




St. Andrew's CE (VA) Junior School

Year 5 Autumn 1 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education
<p>In the first week of term, we will read Secrets of a Sun King by Emma Carroll</p>  <p>Our focus will be on diary entries in the role of the characters from the book and writing to inform. Pupils will research information presented in the book in more detail, writing fact-files about Tutankhamun and The Valley of the Kings.</p> <p>Grammar: Pronouns, antonyms and synonyms, speech punctuation, modal verbs, coordinating and subordinating conjunctions.</p> <p>Spelling patterns: Revise learning from Year 4. Adjectives: words ending -ious, -cious and -tious Words ending -cial and -tial.</p>	<p>This half term, we will be learning about place value.</p> <p>We will focus on reading and writing numbers up to 1,000,000 and adding and subtracting using formal written methods.</p> <p>Each week, the children will practice their arithmetic skills and record their scores in their planners.</p> <p>Place Value</p> <ul style="list-style-type: none">Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000Read, write, order and compare numbers to at least 1,000,000Determine the value of each digit in numbers up to 1,000,000Read and write numbers up to 1,000,000Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zeroRound any whole number up to	<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 fullyChoose 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 have

1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000

- Read Roman numerals to 1000 (M) and recognise years written in Roman 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

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:

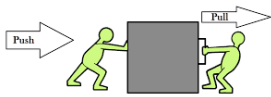




- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply 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.



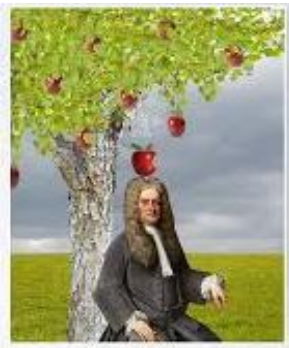
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We are also studying:

Science	History	PSHE	Music	Art & DT
<p>We will be learning about Forces</p> <p>We will find out about gravity, air resistance, water resistance and friction. We will develop our understanding of balanced and unbalanced forces and their effects and investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth 	<p>We will be looking at Ancient Egypt</p> <p>First, we will look at the four ancient civilisations and identify what they had in common. Then, we have a depth focus on Ancient Egypt. We will learn about pyramid building, Pharaohs, hieroglyphics, the River Nile, mummification and the food that they ate.</p> 	<p>We will focus on Being me in my world using the Jigsaw PSHE scheme.</p>  <p>PUPILS WILL LEARN:</p> <ul style="list-style-type: none"> How to help others feel welcome How to face new challenges positively and set goals Ways to make our school community a better place Think about everyone's right to learn Learn about rights and responsibilities as a citizen of Britain 	<p>Musical focus: Sea shanties, beat, rhythm, chords, bass and dot notation.</p> <p>Pieces: <i>What shall we do with the drunken sailor?</i></p>  <p>PUPILS WILL LEARN:</p> <ul style="list-style-type: none"> How to sing a sea shanty expressively and with a strong beat. Learn a cup 	<p>We will learn about the technique of Drawing Skills</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>

- because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
 - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
 - know about Sir Isaac Newton



PUPILS WILL KNOW THAT:

- Understand when in time the Ancient Egyptians lived
- Egypt is a country in what is present day Africa
- The civilisation known as Ancient Egypt ended when the Romans invaded
- The rulers of Egypt were known as pharaohs
- The Egyptians built the pyramids as tombs for pharaohs and important people
- The Egyptian civilisation grew up around the Nile as it was a source of water and fertile land suitable for agriculture
- They believed in an afterlife and took great care of their dead, including mummification and elaborate tombs

- Care about other people's feelings
- Make choices about behaviour and understand rewards and consequences
- Work well with others by understanding how an individual's behaviour can impact on a group
- Understand how democracy and having a voice benefits school

- rhythm game, keeping to the beat of the song.
- How to make a video recording of themselves singing.
 - Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.
 - Create accompaniments with bass notes and chords.
 - Rehearse and perform *What shall we do with the drunken sailor?*

THAT:

- will be able to create a variety of different lines
- will become more confident at handling the different grades of pencil
- will be able to use line to create tone
- will be aware of the differences between mediums



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	<p>e.g the pyramids</p> <ul style="list-style-type: none"> The Egyptians were polytheists and believed in many gods e.g Ra The Egyptians were very clever and had many inventions and achievements 			
PE	ICT	British Values	Christian Value	Key vocabulary
<p>This term we will be focusing on the team sports of Cricket and Volleyball.</p> <p>We will be focusing on developing the skills of Teamwork, Communication and Sportsmanship.</p> <p>PE DAYS: Germany: Monday and Thursday France: Monday and Thursday</p> <p>PUPILS WILL KNOW</p>	<p>Year 5 Data and Information</p> <ul style="list-style-type: none"> Learning about Flat File Databases <p>Pupils will make links with Egyptian topic – make a database about Egyptian Gods.</p>	<p>During whole school worship, we will be focusing on Mutual Respect.</p> <p>We will be thinking about what mutual respect is and why it is necessary.</p> <p>We will link this to how we use mutual respect in school, for example through our golden rules.</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 Wisdom.</p> <p>We will explore the concept of compassion through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p>Egyptians Ancient Pharaoh Pyramid Civilisations Myths force air resistance streamline gravity architect</p>

THAT: <ul style="list-style-type: none">• Why we need to warm up and cool down.• Demonstrate social skills and team work.• Use different types of passes in game scenarios.• How to control the ball and add power when passing.• Identify strengths and areas to improve in performance.				
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