



## Year 5 Curriculum Information (Autumn Term 2025)

Subject	Learning at School	Learning at Home/Homework
<b>English</b>	<p><b>In English, we will be developing the following key skills:</b></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and the purpose of the writing;</li> <li>• Rehearsing orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text;</li> <li>• Using expressive and figurative language to create mood and atmosphere;</li> <li>• Using a variety of sentences structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions;</li> <li>• Using a range of punctuation taught across KS1 and LKS2 to demarcate sentences;</li> <li>• Maintaining the use of the present and past tenses correctly and consistently;</li> <li>• Using knowledge of phonics and morphology to support accuracy with spelling.</li> </ul> <p>The texts we will be basing our work on are:</p> <ul style="list-style-type: none"> <li>➤ My Path – Adventure;</li> <li>➤ Hidden Figures – Black History Month;</li> <li>➤ I have a dream – Poetry competition;</li> <li>➤ The Bear and the Hare – Film clip.</li> </ul>	<ul style="list-style-type: none"> <li>• Please ensure your child reads for at least twenty minutes each night. It would significantly benefit the children when reading at home that they have lots of opportunities to answer questions about what they have read, to ensure they have understood it;</li> <li>• Below are some ways to support your child as you listen to them read: <ul style="list-style-type: none"> <li>➤ Encourage children to use the phonic knowledge they have learnt in class when reading.</li> <li>➤ Encourage your child to use expression.</li> <li>➤ Focus on the punctuation on each page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark when reading?</li> <li>➤ Discuss and ask questions about the different aspects of the story, such as the plot, setting or how a character is feeling and why.</li> </ul> </li> <li>• Support the children to learn weekly spellings and use dictionaries to check the meaning and spelling of unfamiliar words.</li> <li>• Use thesauruses to extend vocabulary.</li> <li>• Practise joined handwriting;</li> <li>• Spelling Homework – sent home on Wednesday for a test the following Wednesday.</li> </ul>
<b>Maths</b>	<p><b>In Maths, we will be developing the following key skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding place value to a million;</li> <li>• Understanding rounding;</li> <li>• Multiplying and dividing by 10, 100 and 1000;</li> <li>• Mental strategies for multiplication and division;</li> <li>• Understanding properties of number;</li> <li>• Interpreting negative numbers;</li> <li>• Addition and subtraction using a range of strategies including formal written methods;</li> <li>• Formal written multiplication and area.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Homework – Daily practise of times table facts using Times Tables Rock stars.</li> </ul>

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RE	<p><b>Our RE units for this term will be:</b></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Judaism</li> <li>• God's Covenant.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see attached sheet for further curriculum information to find out what your child will be learning about in RE.</li> </ul>
RSE/ PSHE – Life to the Full	<p><b>Our topic in RSE is 'Created and Loved by God'.</b></p> <p>In this unit will be learning more about the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Religious understanding:</b> Explore the Gospel story of the 'Calming of the Storm' (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation.</li> <li>• <b>Me, My Body, My Health:</b> Celebrate the differences between people, knowing that it is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.</li> <li>• <b>Emotional Well-Being:</b> Understand the pressures that they may experience from themselves, others and the media. They will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions.</li> <li>• <b>Life Cycles:</b> Understand God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how each and every one of us are individual and unique;</li> <li>• Discuss how we are created in the image and likeness of God; this will help children to develop an understanding of the importance of valuing themselves as the basis for personal relationships;</li> <li>• Discuss the challenges and changes your child will facing as they mature and grow.</li> </ul>

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<b>Science</b>	<p><b>Our first topic in Science this term is ‘Animals including Humans’.</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop from birth to old age.</li> </ul> <p><b>Our second topic in Science this term is: ‘Earth and Space’.</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system;</li> <li>• Describe the movement of the Moon relative to the Earth;</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies;</li> <li>• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how humans grow and change over time.</li>   <li>• Health &amp; Safety: Remind children not to look directly at the sun.</li> <li>• Look out for anything in the news about the universe</li> </ul>
<b>History</b>	<p><b>Our topic in History is ‘Were the Vikings raiders, traders or something else?’</b></p> <p>In this unit we will be:</p> <ul style="list-style-type: none"> <li>• Exploring different representations from the period (e.g. archaeological evidence, museum evidence, cartoons and books);</li> <li>• Evaluating the usefulness of different sources;</li> <li>• Understanding that there may be multiple conclusions to a historical enquiry question;</li> <li>• Understanding how historical enquiry questions are structured;</li> <li>• Reaching conclusions that are substantiated by historical evidence;</li> <li>• Constructing answers using evidence to substantiate findings;</li> <li>• Identifying weaknesses in historical accounts and arguments;</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the local library and find books related to the Vikings;</li> <li>• Watch Viking live at <a href="https://www.britishmuseum.org/vikings-live">https://www.britishmuseum.org/vikings-live</a></li> </ul> <p><b>Work to celebrate Black History will take place throughout the month of October, culminating in a special presentation assembly – which will take place on 24<sup>th</sup> October.</b></p>

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<b>Geography</b>	<p><b>Our topic in Geography is' What is life like in the Alps?'</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Locate the Alps on a world map, identify and label the eight countries they spread through;</li> <li>• Locate three physical and three human characteristics in the Alps;</li> <li>• Research and describe the physical and human features of Innsbruck;</li> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs;</li> <li>• Compare the human and physical geography of their local area and Innsbruck;</li> <li>• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to understand where they live in relation to the United Kingdom as a whole by helping them point to it on a map;</li> <li>• Help them to identify different cities and counties of the UK on a map;</li> <li>• Show them how to use an atlas', maps, globes and computer mapping including references, keys and symbols.</li> </ul>
<b>PE</b>	<p><b>Our PE units for this term will be as follows:</b></p> <p><b><i>We will be taking part in swimming lessons until October half term (on Wednesdays).</i></b></p> <p><b>Topic taught by the class teacher after October half term :</b></p> <ul style="list-style-type: none"> <li>• Hand/Eye Co-ordination Games.</li> </ul> <p>We will be developing the following key skills:</p> <ul style="list-style-type: none"> <li>• Throwing and catching individually, using stronger and weaker hand and one hand to the other, bouncing using both hands, balancing ball on racket, bouncing ball on racket, rolling and throwing in pairs, stopping, aiming games,</li> </ul> <p><b>Topic taught by Chris (our Sports Coach):</b></p> <ul style="list-style-type: none"> <li>• Invasion Games.</li> </ul> <p>We will be developing the following key skills:</p> <ul style="list-style-type: none"> <li>• Throwing, catching, running and jumping.</li> <li>• Attacking &amp; defensive principles, creativity.</li> </ul>	<p><b><u>Our swimming lesson will take place on a Wednesday and our PE lesson takes place on a Thursday.</u></b></p> <ul style="list-style-type: none"> <li>• Please ensure your child wears the correct PE kit to school on PE days; please note that this should include tracksuit bottoms in case of cold weather;</li> <li>• Encourage children to take part in regular sports and exercise activities.</li> </ul>

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<b>Computing</b>	<p><b>Our topics in Computing this term are:</b></p> <p><b>1. Computing Systems and Networks: Search Engines</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information;</li> <li>• Suggest that things online are not always true and recognise what to check for;</li> <li>• Explain why keywords are important and what TASK stands for, using these strategies to search effectively;</li> <li>• Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.</li> </ul> <p><b>2. Programming: Music</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Iterate ideas, testing and changing throughout the lesson. Explain what the basic commands do: 'play', 'sleep', '2.times do';</li> <li>• Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes;</li> <li>• Explain their scene in the story. Link musical concepts to their scene. Include a live loop and explain its function. Use samples effectively to enhance music;</li> <li>• Code a piece of music that combines a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise typing and keyboard skills.</li> </ul>
<b>Art and Design</b>	<p><b>Our topic in Art and Design is 'Architecture'.</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Sketch a house from first-hand or second-hand observation;</li> <li>• Use basic shapes to place key features and form the composition, measuring to work out proportions;</li> <li>• Notice small details to incorporate into the drawing by observing;</li> <li>• Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture;</li> <li>• Discuss Hundertwasser's work and recognise his style.</li> </ul>	<ul style="list-style-type: none"> <li>• Research the artist Friedensreich Hundertwasser.</li> </ul>

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<b>DT</b>	<p><b>Our topic in DT is 'Mechanical Systems: Pop-up books'.</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Produce a suitable plan for each page of their book.</li> <li>• Produce the structure of the book;</li> <li>• Assemble the components necessary for all their structures/mechanisms;</li> <li>• Hide the mechanical elements with more layers using spacers where needed;</li> <li>• Use a range of mechanisms and structures to illustrate their story and make it interactive for the users;</li> <li>• Use appropriate materials and captions to illustrate the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Lothar Meggendorfer.</li> </ul>
<b>French</b>	<p><b>Our topic in French is 'Au Café'.</b></p> <p>In this unit we will be learning:</p> <ul style="list-style-type: none"> <li>• The vocabulary for food and drink;</li> <li>• To use learnt vocabulary in short conversations;</li> <li>• To give opinions to choices of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Research names for food and drinks;</li> <li>• Use the vocabulary in conversation;</li> <li>• To practise using the new vocabulary in context for the topic.</li> </ul>
<b>Music</b>	<p><b>Our topic in Music is 'Living on a Prayer'.</b></p> <p>In this unit we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Perform a song;</li> <li>• Play a glockenspiel;</li> <li>• Improvise when playing;</li> <li>• Incorporate dynamics and pitch into a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a range of songs;</li> <li>• Think about the rhythm and beat.</li> </ul>

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<b>Wellbeing</b>	<p><b>In our Wellbeing classes, we will be covering the following key objectives:</b></p> <ul style="list-style-type: none"> <li>• To learn about ways of improving our health through daily habits such as sleep, hydration, breathing techniques and hygiene;</li> <li>• To show an awareness of our feelings and have strategies to deal with emotional difficulties;</li> <li>• To demonstrate a positive body image;</li> <li>• To show an awareness of mindfulness, and endeavour to be mindful in our daily lives;</li> <li>• To exude positivity and motivation;</li> <li>• To develop resilient attitudes and are tolerant of others.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak with your child about the four key areas of health and wellbeing: Healthy Movement, Healthy Eating, Healthy Habits and Healthy Thoughts.</li> </ul>

### **HOMEWORK IN KEY STAGE 2**

Homework will be provided on half-termly homework grids which will be uploaded to Google Classroom.

Additionally, all children in Key Stage 2 are expected to:

- Read daily (this can be a mixture of reading their reading book, library book or sharing a book together);
- Learn their weekly spellings (Spelling Shed can be used to help with this);
- Practise times table facts using Times Table Rockstars.