

Excellence



Happiness



Respect



Resilience



Compassion



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**Information for Parents**

**Year 5 Curriculum Overview**

What my child is learning during  
Autumn Term, in Year 5



I am in **Year 5** and my teacher is **Mrs. O’Gorman**

Meet My Teacher: Monday 15<sup>th</sup> September @ 4.45pm

**Parents’ Evening:**

Monday 13<sup>th</sup> October

Monday 20<sup>th</sup> October

Through **Religious Education** I am considering:

Creation and Covenant and Prophecy and Promise.

Explain what a covenant is.

Describe the covenants God has made throughout history.

Understand Moses’ encounter with God.

Reflect on the words and images of the revelation to Moses.

Show learning from the Israelites’ journey in the desert.

Recognise the context in which the Ten Commandments appear in the Bible.

Show how the Ten Commandments help human beings live good and happy lives.

Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel.

Explain how a virtue is a positive habit that helps people live a good life.

Show an understanding of scripture passages that speak of David’s life, recognising the intended audience and the historical context – David is Chosen.

Show an understanding of scripture passages that speak of David’s life, recognising the intended audience and the historical context – David and Goliath.

Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament.

Recognise that David is a model of prayer, referencing Psalm 23.

Explore the imagery of shepherd used in the scripture passages studied and link this to an understanding of servant leadership.

Show an understanding of some of the gospel passages that present Jesus as the fulfilment of the promise to David.

Recognise links with God’s covenant with Abraham.

Explore artistic representations of the O Antiphons.

Show an understanding that the Rosary is a prayerful reflection on the life of Christ.

Explain what the joyful mysteries remember.

The topics I am focusing on this term are:

**History** – The Anglo-Saxons and The Scots

Historical Enquiry Question: Who were the Anglo-Saxons and the Scots and did Britain benefit from their settlement?

**Geography** – Climate Zones

Geographical Enquiry Question: What are climate zones and why do they matter?

**English Pathways:**

**Spoken language:**

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Participate in discussions, presentations, performances, role-play, improvisations and debates

Consider and evaluate different viewpoints

**Reading comprehension:**

Draw inferences (characters’ feelings, thoughts and motives); justify with evidence

Predict from details stated and implied

Summarise main ideas, identifying key details

**Reading Pathways:**

**Predict:** Predict what might happen from details stated and implied.

**Clarify vocabulary:** Explore the meaning of words in context.

**Read and Retrieve:** Retrieve, record and present information.

**Read and Explain:** Summarise the main ideas in more than one paragraph.

Draw inferences (characters’ feelings, thoughts and motives) and justify with evidence.

Identify and discuss themes and conventions.

<p>Identify how language, structure and presentation contribute to meaning  Evaluate authors' language choice  Distinguish between fact and opinion  Participate in discussions about books  Explain and discuss understanding of reading  Provide reasoned justifications for views  <b>Writing composition:</b>  Identify the audience and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Proofread for spelling and punctuation errors</p>	<p>Distinguish between fact and opinion.  Identify how language, structure and presentation contribute to meaning.  Evaluate authors' language choice, including figurative language.  Make comparisons within and across texts.</p>
<p><b>Pathways to Spell:</b>  Word list 3/4 &amp; 5/6  Adding -ing &amp; -ed to words with more than one syllable  The suffix -ly  Contractions  Words with the sound spelt ei/eigh/ey  Words containing the letter string -ough  Singular &amp; plural possessive apostrophe  Verb prefixes – anti/un/in/dis/mis  Homophones &amp; near homophones/words that can be confused</p>	<p>In <b>Science</b>, I am working on:  Forces &amp; Space</p>
<p>In <b>Maths</b>, I am working on:  <b>Place Value</b> including Roman numerals, Comparing and ordering numbers to 1,000,000, Round to the nearest 10, 100 &amp; 1,000  <b>Addition &amp; Subtraction</b> -Mental Strategies, Inverse operations, Rounding  <b>Multiplication &amp; Division</b> – Factors, Multiples, Prime Numbers, Square Numbers, Cube Numbers, Multiples of 10,100 &amp; 1,000  <b>Fractions</b> – Finding fractions equivalent to a unit fraction, Recognise equivalent fractions, Convert improper fractions and mixed numbers</p>	
<p><b>In PE, I am working on:</b>  basket ball  hockey</p>	<p><b>In Art, I am learning to:</b>  develop my collage skills using natural objects during our forest school session</p> <p><b>In DT, I am learning to:</b>  develop my cooking &amp; nutrition skills to prepare and cook an Anglo-Saxon stew</p>
<p><b>Relationships, Sex &amp; Health Education: I will learn:</b>  <u>Religious Understanding</u>  Calming the Storm  <u>Me, My Body, My Health</u>  Gifts &amp; Talents  Girls' Bodies  Boys' Bodies  Spots &amp; Sleep</p> <p><u>Emotional Well-Being</u>  Body Image  Peculiar Feelings  Emotional Changes  Seeing stuff online  <u>Life Cycles</u>  Making Babies (1)  Making babies (2)  Menstruation  Hope Beyond Death</p> <p><b>In My Happy Mind, I will learn about:</b>  Healthy Lifestyles  Mental Health  Ourselves Growing &amp; Changing  Keeping Safe</p>	<p><b>In Computing, I will learn:</b>  Computing Systems – Systems &amp; Searching  Creating Media – Video Production</p> <p><b>In Music, I will learn:</b>  To focus on refining listening and appraising skills by analysing different musical styles and instruments, developing fluency and accuracy in playing instruments and singing, and enhancing creative abilities through improvisation and composition using standard musical notation and terminology.</p>

**In MFL, I will learn to:**

- . develop my core language skills (listening, speaking, reading, writing) through the units: On Holiday & Eating Out

**Here are some links to useful websites and resources which will support your child with their learning:**

[www.stwinefrides.cheshire.sch.uk](http://www.stwinefrides.cheshire.sch.uk)

[www.dioceseofshrewsbury.org](http://www.dioceseofshrewsbury.org)

[www.spellingshed.com](http://www.spellingshed.com)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.bbc.co.uk/bitesize/levels/zbr9wmn](http://www.bbc.co.uk/bitesize/levels/zbr9wmn)

[www.ixl.com](http://www.ixl.com)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.woodlands-juniors.kent.sch.uk](http://www.woodlands-juniors.kent.sch.uk)

[www.mad4maths.com](http://www.mad4maths.com)