

## Year 5 Curriculum Information – Autumn Term 2 2023

| English   | Maths   | Science   | Other curriculum areas   |
|---|---|---|--|
| <p><b>Reading:</b><br/>Reading is taught through daily reading opportunities: reading within English and other subject lessons; story-time and whole class reading lessons. These follow a regular sequence using the same passage of text over a week, enabling regular opportunities to hear, echo and practise fluent reading. Focus areas include decoding, prosody (reading with expression) and comprehension.</p> <p>Children will read an exciting range of fiction, non-fiction and poetry this term, including <b>Shackleton’s Journey</b> (fiction); and <b>Digital Poet</b> and <b>Picture a Poet</b> (poetry).</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 times tables (up to x12). Key instant recall facts (KIRFS) and times table challenges 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>Computing:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Scratch</li> <li>• Developing existing coding skills and learning how to transfer them from 1 platform to another</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>• Fiction: Diary writing/letter writing</li> <li>• Non-fiction: Historical recount of Shackleton’s journey</li> <li>• Poetry: Reading and writing different styles of poetry</li> </ul>   | <p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"> <li>• Multiplying and dividing numbers by 10, 100 and 1000 (and by multiples of 10, 100 and 1000)</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Identifying equivalent fractions</li> <li>• Identifying and writing fractions greater than 1</li> <li>• Converting mixed numbers to improper fractions and vice versa</li> <li>• Comparing and ordering fractions including improper fractions and mixed numbers</li> <li>• Adding and subtracting fractions and mixed 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>Design and technology:</b></p> <ul style="list-style-type: none"> <li>• Planning, designing, making and evaluating soup recipes</li> </ul> <p><b>Geography – Mountains, volcanoes and earthquakes:</b></p> <ul style="list-style-type: none"> <li>• Understanding how mountains and volcanoes are formed and why earthquakes happen</li> <li>• Describing key features of mountains and volcanoes</li> <li>• Understanding the impact of volcanoes and earthquakes on people and on the landscape</li> </ul> <p><b>Music:</b><br/><b>Deck the halls:</b></p> <ul style="list-style-type: none"> <li>• Focus: listening and composing</li> <li>• Introduction to the Ukelele</li> </ul> <p><b>Physical Education (PE):</b></p> <ul style="list-style-type: none"> <li>• Focus: invasion games - hockey, tag rugby, football<br/>Indoor PE: basketball</li> </ul> <p><b>PSHE:</b><br/><b>Celebrating Difference:</b></p> <ul style="list-style-type: none"> <li>• Respect for similarity and difference</li> <li>• Anti-bullying and being unique</li> </ul> <p><b>Religion and Worldviews (RW):</b></p> <ul style="list-style-type: none"> <li>• Looking at how the work of different charities affects people around the world</li> <li>• Fairtrade</li> <li>• Children in Need</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>• conjunctions</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>• Commas in a list</li> <li>• Apostrophes for possession</li> <li>• Apostrophes for omission</li> </ul>                                     |   |   | <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>• The pets: the pupils should name at least 5 pets</li> <li>• I have, I don’t have</li> <li>• Move from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular verb usage, so they are able to say what pet is called and use conjunctions (and, but)</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.<br/>Homophones</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 half-termly <b>key instant recall facts</b> (KIRFS) and practise regularly.</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; <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>INSET day:</b> Monday 30<sup>th</sup> October 2023</li> <li>• <b>N.B.</b> School starts after half term on Tuesday 31<sup>st</sup> October 2023</li> <li>• <b>End of autumn term:</b> Thursday 21<sup>st</sup> December 2023</li> <li>• <b>Start of spring term:</b> Tuesday 9<sup>th</sup> January 2024</li> </ul>  |