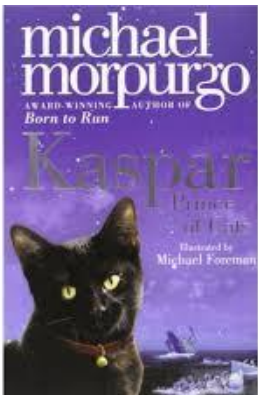




St. Andrew's CE (VA) Junior School

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> <div></div> <p>We will read and discuss the narrative focussing on inference and using our detective skills.</p> <p>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.</p> <p>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>Multiplication and Division</p> <div><table><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><tr><td>1</td><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><td>2</td><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><td>3</td><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><td>4</td><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><td>5</td><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><td>6</td><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><td>7</td><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><td>8</td><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><td>9</td><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><td>10</td><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></table></div> <ul style="list-style-type: none">Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubesSolve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals signSolve problems involving multiplication and division by 10, 100 and 1000.	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, Was Jesus the Messiah?</p> <p>Making sense of belief:</p> <p>Joseph and Mary would have been familiar with the prophecies about the Messiah.</p> <p>Pupils in the role of investigative journalists question Mary and Joseph about the events: How do they feel? What might this mean? Does anything scare them? Do they feel privileged? Do they think their son was the Messiah? Why?</p> <p>What is the evidence to suggest that Jesus was the Messiah.</p> <p>Understanding the impact:</p> <p>For Christians, Christmas is a time of celebration of the arrival of the Messiah. Many Christians argue that Christmas has lost its real meaning — Jesus is lost in the tinsel, turkey and TV. The Christian Church use Advent as a time of preparation for the arrival of Jesus.</p> <p>Making connections:</p> <ul style="list-style-type: none">Why do Christians believe Jesus was the Messiah?
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																																																																																																																	

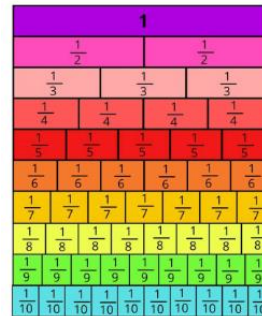
We will explore characters, examine vocabulary, consider the effect on the reader and inference. We will research a non-chronological report about the Titanic and find out the difference between fact and opinion. We will write a diary entry, a news report, setting and character descriptions and look 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.

Fractions

Fractions Wall



- Finding and recognising equivalent fractions
- Converting between improper fractions and mixed numbers
- Comparing and ordering fractions less than and greater than 1
- Adding and subtracting fractions with the same denominator, different denominators and mixed numbers.

- Recall the 'big story' of the Bible, and why the People of God needed a rescuer.
- Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one?
- Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say?

PUPILS WILL KNOW THAT:




- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour.




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 Earth & Space</p> <p>We will look at when and how the Universe was created, the characteristics of the planets in our solar system and why we have night and day. We will also look at 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. PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> cultural differences exist and understand that sometimes they 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 	<p>Our French unit this term is 'Describing Me and Others'.</p> <p>Children will learn about silent final consonants to improve their pronunciation. They will also learn to ask questions and talk about dates, birthdays and places.</p>  <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> Classroom language How to use the verb 'etre' for I am, she is etc 	<p>We will be having DT week from Monday 21st 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 which will be felt and why this 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 BE ABLE TO:</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:</p> <ul style="list-style-type: none"> • Know what climate change is 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 	<p>behaviours</p> <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 	<ul style="list-style-type: none"> • How to say dates and birthdays • How to describe people • How to describe family members. <p>Year 5 will present the Nativity in French at this year's Christmas Carol Service.</p>	 <p>PUPILS WILL:</p> <ul style="list-style-type: none"> • Be confident with straight and over- locking stitches • Know how to take measurements to make their product fit • Know how to decorate and add embellishment • Evaluate their product against the design criteria and shop-bought products
--	--	--	--	---



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: Swimming Wednesday, PE Friday FRA: Swimming Monday, PE Wednesday</p> <p>PUPILS WILL KNOW:</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:</p> <ul style="list-style-type: none"> • understand the work of architects, designers and engineers. • design my own 	<p>from my own</p> <p>British Values</p> <p>During whole school worship, we will be focusing on Democracy.</p> <p>We will be thinking about democracy in school and what we do in our school to support this.</p> <p>We will take this further by looking at democracy in the news, through the use of child friendly news content such as Newsround and First News.</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 Hope.</p> <p>We will explore the concept of hope 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. 			
--	---	--	--	--