

# Trafalgar Junior School - Year 5 Curriculum Information – Autumn Term 1 2022

| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Other curriculum areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Reading:</b><br/>We will be developing reading fluency and expression, comprehension, inference and deduction skills and backing up opinions with evidence from a variety of high-quality text styles. Much of our learning will be based around the following texts: <i>The Man Who Walked Between the Towers</i> (fiction), <i>Rain Player</i> (fiction), <i>Maya History in Infographics</i> (non-fiction).</p> <p>These skills are developed further by weekly guided reading sessions, where children are supported in smaller groups with their teacher. Children are expected to read at home daily and parents are encouraged to hear their children and discuss what has been read, signing their child's reading records. Through the above, we aim to develop each child's love of reading, whilst exposing them to a range of reading genres.</p> | <p>Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.</p> <p>Children are also expected to continue to develop their recall and application of number bonds and times tables (up to x12). Half-termly maths challenges and regular times table practice using Times Tables Rock Stars are used to reinforce maths fluency.</p> <p>This half term, in year 5, children will cover:</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.</p> <p>Children will also explore the following:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Art and design:</b><br/><b>Formal elements of art: Cityscapes</b></p> <ul style="list-style-type: none"> <li>Explore concepts of perspective, scale and proportion</li> <li>Develop sketching techniques</li> <li>Introduction to watercolour techniques and using ink pens</li> <li>Key Artist - Stephen Wiltshire</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Continue to develop and embed online safety skills, including logging on and off, safe searching, sharing information and how to identify a reliable website.</li> <li>Use search engines and navigate websites to search for information about the history of the Maya civilisation</li> <li>Explore features of PowerPoint including adding hyperlinks</li> </ul> <p><b>History: Maya civilisation</b></p> <ul style="list-style-type: none"> <li>Discover what Maya life was like around 900AD at the height of the civilisation</li> <li>Explore why the Maya civilisation became so important.</li> <li>Compare the Maya people with Anglo-Saxons and Vikings - another civilisation living in the world at that time</li> <li>Investigate what caused the decline of the civilisation</li> </ul> <p><b>Music:</b><br/><b>A stone-cold classic</b></p> <ul style="list-style-type: none"> <li>Focus: melody, lyrics, improvisation and notation</li> </ul> <p><b>Physical Education (PE):</b></p> <ul style="list-style-type: none"> <li>Focus: invasion games - hockey, tag rugby, football, basketball</li> </ul> <p><b>PSHE:</b><br/><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul> <p><b>Religion and Worldviews (RW):</b><br/><b>Whose job is it to help?</b></p> <ul style="list-style-type: none"> <li>Focus on empathy, making a fairer world and how we can help.</li> <li>Focus on Christian Aid, Islamic Relief, Children in Need and Fair trade</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>Cardinal and ordinal numbers</li> <li>Telling the time</li> <li>Completing a food diary and comparing eating habits</li> </ul> |
| <p><b>Writing:</b><br/>Our writing curriculum will focus on:</p> <ul style="list-style-type: none"> <li>Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres</li> <li>Planning, drafting, writing, evaluating and editing</li> <li>Writing legibly, fluently, with increasing speed</li> </ul> <p>Main writing outcomes include:</p> <ul style="list-style-type: none"> <li><b>Fiction:</b> narrative account based on text: The Man Who Walked Between Towers; diary entry using emotive language; report using adverbials of time</li> <li><b>Non-fiction:</b> analytical writing of Maya life</li> </ul>                                                                                                                                                                                                   | <p><b>Place value:</b></p> <ul style="list-style-type: none"> <li>Representing, rounding, ordering and comparing numbers to one million</li> <li>Negative numbers</li> <li>Roman numerals</li> </ul> <p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>Mental methods of calculation</li> <li>Written methods of calculation</li> <li>Inverse operations</li> <li>Rounding to check</li> <li>Finding Missing numbers</li> <li>Solving multi-step problems using addition and subtraction</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>Identifying multiples</li> <li>Finding factor pairs of a number and common factors of two numbers</li> <li>Knowing and using the vocabulary of prime numbers, prime factors and composite numbers</li> <li>Recognising and using square and cube numbers</li> </ul> | <p><b>Materials and their properties (chemistry): Changes of materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <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 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</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Grammar and punctuation:</b><br/><b>Spelling Shed's SPAG</b> scheme is used to support learning in school and at home, with specific focus for the year on the following:</p> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>Modal verb</li> <li>Clauses and phrases</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph</li> <li>Linking ideas across paragraphs using adverbials of time, place and tense choice</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Brackets, dashes</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Spelling:</b><br/>Children are taught spelling through the Spelling Shed scheme, with on-line home learning tasks being given weekly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>What parents can do at home to help:</b></p> <ul style="list-style-type: none"> <li>Check your child completes the weekly <b>home learning</b> tasks set by the class teacher.</li> <li>Listen to your child <b>read daily</b> and update their Reading Record.</li> <li>Remind your child to learn and practise their <b>spellings</b> regularly and to use Spelling Shed's on-line games to help practise tricky words too.</li> <li>Look out for the half-termly <b>maths</b> challenges and practise those skills regularly too.</li> <li>Help develop your child's fluency in their <b>times tables</b> up to 12x and associated division facts). Use Times Tables Rock Stars regularly for support.</li> </ul>                                                                                                                                          | <p><b>Links to support learning and wellbeing:</b><br/>Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact <a href="mailto:ICT@trafalgarfederation.org.uk">ICT@trafalgarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalgarfederation.org.uk">classname@trafalgarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li><b>E-school:</b> J2e; <b>Maths:</b> Times Tables Rock Stars; <b>English:</b> Spelling Shed</li> <li><b>General:</b> BBC Bitesize; <b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Trips, visits and dates for your diary:</b></p> <ul style="list-style-type: none"> <li><b>Autumn term:</b> Monday 5<sup>th</sup> September – Friday 16<sup>th</sup> December 2022</li> <li><b>Parents' Evenings:</b> Tuesday 18<sup>th</sup> to Thursday 20<sup>th</sup> October 2022</li> <li><b>Half term:</b> Monday 24<sup>th</sup> October – Friday 28<sup>th</sup> October</li> <li><b>INSET day:</b> Monday 31<sup>st</sup> October 2022</li> <li><b>N.B.</b> School starts after half term: Tuesday 1<sup>st</sup> November</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |