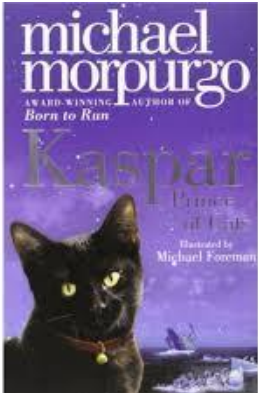




St. Andrew's CE (VA) Junior School

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 Kaspar, the Prince of Cats by Michael Morpurgo</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 and 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.</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>Multiplication and Division</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"> 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 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) 	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, How can following God bring freedom and justice?</p> <p>Making sense of belief: 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>Understanding the impact:</p> <ul style="list-style-type: none"> The idea that many Christian people see Jesus as bringing a new covenant — a new relationship with God. Discuss what might happen in a set of scenarios if the commandments were followed but not fully Choose a Christian charity that seeks to bring freedom and justice. <p>Making connections:</p> <ul style="list-style-type: none"> Look at the ten commandments, can you work out what some people must
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We will explore characters, examine vocabulary, consider the effect on the reader and inference. We will research a non-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: plurals, apostrophes for contraction and possession and hyphens.

- Solve problems involving multiplication and division including using their knowledge of factors and multiples, 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)

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	Geography	PSHE	French	DT
<p>We will be learning about Earth & Space</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>We will be looking at Climate Change</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>We will focus on Celebrating Difference</p> <p>We will look at different cultures, racism, rumours and name calling, bullying and the value of money.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • understand that cultural differences sometimes cause conflict • I am aware of my own culture • understand what racism is • I am aware of my attitude towards people from different races • understand how rumour-spreading and name-calling can be bullying behaviours 	<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>We will be having DT week from Monday 29th November.</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>

<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> What is climate change and why it is happening Discuss why climate change is putting more pressure on rivers and oceans (Plastic Pollution) Know that plastic pollution is contributing to climate change Discuss use of single use plastics and how society is tackling this issue Discuss the importance of recycling Know about notable campaigners such as Greenpeace, Greta Thunburg and David Attenborough 	<ul style="list-style-type: none"> I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I can explain the difference between direct and indirect types of bullying know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth I can understand a different culture from my own 	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Classroom language To revise and extend knowledge of the numbers needed to tell the time To learn how to ask for and give the time (hour, half and quarter) To consolidate and extend the ability to ask for / give the time To say 'at ... o'clock. To describe what you usually have for breakfast. To learn how to communicate likes and dislikes. <p>Year 5 will present the Nativity in French at this year's Christmas Carol Service.</p>	 <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Will be confident with straight and over- locking stitches Will know how to take measurements to make their product fit Will know how to decorate and add embellishment Will evaluate their product against the design criteria and shop-bought products
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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 & (Swimming) Thursdays FRA: Tuesday (Swimming) & Fridays</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Why we need to warm up and cool down. • Demonstrate the correct technique to throw and catch. • Use different types of passes in game scenarios. 	<p>We will be studying the topic Architects and Bloggers</p> <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>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • understand the work of architects, designers and engineers. • design my own 	<p>During whole school worship, we will be focusing on Mutual Respect and Tolerance.</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 Endurance</p> <p>We will explore the concept of endurance through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p>Orbit Heliocentric Geocentric Astronomer Phases Solar system Seasons Climate Change Carbon footprint Food miles Greenhouse gases Protest Atmosphere Temperature Carbon Dioxide Fossil fuels</p>

<ul style="list-style-type: none">• How to control the ball and add power when passing.• Identify strengths and areas to improve in performance.	<p>house using scaled measurements, materials and textures</p> <ul style="list-style-type: none">• develop an understanding of using a 3D CAD program to make the house I have designed on paper.• open, edit and save a SketchUp project.• write blog posts to support my house design project.• safely research house types, materials and land for sale.• use cut, copy and paste to enhance and improve my house design.• present my house project as a completed set of materials.			
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