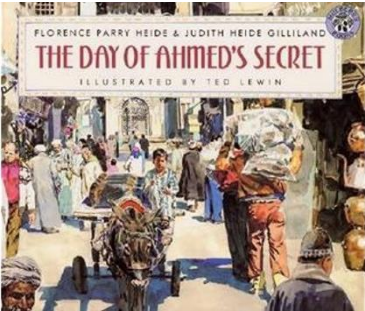


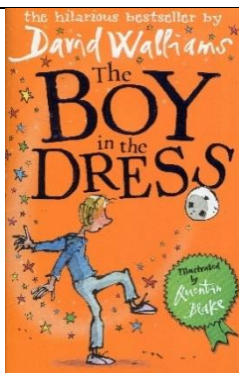


## St. Andrew's CE (VA) Junior School

### Year 5 Autumn 1 Curriculum Overview 2021-22

#### Key learning this half term

Literacy	Maths	Religious Education
<p>This half term, we will be reading the text <b>The Day of Ahmed's Secret</b> by F Parry Heide &amp; J Heide Guiland</p>  <p>It is an Egyptian folk tale and will support our History topic, The Ancient Egyptians. We will learn how to write in the first and third person, how to use pronouns and use descriptive writing.</p> <p>We will then read <b>The Boy in the Dress</b> by David Walliams.</p>	<p>This half term, we will be learning about:</p> <p>We will focus on revising topics from Year 4 and being confident with our times tables through My Mini Maths and Arithmetic activities.</p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>Read, write, order and compare numbers to at least 1,000,000</li> <li>Determine the value of each digit in numbers up to 1,000,000</li> <li>Read and write numbers up to 1,000,000</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</li> <li>Round any whole number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman</li> </ul>	<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</li> </ul>



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 and the difference between fact and opinion.

We will focus on speaking and listening skills through drama techniques and writing play scripts.

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

**Spelling patterns:** Revise learning from Year 4. High Frequency words. 'Ough' sounds.

numerals



#### Addition and Subtraction

- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

have been doing, if the People of God had to be given that command.

- Why do Christians (and Jewish people) argue that the Ten 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.



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#### We are also studying:

Science	History	PSHE	Music	Art & DT
<p>We will be learning about <b>Properties of Materials</b></p> <p>We will look at the properties of materials and how materials change state. We will look at how materials react during a chemical reaction and sort materials using a number of different resources.</p> <p>To build upon our learning from Y4, we will recap on the water cycle and develop our understanding of how materials change state.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their</li> </ul>	<p>We will be looking at <b>Ancient Egypt</b></p> <p>We will look at Ancient Egyptian civilisations; including pyramid building, Pharaohs, hieroglyphics, the River Nile, mummification and the food that they ate.</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. 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>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>how life has changed</li> <li>how to reduce the feeling of threat</li> <li>how to deal with and overcome the loss of</li> </ul>	<p>We will learn about the sound of popular rock through the song <b>Livin' on a Prayer by Bon Jovi</b></p>  <p>PUPILS WILL KNOW THAT: Warm up Games, starting with the Bronze challenge and moving onto Silver and Gold.</p> <p>Clap, sing and play instruments through the Copy Back activities.</p>	<p>We will learn about the technique of <b>Drawing Skills</b></p> <p>We will learn how to use different grades of pencils and charcoal to create a variety of lines and tones. We will look at works by Vincent Van Gogh and Alexander Cozens and discuss the techniques that they used. We will use and develop these skills to draw still life objects.</p>  <p>PUPILS WILL KNOW:</p>

<p>hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new</li> </ul>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Understand when in time the Ancient Egyptians lived</li> <li>• Egypt is a country in what is present day Africa</li> <li>• The civilisation known as Ancient Egypt ended when the Romans invaded</li> <li>• The rulers of Egypt were known as pharaohs</li> <li>• The Egyptians built the pyramids as tombs for pharaohs and important people</li> <li>• The Egyptian civilisation grew up around the Nile as it was a source of water and fertile land suitable for agriculture</li> <li>• They believed in an afterlife and took great care of their dead, including mummification and elaborate tombs e.g the pyramids</li> <li>• The Egyptians were polytheists and believed in many</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> </ul>	<p>Compose and improvise.</p> <p>Vocal warm ups and how to sing the song.</p>	<ul style="list-style-type: none"> <li>• how to create a variety of different lines</li> <li>• become more confident at handling the different grades of pencil</li> <li>• how to use line to create tone</li> <li>• to be aware of the differences between mediums</li> </ul>
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<p>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>	<p>gods e.g Ra</p> <ul style="list-style-type: none"> <li>The Egyptians were very clever and had many inventions and achievements</li> </ul>			
<b>PE</b>	<b>ICT</b>	<b>British Values</b>	<b>Christian Value</b>	<b>Key vocabulary</b>
<p>We will practise and develop our hand-eye co-ordination through completing a series of throwing and catching activities. Development of ball skills, agility and reaction time will be used in a team game of bench ball.</p> <p>GER: Tuesdays and Thursdays (Swimming) FRA: Tuesdays (Swimming) and Fridays</p> <p>PUPILS WILL KNOW THAT:</p>	<p><b>Year 5 Introduction to using ICT/Computing in school</b></p> <ul style="list-style-type: none"> <li>Logging on safely</li> <li>Basic file management (saving and naming files)</li> <li>Finding the right programme</li> <li>Using the Internet and WWW safely</li> <li>Using search effectively</li> <li>E-Safety</li> </ul> <p>We will be studying the topic <b>Architects and Bloggers</b></p>	<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>Wisdom</b></p> <p>We will explore the concept of wisdom through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Egyptians Ancient Pharaoh Pyramid Civilisations Myths Opaque Brittle Transparent Translucent Flexible Absorbent Synthetic Rigid Insulator Conductor</b></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>In this unit, we will research examples of housing architecture and materials before using SketchUp to create our own 3D example of a house.</p> <p>Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond school. We will also research land for sale appropriate to our project.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• understand the work of architects, designers and engineers.</li> <li>• design my own house using scaled measurements, materials and textures</li> <li>• develop an understanding of using a 3D CAD program to make the house I have designed on paper.</li> </ul>			<p><b>Condensation</b>  <b>Evaporation</b>  <b>Precipitation</b></p>
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	<ul style="list-style-type: none"><li>• open, edit and save a SketchUp project.</li><li>• write blog posts to support my house design project.</li><li>• safely research house types, materials and land for sale.</li><li>• use cut, copy and paste to enhance and improve my house design.</li><li>• present my house project as a completed set of materials.</li></ul>			
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