

Year 5 Autumn Term Curriculum Overview 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. Place value <ul style="list-style-type: none"> To know Roman numerals to 1000 To use numbers to 10,000 To use numbers to 100,000 To use numbers to 1,000,000 To read and write numbers to 1,000,000 To know powers of 10 To work out 10, 100, 1000, 10,000, 100,000 more or less than a number To partition numbers to 1,000,000 To use a number line to 1,000,000 To compare and order numbers to 100,000 and 1,000,000 To round to the nearest 10,100, 1000 To round within 100,000 and 1,000,000. 				On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction <ul style="list-style-type: none"> To use mental strategies To add whole numbers with more than four digits To subtract whole numbers with more than four digits To round to check answers To use inverse operations (addition and subtraction) To use multi-step addition and subtraction problems To compare calculations To find missing numbers. 		On-going application of mental, communication, problem solving and reasoning skills. Multiplication and Division <ul style="list-style-type: none"> To look at multiplies and common multiples To look at factor and common factors. 	On-going application of mental, communication, problem solving and reasoning skills. Multiplication and Division <ul style="list-style-type: none"> To know prime numbers To know square numbers To know cube numbers To multiply by 10, 100 and 1000 To divide by 10, 100 and 1000 To know multiples of 10, 100 and 1000 		On-going application of mental, communication, problem solving and reasoning skills. Fractions <ul style="list-style-type: none"> To find fractions equivalent to a unit fraction To find fractions equivalent to a non- unit fraction To recognise equivalent fractions To convert improper fractions to mixed numbers To convert mixed numbers to improper fractions To compare fractions less than 1 To order fractions less than 1 To compare and order fractions greater than 1 To add and subtract fractions with the same denominator To add fractions within 1 To add fractions with total greater than 1 To add to a mixed number To add two mixed numbers To subtract fractions To subtract from a mixed number To subtract from a mixed number – breaking the whole To subtract two mixed numbers. 			Assessment Week	
ENGLISH	Princess' Blanket by Carol Ann Duffy <ul style="list-style-type: none"> To be able to write from the perspective of a character in a story To respond to images in a powerful picture book To consider what motivates the actions and choices of individuals in different situations To use art as a stimulus for writing. To participate in discussion about a text that is read to them To draw inferences, justifying these with evidence To select appropriate vocabulary to describe a character, understanding how choices can enhance meaning. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To summarise ideas from a piece of text; identifying key details that support their main ideas To note and develop additional ideas To discuss and evaluate how authors use language, including figurative language, considering impact on the reader To use a wide range of devices to build cohesion within and across paragraphs. Possible Writing Outcomes <ul style="list-style-type: none"> Note taking Written argument Newspaper article Poetry Write a commentary 							Princess' Blanket by Carol Ann Duffy <ul style="list-style-type: none"> To be able to write from the perspective of a character in a story To respond to images in a powerful picture book To consider what motivates the actions and choices of individuals in different situations To use art as a stimulus for writing. To participate in discussion about a text that is read to them To draw inferences, justifying these with evidence To select appropriate vocabulary to describe a character, understanding how choices can enhance meaning. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To summarise ideas from a piece of text; identifying key details that support their main ideas To note and develop additional ideas To discuss and evaluate how authors use language, including figurative language, considering impact on the reader To use a wide range of devices to build cohesion within and across paragraphs. Possible Writing Outcomes <ul style="list-style-type: none"> Note taking Written argument Newspaper article Poetry Write a commentary 						

HALF TERM

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	<ul style="list-style-type: none"> • Letter • Script writing • Story writing. 								
SCIENCE	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • To 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 • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • To demonstrate that dissolving, mixing and changes of state are reversible changes • To 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. <p>Star Scientist – Spencer Silver</p>								
HISTORY	<table border="1" style="width: 100%; height: 100%;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
GEOGRAPHY	<p><u>How is our country changing? (local area – change in kosher shops, more shuls etc)</u></p> <ul style="list-style-type: none"> • To name and locate some key topographical features of the UK and your own region • To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable • To understand that regions change over time and that change is continual • To understand that change is happening in the local area, and that changes will continue to happen • To explain how the local area has changed and how it might change in the future <p>To understand how the local area has changed and to consider what it might be like in the future.</p>								
ART									

<ul style="list-style-type: none"> • Letter • Script writing • Story writing. 								
<p><u>Forces</u></p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Star Scientists – Isaac Newton and Galileo Galilei</p>								
<p><u>What did the Greeks do for us? (Link with Chanukah)</u></p> <ul style="list-style-type: none"> • To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day • To compare the lives led by the Spartans and the Athenians • To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games • To understand the importance of religion and the gods to the Ancient Greek people • To utilise evidence to know and understand the importance of warfare in Ancient Greece <p>To communicate my knowledge and understanding of the legacy of the Greeks.</p> <table border="1" style="width: 100%; height: 100%;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p><u>Ancient Greece:</u></p> <ul style="list-style-type: none"> • To use a range of materials to investigate narratives and scenes on Ancient Greek amphorae • Use a variety of source material for their work • Work in a sustained and independent way from observation, experience and imagination • Use a sketchbook to develop idea • Create imaginative work from a variety of sources and materials • Start to use artistic vocabulary when discussing work and ideas • Engage in open ended research to develop their own personal ideas • Show in their sketchbooks where they have recorded, observed, developed ideas, tested materials and planned and recorded information • Investigate with familiar and unfamiliar tools to learn new skills 								

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		<ul style="list-style-type: none"> • Extension: Work with clay, building on skills from previous years, finer details, refined structure, designs etc • Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement.
DT	<p><u>The Princess' Blanket</u></p> <ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose (decide as a class on three products to evaluate) • Draw up a specification for their design, link with other subjects – keep design simple based on class discussions • Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • With growing confidence apply a range of finishing techniques • Use a variety of stitching and appliqué • With growing confidence select appropriate materials, tools and techniques • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities • Begin to measure and mark out more accurately • Evaluate their work both during and at the end of the assignment • Begin to evaluate work personally and seek evaluation from others. 	
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 5.3 Spreadsheets – Programs; 2Calculate</p> <ul style="list-style-type: none"> • To apply conversions of measurements • To apply novel use of the count tool • To use formulae including the advanced mode • To use using text variables to perform calculations • To use a spreadsheet to plan an event. 	<p>Continue COMPUTING STRANDS: Computer Science & Information Technology Unit 5.1 Coding - Program; 2Code</p> <ul style="list-style-type: none"> • To design and write a program that simulates a physical system • To review the use of number variables in 2Code • To explore text variables • To create a playable, competitive game • To combine the use of variables, If/else statements and repeats to achieve the desired effect in code • To read code so that it can be adapted, personalised and improved • To create a playable, competitive game • To combine the use of variables, If/else statements and repeats to achieve the desired effect in code. • To read code so that it can be adapted, personalised and improved • To explore the launch command and use buttons within a program that launch other programs or open websites • To create a program to inform others.
PE	<p><u>Invasion Skills - Tag Rugby</u></p> <ul style="list-style-type: none"> • To explain the role of a defender in a competitive situation. • To apply basic defensive positions in a game. • To run and pas accurately and consistently. • To work as a team to score tries. • To develop tactics to deny space for the opposition. • To maintain possession of the ball. • To move the ball over short distances. • To use the 'magic diamond' in a game situation. • To work cooperatively as a team. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To complete a 4-element sequence containing actions at different heights and speeds • To take weight on hands to move forward • To include symmetrical and asymmetrical shapes • To explore symmetry as applied to both balance and travel • To compose an individual symmetrical sequence • To attempt to combine sequences with a partner to create pair symmetrical sequences • To explore asymmetrical balances and travels • To compose an individual asymmetrical sequence • To attempt a combing sequence with a partner to create asymmetrical sequence • To use mat, floor and apparatus with great care and control.

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MUSIC	<p>Unit: Composition notation Theme: Ancient Egypt</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary Comparing, discussing and evaluating music using detailed musical vocabulary. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) Improvising coherently within a given style Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest Using staff notation to record rhythms and melodies Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. <p>Performing</p> <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group Performing with accuracy and fluency from graphic and simple staff notation Playing a simple chord progression with accuracy and fluency.
	<p>Induction Week</p> <ul style="list-style-type: none"> To be able to identify ways they can self-improve including setting goals and targets for themselves To respond positively to new challenges/situation and can identify ways to face new challenges. <p>Black History Month</p> <ul style="list-style-type: none"> To identify, respond to and challenge stereotypes To know about the factors that make people the same/different To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity To appreciate the range of national, regional, religious and ethnic identities in the UK. <p>British Values – Democracy</p> <ul style="list-style-type: none"> Democracy assembly To know why and how laws are rules and laws are made. Children take part in making and changing rules. They know about and can identify elements of a democracy

SRE/ PSHE	<p>Anti-Bullying Week</p> <ul style="list-style-type: none"> To respond to, or challenge, negative behaviours such as stereotyping and aggression To identify the 4 different types of bullying and be able to recognise signs of each To judge whether physical contact is acceptable or unacceptable and how to respond To know how to ask for support when they feel unsafe or uncomfortable To develop strategies to resolve disputes and conflict e.g. through negotiation To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others To know that they can work together to bring about change. They will learn that skills involved in this e.g. teamwork, negotiation, collaboration etc will help them in their future careers To listen and respond respectfully to a wide range of people (adults and peers) and feel confident to raise their own concerns. <p>Road Safety</p> <ul style="list-style-type: none"> To learn about situations that could cause them personal risk and how to manage them
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<p>Unit: Blues</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary Comparing, discussing and evaluating music using detailed musical vocabulary. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) Improvising coherently within a given style Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest Using staff notation to record rhythms and melodies Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence Suggesting and demonstrating improvements to own and others' work. <p>Performing</p> <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group Performing with accuracy and fluency from graphic and simple staff notation Playing a simple chord progression with accuracy and fluency.

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	<ul style="list-style-type: none"> To learn that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <p><u>Awareness Days/Weeks</u> Black History Month Jeans for Genes Week – 18th – 24th September 10th October – World Mental Health Day</p>
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	<ul style="list-style-type: none"> To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety To recognise that increasing independence brings increased responsibility to keep themselves and others safe. E.g. Walking to and from school independently To understand why distracting a driver is dangerous and know what other in-car behaviours are unsafe To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences To understand what constitutes safe and unsafe behaviour for cyclists and how to be as safe as possible on a bike. <p><u>Awareness Days</u></p> <p>Anti-Bullying Week – Monday 13th – Friday 17th November Christmas Appreciation Remembrance Day Road Safety Week</p>
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FRENCH	<p>Quel Temps Fait-il? (The Weather)</p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for weather in French To ask and say what the weather is like today To create a French weather map To describe the weather in different regions of France using a weather map with symbols.
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	<p>Boucle d’or et les trois ours (Goldilocks and the Three Bears)</p> <ul style="list-style-type: none"> To not only sit and listen attentively to the story as in Year One but to recognise, understand and remember more of the new language To increase their memory potential in French by using picture cards, word cards and phrase cards in French To increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases To attempt to spell in French.
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IS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> Tashlich – what it is about and how we conduct this (emphasise there is no need to throw bread!) Elul customs include: Tekiyat Shofar every morning, Selichot (incl. Ashkenazi + Sephardi customs of when this begins), check Mezuzot & Tefillin To know in more depth and detail laws about the Shofar and what makes it kosher or pasul Tzom Gedalia – date, story + reason for fasting (in simple terms). <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> The Mitzvah of Viduy: stand, bow, beat chest + say aloud the Viduy prayer. Look at the “Ashamnu” prayer and compose personal viduy prayers. <p>Chagim: Succot/Shmini Atzeret/Simchat Torah</p> <ul style="list-style-type: none"> Identify kasher Arba’ah Minim using simple Halachic terms: <i>Kasher, Passul, and Mehudar</i> The Arba’ah Minim: corresponding to four types of Jew who unite on the Chag. (If time permits, link to the four children at the seder table) Sukkot: the simchah of this Chag after the serious days of Rosh Hashanah and Yom Kippur; a celebration after completing our teshuvah and being forgiven The uniqueness of the succah: whole body involved. Compared with other mitzvot that just use an element of the body Know what the Shalosh Regalim are and know that Succot is one of them. <p>Skills</p> <ul style="list-style-type: none"> To review current Hebrew reading skills To know what Rashi script is To understand why we are learning Rashi script. <p>Topic: Etgar</p> <ul style="list-style-type: none"> To know the order of the Jewish months and their Hebrew dates To know the difference between a mitzvah d’oraita, a mitzvah r’rabbanan and a minhag
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	<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> Know the debate between Bet Hillel and Bet Shammai whether we start with 1 candle and increase or go down from 8 Knows the concept that the Greeks at first didn’t want to kill and wipe out the Jews but rather to get them to accept Greek culture and abandon the Torah – (Hellenism) Greek prohibitions against study of Shabbat, Rosh Chodesh and Brit Milah Is able to recite the whole of Maoz Tzur Knows that the longest Birkat Hamazon possible can be recited during Chanukah due to Rosh Chodesh and sometimes Shabbat too. <p>Skills:</p> <ul style="list-style-type: none"> To know how to read and write aleph and chet in Rashi script To know how to read and write lamed and tzadi in Rashi script To know how to read tet and ayin in Rashi Script <p>Topic: Etgar</p> <ul style="list-style-type: none"> To know what the various mitzvot are called and what they entail To be able to identify the things we can and cannot do on Shabbat and why <p>Parasha:</p> <ul style="list-style-type: none"> Vayera – Belief in Hashem Chayei Sarah – Integrity Toldot – praying with kavanna Vayetsei – Making a difference Miketz – Acknowledging Hashem in our lives
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- To know what Mishna is and the sages in this time.

Parasha:

- Bereshit – caring for the world
- Noach - working together