

Year 5 Curriculum Information Autumn 2 2025

English

Class Novel: **Harry Potter and the Philosopher's Stone** by J. K. Rowling

Focus text: **The Nowhere Emporium** by Ross Mackenzie

Fiction Outcome: Suspense narrative 3 part linked to the Nowhere Emporium

- Plot the story and consider main events
- Collect writers hints / vocabulary / language
- Play word/language games to build understanding of success criteria
- Explore the use of: Expanded noun phrases, devices to develop cohesion within a paragraph
- Explore how writers implement suspense into their writing and identify key writing features
- Recap key sections of The Nowhere Emporium and collect ideas on the main character and events.
- Children to write, plan, edit and uplevel a 3 part narrative linked to suspense

Non-Fiction Outcome: Biography of a well known person or character

- Shared read of different, good quality biographical texts.
- Collect writers hints / vocabulary / language
- Play word/language games to build understanding of success criteria
- Explore the use of key features in an biography
- Children to write, plan, edit and uplevel their own biography based on a well known person or character

Spelling

- Step 8: Words ending in '-ance' and '-ancy'
- Step 9: Words ending in '-ent' and '-ence'
- Step 10: Words ending '-able' and '-ible'
- Step 11: Words ending in '-ably' and '-ibly'
- Step 12: Challenge words
- Step 13: Words ending in '-able' where the 'e' from the base word remains

Maths

Multiplication and Division and Fractions

- Factors and Multiples
- Prime numbers
- Square and cube numbers
- Multiply and divide by 10, 100 and 100
- Finding equivalent fractions
- Improper fractions
- Converting improper fractions to mixed numbers
- Order and compare fractions
- Add and subtract fractions; Add and subtract mixed numbers

Science - Material World

- Identify the properties of a range of materials and explain their uses
- Look at how to separate materials through evaporation and filtration
- Explain what soluble and insoluble means
- Plan fair tests and take accurate measurements
- Present data by drawing on results

History - “Was the Anglo Saxon period really a Dark Age?”

- To know who the Anglo-Saxons were, and why and when they chose to settle in England.
- To discover how the Anglo-Saxons lived using archaeological evidence.
- To be able to explain why the Staffordshire Hoard was so significant.
- To know about some of the key documents related to Anglo-Saxon times and their limitations.
- To produce a valid argument about whether this period deserves to be called a ‘Dark Age’.

PSHE – Celebrating differences

- Consider differences in cultures
- Aware of my attitude towards people from different races, cultures and ethnicities
- Make choices and know how to support people
- Appreciate the value of happiness regardless of material wealth

RE - What does it mean to be a Muslim in Britain?

- In this unit, children will begin by recapping what they already know about the Islamic religion. They will then explore the practice, meaning and significance of the Five Pillars of Islam and learn what it means to be a Muslim in Britain.

Computing – iProgram

- Children learn to design and write computer programs to reach specific goals.
- They learn how to control or copy real-life systems using computers.
- They use step-by-step instructions (sequence), choices (selection), and repeating actions (repetition) in their programs.
- They work with different types of data, such as numbers, text, and sounds.
- They learn to find and fix mistakes (debug) in their programs.
- They use logical thinking to understand how computer instructions (algorithms) work.
- They learn about computer networks and the internet, including how people can share information and work together online.
- They use different software and digital devices to create projects, such as presentations, programs, and data reports.
- They learn how to collect, study, and present information using computers.

DT - Textiles - Combining different fabric shapes

- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Compare the final product to the original design specification.
- Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

PE - Symmetry, Balance, Travel

- The ‘symmetry balance travel’ unit has an important focus upon pupil's movement skills within gymnastics. Pupils consider how they can use different shapes and movements to create routines and present them to their peers. Each word focuses on a different gymnastics area. Symmetry explores the use of symmetrical and asymmetrical shapes; Balance looks at counter-balance and counter-tension whilst travel considers different jumps and rolls we can use within gymnastics.

Music - Saxophone (Trafford Music Service)

The year group will spend the first ten weeks of the term learning to play **saxophone** with Charmian

Richardson from Trafford Music Service as a Classroom Instrumental Project, culminating in a performance for peers/visitors. The remaining weeks of the autumn term will focus upon active listening focusing upon classical repertoire and revising/expanding the use of music notation.

Spanish - Culture: Other Spanish speaking countries (with focus on Cuba & Mexico)

Language:

- Revision of previous learning
- Wider range of nouns (places, food, everyday items)
- Expressing opinion e.g. likes/dislikes (of things & activities)
- Adverbs to express degree of like/dislike
- Expressions of annoyance, disbelief or joy

Home Learning Opportunities

- Please support your child to practise their **saxophone** in between lessons and to bring it in on **Mondays**
- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Mondays** and **Thursdays** - to be worn all day (don't forget to put trainers/pumps in your bag)