




Learning Outline

Year 5: Autumn Term 2024-25

English	<p>Key Reading Texts: Comic by Frank Cottrell Boyce Who Let the Gods Out? by Maz Evans</p> <p>Focusing on being able to:</p> <ul style="list-style-type: none">• Give/explain the meaning of words in context• Retrieve and record information/identify key details from fiction and non-fiction• Distinguish between statements of fact and opinion• Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Predict what might happen from details stated and implied• Identify how language, structure and presentation contribute to meaning• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Make comparisons within and across books <p>Key Writing Stimulus texts and outcomes: Where Once We Stood - narrative and report Farther - Letter</p>
Maths	<p>Place value with 6-digit numbers At the start of this unit we will expand our understanding of Roman Numerals to 1000 (M) before turning our attention to working with numbers unto and including 1,000,000. With place value secured we will then use this knowledge to apply to partitioning, rounding, comparing and ordering numbers.</p> <p>Adding and subtracting 5-digit numbers Building on previous learning we will examine the most efficient methods to calculate large numbers. These will include mental and formal written methods. We will make estimates before calculations and use the inverse operation to check answers and apply our understanding of these methods to tackle problems that involve multi-step calculations.</p> <p>Multiplication and division Children will explore the effect on the digits when multiplying and dividing numbers by 10, 100, 1000. Children use their knowledge of their tables to develop their understanding of multiples, factors and common factors and investigate how to identify prime, square and cube numbers based on their properties.</p> <p>Fractions In this unit we will find equivalent fractions by simplifying and expanding and uses these skills to compare, order, add and subtract fractions with different denominators. We will learn to convert between mixed numbers and improper fractions.</p>
Science	<p>Earth and space In this unit we will examine our place on Earth in relation to the Sun, our moon and the solar system in which we reside. Across our learning we will look at the shape and size of the planets in our solar system and how the orbits and rotation of the Earth combine to give us our calendar year, seasons, days and the appearance of the moon based on its position relative to the Earth and the Sun.</p>

	<p>Forces</p> <p>We will identify that forces come in many different forms including a pull or push force. Through looking at the forces of gravity, magnetism, friction, air and water resistance we will build our scientific vocabulary and understanding of how these forces interact with our physical world and how altering the amount of force applied to an object can increase or reduce its velocity.</p>
<p>Latin</p>	<p>In Latin the children will learn:</p> <p>Prepositions</p> <ol style="list-style-type: none"> 1. Prepositions tell us where something happens in physical space or time. 2. Latin prepositions don't change their endings but they can affect the endings of the noun that follows them. 3. Describing the weather today: "hodie (today)..." Pluit (raining) Sol lucet (sunny) Nix adest (snowing) Ventus efflavit (windy) <p>Past continuous tense</p> <ol style="list-style-type: none"> 1. In English, a verb that takes place in the past over a continuous period of time is called the past continuous or past progressive. 2. Latin shows the past continuous / progressive with endings that are in many ways similar to the verb endings we already know, and always include the letters 'ba'.  <p>The diagram shows Latin past continuous verb endings grouped into singular and plural. Singular endings are: bam (I was ...ing), bas (you were ...ing), and bat (he/she/it was ...ing). Plural endings are: bamus (we were ...ing), batis (y'all were ...ing), and bant (they were ...ing).</p>
<p>PE</p>	<p>OAA</p> <p>Football</p> <p>Dodgeball</p> <p>Volleyball</p>
<p>PSHE & Relationships education</p>	<p>SCARF</p> <p>Me and My feelings - Friendship skills, including compromise, Assertive skills, Cooperation Recognising emotional needs</p> <p>Valuing Difference – recognise and celebrating difference, including religions and cultural influence and pressure of social media.</p>
<p>Music</p>	<p>Livin' on a Prayer</p> <p>Using a selection of songs by Bon Jovi, children will listen and appraise their hits and we will look to learn how to sing, play, improvise and compose with the well-known song Livin' on a Prayer.</p> <p>Classroom Jazz 1</p> <p>This unit of work uses the musical style of Jazz to allow the children to appraise Jazz and Swing styles such as the Bossa Nova. Children will consider, syncopation, structure, note values, note names, pulse, rhythm, dynamics, riff, pitch and tempo to compose their own pieces.</p>

Design Technology	<p>Gears and Pulleys</p> <p>The children will give examples of machines that use gears and/or pulleys. They will describe how gears and pulleys work and their purpose. They will then design and make a gear and pulley system. They will then write and use a design brief to guide design. Then they will evaluate a product against a set of design criteria, provide useful feedback and incorporate changes.</p>
Art and Design	<p>Drawing: I Need Space!</p> <p>This unit focuses on understanding retro futurism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development the children's independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork.</p>
RE	<p>Christianity – What does it mean if God is holy and loving?</p> <p>Through Biblical text children will make connections between Christians believe about God and how churches are designed. We will see how children put their beliefs in to practice through worship and how teaching about God as holy and loving might make a difference in the world today.</p> <p>Christianity - Was Jesus the Messiah?</p> <p>In this unit we will explain the place of the Incarnation and explain the connections between Incarnation and Messiah through the use of different texts. We will understand how Christians use and demonstrate their beliefs about Incarnation when celebrating Christmas.</p>
Computing	<p>Computing systems and networks – The Internet</p> <p>We will develop our understanding of computer systems and how information is transferred between systems and devices. We will consider small-scale systems as well as large-scale systems and will explain the use of input, output, and process aspects of a variety of different real-world systems.</p> <p>Creating media - Video production</p> <p>In this unit we will learn how to create short videos and develop the skills of capturing, editing, and manipulating video. Working in small groups we will investigate the use of devices and software to take our idea from conception to completion.</p>
History	<p>How have the Ancient Greeks influenced modern daily life?</p> <p>We will be learning ...</p> <p>Who were the Ancient Greeks and when did they live?</p> <p>Why should we thank the Ancient Greeks for Democracy?</p> <p>What do artefacts tell us about life in Ancient Greece?</p> <p>Why do we have the Greeks to thank for the Olympic Games?</p> <p>Can we learn anything from Greek Myths and Legends?</p>
Geography	<p>What are the different biomes around the world?</p> <p>We will begin to learn...</p> <p>What is a biome?</p> <p>What is the climate like in different biomes?</p> <p>How are plants and animals adapted to live in a particular biome?</p> <p>How can we save our biomes?</p> <p>Can we make a biome using what we have learnt?</p> <p>How can we attract people to our biome?</p>