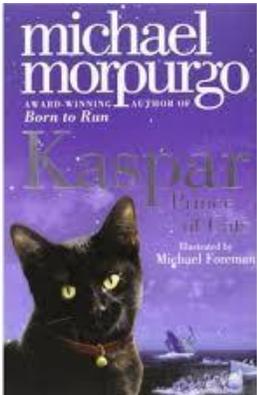




## St. Andrew's CE (VA) Junior School

### Year 5 Autumn 2 Curriculum Overview

#### Key learning this half term

Literacy	Maths	Religious Education																																																																																																																									
<p>This half term, we will be reading the text <b>Kaspar, the Prince of Cats by Michael Morpurgo</b></p>  <p>We will read and discuss the narrative focussing on inference and using our detective skills. We will look at how the author uses dialogue to move the story on. How he describes the characters and manages our feelings towards those characters. We will learn how to create cohesion across paragraphs using sentence openers and how to join sentences using conjunctions. We will explore characters, examine vocabulary, consider the effect on the reader and inference. We will research a non-</p>	<p>This half term, we will be learning about:</p> <p>We will continue to revise topics from Year 4 and being confident with our times tables through My Mini Maths and Arithmetic activities.</p> <p><b>Multiplication and Division</b></p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>x</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <th>1</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <th>2</th> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td>12</td> <td>14</td> <td>16</td> <td>18</td> <td>20</td> </tr> <tr> <th>3</th> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> <td>18</td> <td>21</td> <td>24</td> <td>27</td> <td>30</td> </tr> <tr> <th>4</th> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> <td>24</td> <td>28</td> <td>32</td> <td>36</td> <td>40</td> </tr> <tr> <th>5</th> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> <td>40</td> <td>45</td> <td>50</td> </tr> <tr> <th>6</th> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> <td>48</td> <td>54</td> <td>60</td> </tr> <tr> <th>7</th> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> <td>56</td> <td>63</td> <td>70</td> </tr> <tr> <th>8</th> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> <td>64</td> <td>72</td> <td>80</td> </tr> <tr> <th>9</th> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> <td>72</td> <td>81</td> <td>90</td> </tr> <tr> <th>10</th> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (i.e. rounding up or down)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples,</li> </ul>	x	1	2	3	4	5	6	7	8	9	10	1	1	2	3	4	5	6	7	8	9	10	2	2	4	6	8	10	12	14	16	18	20	3	3	6	9	12	15	18	21	24	27	30	4	4	8	12	16	20	24	28	32	36	40	5	5	10	15	20	25	30	35	40	45	50	6	6	12	18	24	30	36	42	48	54	60	7	7	14	21	28	35	42	49	56	63	70	8	8	16	24	32	40	48	56	64	72	80	9	9	18	27	36	45	54	63	72	81	90	10	10	20	30	40	50	60	70	80	90	100	<p>We will be asking the question, <b>How can following God bring freedom and justice?</b></p> <p><b>Making sense of belief:</b> We will look at connections between the story of Moses and the concepts of freedom and salvation. We will aim to make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• The idea that many Christian people see Jesus as bringing a new covenant — a new relationship with God.</li> <li>• Discuss what might happen in a set of scenarios if the commandments were followed but not fully</li> <li>• Choose a Christian charity that seeks to bring freedom and justice.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Look at the ten commandments, can you work out what some people must have been doing, if the People of God had to be given that command.</li> <li>• Why do Christians (and Jewish people) argue that the Ten</li> </ul>
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chronological report about the Titanic and find out the difference between fact and opinion. We will write a diary entry, a news report, setting and character descriptions and look at story writing.

**Grammar:** Pronouns, antonyms and synonyms, speech punctuation, fronted adverbials, modal verbs, coordinating and subordinating conjunctions.

**Spelling patterns:** ough sounds, silent letters, able, ible, ably and ibly endings.

squares and cubes

- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates – (e.g. miles per hour; eggs in a recipe)

Commandments are still important today?

- Which of the Commandments would be hardest for a Christian to keep?
- Is it possible to keep all ten, always?
- Can you weigh up which commandments would have most impact on the world, if everyone followed them?

PUPILS WILL KNOW THAT:

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.



## St. Andrew's CE (VA) Junior School

### Year 5 Autumn 2 Curriculum Overview

#### We are also studying:

Science	Geography	PSHE	French	DT
<p>We will be learning about <b>Earth &amp; Space</b></p> <p>We will look at when and how the Universe was created, the characteristics of the planets in our solar system, why we have night and day and the seasons, the phases of the Moon and we will learn about some of the astronomers that investigated our solar system.</p>  <p>PUPILS WILL KNOW HOW TO:</p>	<p>We will be looking at <b>Climate Change</b></p> <p>We will find out what climate change is, why it is happening and how we can make a difference.</p> <p>We will look at the effects on our planet through greenhouse gases, our carbon footprint, fossil fuels and plastic pollution.</p>  <p>PUPILS WILL KNOW:</p>	<p>We will focus on <b>Relationships</b></p> <p>We will look at how the pandemic has affected us all. We will address and discuss the 5 losses that we have all suffered: routine, structure, friendship, opportunity and freedom.</p> <p>We will think about both the positive and the negative factors. We intend to re-establish relationships and school as a safe place.</p> <p>In addition, we will look at how to build resilience, understand and deal with our emotions, understand change and stress.</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> <li>• how to deal with and overcome the loss of</li> </ul>	<p>We will start with simple calculations based on the five times table, which leads into learning how to ask for and give the time.</p> <p>We will also extend our food and drink vocabulary. We will learn how to say when mealtimes are and what we usually have. We will learn how to give our own opinions of different food and drink and complete a simple food / drink diary in French.</p>  <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> <li>• Classroom language</li> </ul>	<p>We will be having DT week from Monday 7<sup>th</sup> December.</p> <p>The focus will be Textiles and Y5 will make a pair of slippers to fit their own feet.</p> <p>We will look at the choice of material, felt, and why felt is suitable for our product. We will learn how to sew our slippers using a straight, running and overlocking stitch. Everyone will follow the same pattern to make the slippers but can personalise them through choice of colour and decoration. At the end, we will evaluate how our product is constructed and finished.</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>• What is climate change and why it is happening</li> <li>• Discuss why climate change is putting more pressure on rivers and oceans (Plastic Pollution)</li> <li>• Know that plastic pollution is contributing to climate change</li> <li>• Discuss use of single use plastics and how society is tackling this issue</li> <li>• Discuss the importance of recycling</li> <li>• Know about notable campaigners such as Greenpeace, Greta Thunburg and David Attenborough</li> </ul>	<p>friendship, freedom and social interaction</p> <ul style="list-style-type: none"> <li>• the difficulties that we have encountered including mood swings, boredom and loss of sleep</li> <li>• how to handle anxiety, trauma and sometimes bereavement</li> <li>• To understand a variety of emotions and what can cause them.</li> <li>• To extend their vocabulary to describe their feelings to others.</li> <li>• To consider who could help when emotions become overwhelming.</li> <li>• To understand what stress is and how it can feel</li> <li>• To think of ways to cope with stress.</li> </ul>	<ul style="list-style-type: none"> <li>• To revise and extend knowledge of the numbers needed to tell the time</li> <li>• To learn how to ask for and give the time (hour, half and quarter)</li> <li>• To consolidate and extend the ability to ask for / give the time</li> <li>• To say 'at ... o'clock.</li> <li>• To describe what you usually have for breakfast.</li> <li>• To learn how to communicate likes and dislikes.</li> </ul>	 <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> <li>• Will be confident with straight and overlocking stitches</li> <li>• Will know how to take measurements to make their product fit</li> <li>• Will know how to decorate and add embellishment</li> <li>• Will evaluate their product against the design criteria and shop-bought products</li> </ul>
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## St. Andrew's CE (VA) Junior School

### Year 5 Autumn 2 Curriculum Overview

PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will practise and develop our hand-eye co-ordination through completing a series of throwing and catching activities.</p> <p>Development of ball skills, agility and reaction time will be used in a team game of bench ball.</p> <p>GER: Tuesdays FRA: Wednesdays</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Why we need to warm up and cool down.</li> <li>• Demonstrate the correct technique to throw and catch.</li> <li>• Use different types of passes in game scenarios.</li> <li>• How to control the ball and add power when passing.</li> <li>• Identify strengths and areas to improve in performance.</li> </ul>	<p>We will be studying the topic <b>We are Game Developers</b></p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• create original artwork</li> <li>• sound for a game design</li> <li>• create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>• detect and correct errors in their computer game</li> <li>• use iterative development techniques (making and testing a series of small changes) to improve their game.</li> </ul>	<p>During whole school worship, we will be focusing on <b>Mutual Respect and Tolerance</b>.</p> <p>We will be thinking about equality and diversity and what we do in our school to support this. We will take this further by thinking about what we can bring to the wider community to improve mutual respect and tolerance in the local area.</p>	<p>Each half term, the whole school concentrates on a Christian value. This is through whole school worship, class assemblies and self-reflection.</p> <p>This half term, we will be thinking about <b>Friendship</b></p> <p>We will explore the concept of friendship through reflection, discussion and drama. This half term, our Christian Value will be closely linked with our focus on relationships in PSHE.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Orbit</b> <b>Heliocentric</b> <b>Geocentric</b> <b>Astronomer</b> <b>Phases</b> <b>Solar system</b> <b>Seasons</b> <b>Climate Change</b> <b>Carbon footprint</b> <b>Food miles</b> <b>Greenhouse gases</b> <b>Protest</b> <b>Atmosphere</b> <b>Temperature</b> <b>Carbon Dioxide</b> <b>Fossil fuels</b></p>