

## Year 5 Curriculum Overview Autumn 2020

### English

#### Core Texts:

Here We Are – Oliver Jeffers  
Of Thee I Sing – Barack Obama  
Young, Gifted and Black – Jamia Wilson  
Alba The 100 Year Old Fish – Lara Hawthorne  
Lost and Found – Roger McGough

#### Writing:

Writing in a range of genres (fiction, non-fiction and poetry), consolidating use of punctuation and sentence structures taught in Y3 and 4 and developing those taught across Upper Key Stage 2.

#### Spellings:

Meta-language and personal word lists  
'ough'  
Silent consonants  
Homophones  
'shun/

#### Reading:

Weekly 1:1 reading and conferencing as well as daily whole class taught reading sessions looking at Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS)

### Science

Introduction to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones). Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

### PSHE

Daily "circle time" style sessions under the headings Safety, Caring, Achievement, Resilience and Friendship (SCARF) as well as units entitled, "Me and My Relation" and "Valuing Difference"

### PE

Running/Cross Country with Mr Waldron  
Tennis with ARC

## CARING FOR OUR WORLD

Stewardship – the belief that humans are responsible for the world, and should take care of it.

What is our responsibility to our world and how can we fulfil it?

## LOVE LEARN SERVE

1 Peter 4 10-11 "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

Hebrews 10:24 "And let us consider how we may spur one another on toward love and good deeds."

### The Arts

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 ideas.  
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

### Enrichment activities

Daily Physical Activity/Daily Mile  
BSL  
Outdoor Learning

### Maths

Place value within 100,000 and 1,000,000 (comparing and ordering, rounding, negative numbers, sequences, Roman Numerals)

Addition and Subtraction (more than 4 digits, estimating and rounding, mental strategies, inverse operations)

Graphs and Tables (two way tables and line graphs)

Multiplication and Division (multiples, factors, prime numbers, squares, cubes, multiplying and dividing by 10, 100 and 1000)

Measure – area and perimeter

### Religious Education and Worldviews

Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. Describe ways in which Muslim sources of authority guide Muslim living. Make clear connections between Muslim beliefs and ibadah. Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain.

### History and Geography

#### Geographical Enquiry:

Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life  
Map Knowledge:

Identify significant places and environments

Chronological Understanding

Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past