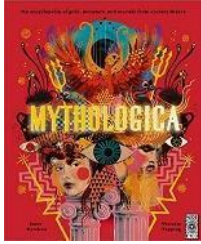
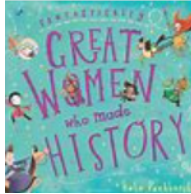

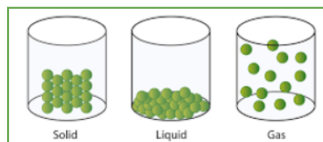


Reading	Writing	Mathematics
<p><b>Text:</b> Mythologica, Stephen P. Kershaw  <b>Genre:</b> folklore and mythology, non-fiction  <b>Topic:</b> Divine and humanity, storytelling, mythology, legends  <b>Key vocabulary:</b> gods, humans, monsters, heroes, justice, immortality, legacy</p>  <p>Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.</p> <p>Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.</p> <p><u>A reading teaching and learning cycle will include:</u></p> <ul style="list-style-type: none"> <li>-the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)</li> <li>-exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)</li> <li>-understanding the themes and conventions of a text and understanding its purpose</li> <li>-applying learnt strategies to multi-skills lessons</li> </ul>	<p><b>Fantastically Great Women Who Made History - Hatshepsut</b>  <b>Text type:</b> Non-Fiction  <b>Genre:</b> Biography  <b>Topic:</b> Ancient Egypt  <b>Cross-curricular links:</b> History  <b>Independent writing task</b>            Children write a biography about Hatshepsut from history.  <b>Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - <a href="#">click here</a></b></p>  <p><b>Rose Blanche</b>  <b>Text type:</b> Narrative  <b>Genre:</b> Story  <b>Topic:</b> Blitz  <b>Cross-curricular links:</b> History  <b>Independent writing task</b>            Children write their own short story using Rose and Samuel's stories as inspiration.  <b>Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - <a href="#">click here</a></b></p>  <p><b>Spelling focus - <a href="#">click here</a></b></p>	<p><b>Multiplication and division</b>  <b>Perimeter and area</b></p> $\begin{array}{r} 34 \\ 12 \overline{) 408} \\ \underline{36} \phantom{0} \\ 48 \\ \underline{48} \\ 0 \end{array}$ <p><b>Key objectives</b>            In this unit pupils will be learning:</p> <ul style="list-style-type: none"> <li>-Identify multiples and factors</li> <li>-Investigate prime numbers</li> <li>-Multiply and divide by 10, 100 and 1000 (integers)</li> <li>-Multiply and divide using derived facts</li> <li>-Use written methods to multiply and divide</li> <li>-Use a range of mental calculation strategies</li> <li>-Investigate area and perimeter of rectilinear shapes</li> <li>-Estimate area of nonrectilinear shapes</li> </ul> <p><b>Unit journey</b></p> <ul style="list-style-type: none"> <li>☰ Multiplication and division</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>☰ Multiplication and division</li> </ul> <p><b>Timetables</b>            This term Year 5 are revising <b>mixed times tables</b> and using <b>division facts</b>.</p> <ul style="list-style-type: none"> <li>☰ Half termly times-tables focus</li> </ul>

## Science

### Materials



In KS1, children began to learn about materials, their properties and how the properties of materials link to their purposes. This term, they will build upon that and learn how some materials can dissolve into a liquid and how this process can be reversed to recover a substance from a solution. It also requires knowledge of separation methods, including filtering, sieving and evaporating. These processes require a mixture of learning taught content and investigations where children can predict, observe and conclude from what they see happening. Practical activities will allow opportunities for pupils to apply what they have learned.

They will learn about the scientist, Jabir ibn Hayyan, who invented a crucial tool for the distillation process - the alembic still. Studying reversible and irreversible changes will deepen understanding of dissolving, mixing and changing state.

#### Key objectives

1. To understand that materials can be grouped according to their properties and to know the definitions of some properties
2. To know thermal conductivity means heat can be transferred through material
3. To understand that a solution is a mixture of a solid in a liquid
4. To know there are methods for separating mixtures including solutions
5. To understand that all changes are either reversible or irreversible

#### Key vocabulary

reversible, irreversible, mixture, dissolve, separate, sieve, filter, magnet, solution, evaporate, solution, solvent, solute solubility, soluble, insoluble, substance, thermal conductor, insulator fair, control, thermometer, properties, transparency, opaque, shiny, dull, conductivity, hard/hardness, reaction.

## History

### British Empire

This unit builds on children's previous knowledge of British history from the 16th to 18th century by revisiting monarchs like Elizabeth I and James I to provide context. Pupils will explore significant events and decisions during these reigns that led to the birth and expansion of the British Empire, thereby deepening their understanding of Britain's global connections. The curriculum examines global trade, highlighting the origins of goods such as tea and chocolate, and discusses Britain's competitive practices, including the exploitation of other nations. Special emphasis is placed on Britain's relationship with India, including the Mughal Empire and the East India Company, which significantly impacted financial and political dynamics. The unit also covers Britain's triumph in the Seven Years War and the ensuing rise in patriotism. Ultimately, children will analyse the motivations behind empire-building, fostering an understanding of Britain's colonial past and its implications for modern history, paving the way for subsequent studies, including The Transatlantic Slave Trade.



#### Key objectives

1. The British Empire
2. Global Trade
3. The Mughal Empire and the East India Company
4. The Seven Years War
5. What motivated Britain to Build an Empire?

#### Key vocabulary

Global trade, global defence, global political power, empire, monarch, imperial, Patriotism, Seven Years War, Rule Britannia, victory, invasion, whig historian, war.

## Geography

### Mountains

Building on children's understanding of natural landforms, children will study mountains in depth in this unit. This unit will build on prior knowledge from studying Rivers in Year 3 and ongoing locational knowledge from units such as Western Europe in 3. Children identified the Alps in Year 3 Mediterranean Europe and learned about the Ural Mountains in Year 4 Eastern Europe. This unit will provide some foundational knowledge for forthcoming units such as North and South America and Africa in Year 6. Throughout this unit children will have opportunities to use previously learned knowledge of the world, particularly locational knowledge. They will be looking at world maps and relief maps to identify mountain ranges and should be able to use these maps with increasing ease, recognising more places and features as they work through the curriculum. Children will encounter new and ambitious vocabulary, including names and features of mountains, and there will be many opportunities to rehearse and apply new vocabulary in their talk tasks and written work. The concepts and vocabulary in this unit will be built upon in forthcoming units. As children work through KS2 geography they will use and apply their geographical skills, such as map reading, interpreting scale, and reading from a key as they learn about places around the world. Over time children will get better at the skill of map reading as they learn more and remember more about the subject of geography and how it studies the world around us

#### Key objectives

1. Mountains
2. The Alps
3. The High Peaks of the Himalayas
4. American Mountains
5. African Mountains



#### Key vocabulary

Peak, range, erosion, topography, plate boundary, Machu Picchu, Mount Kilimanjaro

## Art & Design

### Islamic Art and Culture

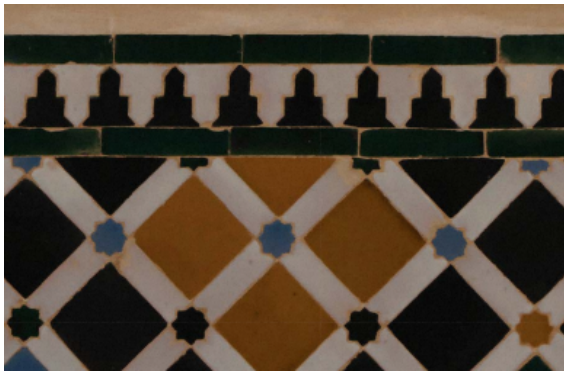
Children come to this unit with historical knowledge of the 'Golden Age of Islam' studied in history in Autumn A. They are first introduced to art from the Islamic world by first studying the Dome of the Rock in Jerusalem. In it they identify examples of Islamic style, including calligraphy, geometric and vegetal patterns made from tilework and mosaics. It, including its influence on the contemporary art of Rana Begum in her abstract paintings. During the course of the unit the children create two works of art in Islamic style. At first, they use rulers and compasses to create repeating geometric designs which they decorate with brightly coloured inks. They then take their design and transfer it onto a clay tile, developing their skills in three-dimensional modelling

#### Key objectives

1. Introduction to Islamic art and architecture
2. Elements of Islamic art
3. Elements of Islamic architecture
4. The Alhambra
5. The Taj Mahal
6. The influence of Islamic art

#### Key vocabulary

Islamic art/ architecture, minaret, calligraphy, mosque, dome, geometric patterns, vegetal patterns, figural



## Religious Education

### Christianity

This term in Religious Education, children will be learning about stories from the Bible that show Jesus' divine nature and why he is so important to Christians. They will explore key events from Jesus' life, including the story of his nativity, his baptism and the events of his baptism, his temptations, and his ministry as recorded in the Gospels. Children will learn about the significance of Christmas for Christians and the Bible stories connected to this celebration. They will also learn how Christians worship and pray.

#### Key objectives

1. Stories suggest Jesus' divinity and teach Christians that he is still present in the world.
2. Events from the life of Jesus - the story of his nativity, his baptism and the events of his baptism, his temptations, and his ministry as recorded in the Gospels.
3. Understand the significance of Christmas for Christians.
4. Learn how Christians worship and the meaning behind their prayers.

#### Key vocabulary

Jesus, Gospels, divinity, temptation, ministry, worship, prayer, Bible, Christmas, faith, celebration.



## French

### Ma Famille (my family)

#### Key objectives

1. identify family members
2. Recognise and spell with letters of the alphabet
3. List household items
4. Use basic prepositions 'sur' (on) and 'dans' (in) to describe position

#### Key vocabulary

Family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents)

Letters of the alphabet: a-z, plus some accented letters








Household objects: l'ordinateur (computer), le jeu vidéo (video game), la machine (machine), la table (table), la chaise (chair)

Sentences: e.g. Le jeu vidéo est sur la table

Prepositions: dans (in), sur (on)



PSHE	Physical Education	Music	Design Technology
<p><b>Media Literacy and Digital Resilience</b></p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> <li>Understand the difference between a fact and an opinion;</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> <li>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> </ol> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Personal qualities, celebrities, cyberbullying, non-verbal, body language, tone of voice, face-to-face, fact, opinion, biased, unbiased personal information, privacy settings</li> </ul> 	<p><b>Tennis</b></p> <p>This term the children will be working on improving their tennis skills such as forehand, backhand and court movement.</p> <p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>To develop the volley and when to use it.</li> <li>To return the ball using a forehand groundstroke under pressure.</li> <li>To return the ball a backhand groundstroke under pressure.</li> </ul>  <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Pressure</li> <li>Volley</li> <li>Timing</li> <li>Forehand volley</li> <li>Backhand volley</li> </ul> <p><b>Netball</b></p> <p>This term the children will be working on improving their netball skills such as passing, shooting, movement and understanding of the rules.</p> <p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>To explore attacking skills in different situations.</li> <li>To communicate well with my team.</li> <li>To know when to try and intercept the ball.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Spaces</li> <li>Interception</li> <li>Teamwork</li> </ul> 	<p><b>Classroom Jazz 1</b></p> <p>Listen and Appraise the two tunes - Three Note Bossa and The Five Note Swing</p> <p>Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments</p> <ol style="list-style-type: none"> <li>Improvising</li> <li>Perform and Share</li> </ol> <p><b>Key objectives</b></p> <p>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p>Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.</p> <p><b>Key vocabulary</b></p> <p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p> 	<p><b>Cam Toys</b></p> <p>Making a toy for a KS1 pupil which moves up and down using a cams mechanism. Introduces the children to the product they will design and create: a moving toy using a cams mechanism. They start by investigating how a cams mechanism works, what function it performs (looking at everyday examples), the different component parts within the mechanism and their function, and the structure within which a cams toy will sit and how this is made so that it is strong and stable. They also learn about the use of cams by Ismail al-Jazari in the 13th century.</p> <p><b>Key objectives</b></p> <p>Process of design</p> <ul style="list-style-type: none"> <li>Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles.</li> <li>Everyday examples and purpose of cams mechanisms.</li> <li>Structures and materials to make products with cams and followers — 3d shapes, strong, stiff and stable</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>cam • cam profile • eccentric cam • follower • slider • camshaft • motion • rotary motion • linear motion • user • purpose/function • aesthetic • pivot</li> </ul> 



Year 5 Autumn 2

2025

