming Patterns**
Traditional African drums and modern
Polyrhythms – combining and performing rhythms
Reading rhythm notation including dotted rhythms
Play rhythms with increasing clarity and accuracy
Begin to understand what a dotted note is
Play a polyrhythm
Perform as a group
Use ICT to compose polyrhythms

**Jin Go Lo Ba – Babatundi Alantundi (Nigerian Percussionist)**




**Holst Planets Suite**
Listen to excerpts of the Planet Suite by Holst and appreciate the character of the music
Create a class composition inspired by Mars
Distinguish between Christmas carols and festive songs
Perform to an audience in Church.

**Design Technology:**

**Food and Nutrition:**
Explore nurtition and diets from different cultures
Make, roll and cook flatbreads
Prepare vegetables
Food presentation
Understanding and selecting materials
Using fixings and fastenings
Using programming to control a product.



**PE:**

**Gymnastics -**
Create longer and more complex sequences and adapt performances
Take the lead in a group when preparing a sequence
Develop symmetry individually, as a pair and in a small group
Compare performances and judge strengths and areas for improvement
Select a component for improvement

**Dance-**
Perform different styles of dance fluently and clearly
Refine & improve dances adapting them to include the use of space rhythm & expression
Work collaboratively in groups to compose simple dances
Recognise comment on dances suggesting ideas for improvement

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|---|---|
| | **Invasion Game:**<br><br>Football, Tag Rugby |
| **Humanities (Geography/History):**<br><br>**Geography:**<br>**Biomes:**<br>Where would you find the major countries in the world?<br>What is a biome?<br>How do biomes change across the world<br>What are the human features that define Europe, North and South America?<br>What are the physical features that define Europe, North and South America?<br><br>**History:**<br>**Ancient Greece:**<br>Who were the Ancient Greeks and when did they rule?<br>What beliefs did the ancient Greeks hold? (Revision)<br>What were the differences between Athens and Sparta?<br>What was theatre like in Ancient Greece?<br>What myths and fables did the ancient Greeks write?<br>What happened in the battle of Marathon? Why was it important?<br>What happened in the battle of Salamis? Why was it important?<br>Why were the Olympic games invented? (Revision)<br>Wo was Alexander the Great and why was he renowned? | **PSHE:**<br><br>**Identity:**<br>To recognise similarities and differences in people and how these contribute to a person's identity<br>Stereotypes and behaviours towards them<br>Challenging stereotypes and assumptions<br><br>**Money:**<br>To learn about how people make decisions about money and what influences them<br>Keeping track of money and learning about what we want and need<br>Spending and saving<br>Recognise 'value for money'<br>That there are risks associated with money (won, lost or stolen)<br>That money can affect people's feelings and emotions<br><br>**RE:**<br><br>**Sikhism: How far would a Sikh go for his/her religion?**<br>Understand the Sikh beliefs.<br>Analyse and make links between how Sikh's practice their religion and the beliefs that underpin this.<br>Use accurate vocabulary for some Sikh symbols and reflect on the commitment that is made by a Sikh towards their religion.<br>**Christianity- Is the Christmas Story True?**<br>Evaluate different versions of the Christmas story.<br>Do sacred texts have to be true to help people understand their religion? |