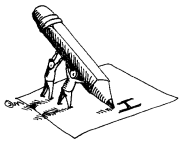
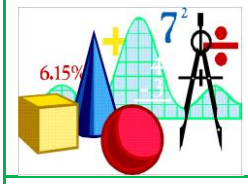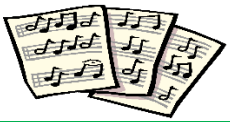
Year 5

Curriculum Leaflet - Autumn Term Two

Subject	What we will be learning about
Writing 	• Write dialogue appropriate to a character. • Balance description and dialogue to help tell a story. • Write a poem that fulfils specific criteria. • Perform a poem varying tone and volume and using movement for effect.
Reading 	• The unit is set in the context of The Explorer by Katherine Rundel. • Use layout features to navigate a text. • Consider the relative strength of multiple pieces of evidence. • Use synonyms to support retrieval. • Explain the impact of word choices on the reader.
Maths 	• Reviewing elements of the Year 4 curriculum. • Multiplying and dividing numbers mentally, drawing upon known facts. • Word Problems
Art 	• In this block, pupils will explore pattern and learn the necessary techniques to create reduction prints. • Explore techniques and their effect. • Evaluate their work and express what they would change next time.
Science 	• What is the human timeline? • How do we change into adults? • How does human and animal lifespan compare? • Pupils will work scientifically by researching the gestation periods of other animals and comparing them with humans
Music 	• Describe music in terms of its structure. • Sing sounds in two-part harmony and rounds in three parts. • Understand the stylistic features of pop music.
PE 	• P.E. lessons will take place on **Thursday afternoons**. Please ensure that you child has the correct kit for both indoor and outdoor use as weather permitting, the children will spend some of their lesson outside partaking in contact sports.
Design and Technology 	• Food and nutrition - Why are our diets so different? • Know some foods and key ingredients from other cultures. • Make roll and cook a flatbread. • prepare a range of vegetables. • Present food to a high standard.

RE 	• This half term we will be exploring the big question, If God is everywhere, why go to a place of worship? • What it means to belong to a faith community. • Different religious and spiritual ways of life. • A greater understanding of different places of worship and what they mean to different religions.
History	• Who were the Ancient Greeks and when did they rule? • What beliefs did the Ancient Greeks hold? • What was democracy like in Athens? • What myths and fables did the Ancient Greeks write?
Geography 	• Locate biomes and vegetation belts. • Locate some of the major countries of the world. • Answering the question, how do biomes change across the world? • What are the human features that define Europe and North and South America?
PSHE 	• I understand that cultural differences sometimes cause conflict. • I understand how rumour-spreading and name-calling can be bullying behaviours. • I can compare my life with people in the developing world. • I am aware of my attitude towards people from different races.
French 	• Emotions and numbers • Express emotions using the first and second person. • Use numbers up to 39 in the context of birthdays. • Read and match sentences to emotions. • Read aloud and translate simple instructions.

Home Learning	**You can help at home by**
Spellings	• Practising my spellings with me and ensuring I 'turn in' my spelling sentences each week. • They will be handed out each Monday. • They will be tested each Friday.
Maths	• Practising my times tables with me. • Play Times Tables Rockstars and Hit the Button online. • Accessing BBC Revise Wise and play games associated with the learning that has taken place in class over the week.
Reading	• Reading with me at least 4 times per week - although Y5 are older, it is still nice to listen to them read. Check for fluency and accuracy as well as intonation and expression. • Completing Boom Reader 3 -4 times a week.

	• Making sure that I change my book in the class library when I am ready to.
Homework Project	• Please see the Geography Homework Project leaflet on our class page. • **The deadline is Monday 7th December.** • Making sure that I start my research for the project in plenty of time and that I make a start sooner rather than later. • Making sure that I bring my project into school by the deadline.