



# YEAR 5 – AUTUMN TERM 2023

## Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

## British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

**Reading:** Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; read and retrieve relevant key information from a range of fiction and non-fiction texts.

### Writing

Explore and use different sentences structures to write adventure stories and narrative stories based on *The Nowhere Emporium* by Ross Mackenzie

Use a range of grammatical features within writing, including: relative clauses, modal verbs, adverbial phrases, complex sentences, dialogue, similes, modal verbs, adverbial phrases, relative clauses, complex sentences, dialogue, parenthesis.

Explore the use of language features such as similes and personification.  
Learn and use Y5/6 spelling rules as part of writing.



*Achieve goals, expand vocabulary, have a broader understanding on the world. Mutual respect for the achievements of others, understanding the lives of people from other cultures*



## MATHS

### Place Value

Read, write and order numbers, determining the value of each digit  
Count forwards and backwards in steps of power of 10 for any given number  
Interpret negative numbers in context, counting forwards and backwards through zero  
Read Roman numerals to 1000  
Solve number and practical problems  
To add and subtract using formal written methods

### Addition and Subtraction

To add and subtract using formal written methods with more than four digits  
Using rounding to check answers  
Find missing numbers

### Multiplication and Division

Identify multiples, common multiples, factors, square and cube numbers  
Multiplying and dividing by 10, 100, 1000

### Fractions

Recognise equivalent fractions  
Convert improper fractions to mixed numbers and vice versa  
Compare and order fractions

*Understanding of maths vocabulary.*

*Using maths within real-life contexts.*



## SCIENCE

- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop into old age
- 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
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic



*Scientific vocabulary*



*Diversity of the natural world.  
Mutual respect in collaborative group work.*



## RE

### *Journey of Life*

- Recognise the rites of passage expressed by different faiths
- Draw comparisons and contrasts across a range of faiths

### *Incarnation*

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms



*Religion – connections between the Bible and people's beliefs*



*Deepen understanding of Christianity.  
Vocabulary associated with Belonging*



## MUSIC

### *Melody and Harmony in Music*

*Learn how to find and keep a steady beat, copying rhythmic patterns, identifying key musical styles and using key vocabulary to appraise.*



*Music vocabulary used to appraise songs*

## PE

### *Hockey*

*Combine basic hockey skills such as dribbling and push pass.  
Select and apply skills in a game situation confidently.*

### *Dance*

*Perform different styles of dance fluently and clearly.  
Work collaboratively in groups to compose simple dances.*



*Achieving goals and having mutual respect*

## COMPUTING

### *Computer Science – Programming We are Game Developers*

- Design, write and debug programs that accomplish specific goals
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### *Computer Science & Information technology - Creativity We are artists*

- Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output



*Vocabulary – related to computing and ICT.  
Personal skills – problem solving, creation*

## GEOGRAPHY

### *Who won what in the struggle for the Kingdom of England?*

*Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.*



*Understanding of how vocabulary has developed.*

## HISTORY

### Who won what in the struggle for the Kingdom of England?

- Understand what happened after the Roman withdrawal from Britain in c.AD 410.
- Describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were.
- Describe a typical Anglo-Saxon village and explain what jobs the people did.
- Use historical evidence to draw some conclusions about the person in the Sutton Hoo burial.
- Begin to realise the limitations of evidence from artefacts.
- Explain when and where the Vikings came from and why they raided Britain.
- Select and organise information to answer a key question.
- Use a range of sources to see how historical events are depicted.
- Order events chronologically.
- Understand how evidence, arguments and interpretations can change as new evidence becomes available.

*Broader understanding of the history of British civilisations.  
Developing historical vocabulary, e.g. invasion, cause, consequence.*



*Diversity – explore how different people can see the same event in different ways.*



## DT

### Textiles – combining fabric shapes to create a functional product

- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.



Developing skills in sewing.

## ART

### Typography and maps

- Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.
- Looking at the work of Louise Fili, Grayson Perry, Paula Scher, Chris Kenny



*Great artists in history*

## MFL

- Conversational practice
- Learn about Spanish music culture
- Express music preferences and opinions verbally and in writing
- Identify and name musical instruments

Intercultural understanding  
Vocabulary associated with restaurants



## PSHE

### Me and My Relationships

- Identify what things make a relationship unhealthy;
- Recognise basic emotional needs, understand that they change according to circumstance;
- Describe strategies for resolving difficult issues or situations.

### Valuing Difference

- Recognise the changes that occur in body and emotions during puberty and learn how to manage the changes in practical ways.
- Identify the human reproductive organs and their function in human reproduction.
- Identify gender stereotypes, recognising that people can be bullied because of their gender.
- Suggest examples of how bullying behaviour can be stopped.

*Mutual respect – listening and respecting others in context.* 