








Curriculum Information Sheet Autumn Term 2 2023-2024


Class: Joyful Jellyfish & Sensible Seahorses Year 5

<p>ENGLISH</p> 	<p>We will be studying novels and stories by significant children's authors.</p>  <p>Key Book: Street Child by Berlie Doherty</p> <p>We will be focusing on:</p> <ul style="list-style-type: none">• Write using persuasive language• Writing Character descriptions• Writing Alternative Endings for our key text• Writing using fronted adverbial phrases, apostrophes for singular and plural possession, speech rules etc.• Guided reading: comprehension/summarising/ vocabulary building/ grammar investigation• Vocabulary, Spelling, Grammar, Reading and Comprehension• Modal verbs• Prefixes and suffixes• Use of dictionaries and thesauruses <p>Character virtues Compassion, civility, honesty, service, determination, justice, respect</p> <p>Handwriting To write legibly, fluently and with increasing speed.</p> <p>Spelling All children will be given weekly spellings to practise based on the Year 5 SPAG curriculum and they will be tested on these.</p>
<p>MATHS</p> 	<p>Each week the children will be challenged on key areas of the Year 5 maths curriculum. The principal focus of mathematics teaching in Upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.</p> <p>We will be developing their skills in:</p> <p>Number - Addition and subtraction</p> <ul style="list-style-type: none">• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)• add and subtract numbers mentally with increasingly large numbers• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Number - Multiplication and Division</p>

	<ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
<p style="text-align: center;">SCIENCE</p> 	<p>We will continue learning about Properties and changes of Materials for our half-term Science topic. There is an emphasis on asking scientific questions, developing investigative skills, and writing up investigations. For our topic on Properties and Changes of Materials, we will be learning about:</p> <ul style="list-style-type: none"> • Properties & Solubility • Separating mixtures • Thermal conductivity <p>The principal focus of science teaching in upper Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, and developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships, and interactions.</p>
<p style="text-align: center;">TOPIC WORK</p> 	<p>History – Victorians</p> <p>We will continue learning about Victorians We will be covering various aspects of Victorian life and society, including Victorian children, schools, health and disease, famous inventions (from the telephone to the toilet!) and, of course, the life of Queen Victoria herself.</p> <p>History – Crime and Punishment</p> <p>Crime and punishment is an important part of Britain's history; pupils will learn all about how it has developed in Year 5. From severe Medieval punishments to the development of police forces and justice systems, children will develop their understanding of Britain's history and how the systems existing in present-day came to be. Pupils will notice that each period in history has its own problems, whether its simple stealing from a house or an animal in the Middle Ages or cyber crime today. Through stories, enquiry questions and informed debates, pupils will relate issues of the past to present day. This topic makes a major contribution to pupils' citizenship education.</p>
<p style="text-align: center;">Design and Technology/Art</p>	<p>DT – Textile – Stuff toys</p> <p>We will continue our learning of making stuffed toys. Pupils will learn to join two pieces of fabric using a blanket stitch and neatly cut out their fabric. Pupils will use appliqué or decorative stitching to decorate the front of their stuffed toy. They will also use blanket stitch to assemble their stuffed toy, repairing when needed. Finally pupils will identify what worked well and areas for improvement.</p> <p>Art – Street Art</p> <p>We will find out all about the many varied forms of art in public spaces, and develop our own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. We will discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces.</p>

We will develop different ideas which can be used and explain choices for the materials and techniques used. We will use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
Finally, we will represent freedom through our own piece of street art and evaluate what went well and how we could improve it.

COMPUTING




Computing –

Vector drawing
In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.

Video editing
This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher’s discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.


PSHE



Families and relationships – We will continue our learning on family and relationships. Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully’s behaviour; learning to appreciate our individual positive attributes.

Health and Wellbeing:
Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation

Philosophy Religion and Ethics Education



Focus: Symbols, their meaning and significance

Pupils will learn what symbols are and how they are used in human life, as both indicators of belief, as expression of experience and material form (through arts) and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates what the object is, although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know the importance of symbols in the Vaishnava tradition, in particular that Krishna as a word is not dissimilar to the all attractive Divine form Krishna.

SANSKRIT
Reading & Writing: We will be building our Vocabulary bank by reading and writing words with simple

HEALTH & WELLBEING
Physical Education
Autumn 2: Football

<p>vowel combinations and forming short sentences</p> <p>Conversation: We will learn how to use question markers and practise asking a variety of questions.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</p> <p>Christmas Story: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 18 Verse 66 – We will be developing the pronunciation of the target language through verse recitals.</p> <p style="text-align: center;">PERFORMING ARTS</p> <p>Music</p> <p>Both Year 5 classes will be taught to sing and play musically with increasing confidence and control in partnership with the Harrow Music Service.</p> <p>Ukulele Skill Development/Recorders</p> <ul style="list-style-type: none"> • Ukulele skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 • Recorders - Recorder skills- minimum notes BAG CD ED <p style="text-align: center;">TRIPS & OTHER EVENTS</p> <p>31/10/23 - No pens day and Buddy reading</p> <p>6/11/23 – Year 5 offer candles – Kartik month</p> <p>7/11/23 – Virtual parent coffee meeting</p> <p>8/11/23 – Parent coffee morning</p> <p>15/11/23 – 17/11/23 – Anti-bullying Week</p> <p>21/11/23 – Year 5 Diwali Assembly – 8.15 am</p> <p>30/11/23 – Year 5 Curriculum Afternoon 3.45 – 4.30 pm</p> <p>15/12/23 – Christmas Class parties</p>	<p>The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession.</p> <p>Meditation</p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning.</p> <p>Intellectual – Autonomy in working independently to improve techniques</p> <p>Performance – Perseverance in trying to improve performance</p> <p>Yoga</p> <p>In yoga, children will practise some more challenging asanas. They will work on shoulder and back extensions., Eight Limbs @ Yama & Niyama and Pranayama: Bhastrika. Along with this, they will practise sun salutations (Surya Namaskar) and Pranayama Nadi Shudhi and Ujjayi breath.</p> <p>As well as building on their asana/postures. From this year we will have more emphasis on pranayama and meditation. Children will work on stillness and to be able to learn how ‘switch off’</p> <p>Follow visualisation meditation. Stillness.</p> <p>5JJ – PE Kits should be worn to school on Monday for Yoga and Thursday for PE.</p> <p>5SS - 5JJ – PE Kits should be worn to school on Tuesday for Yoga and Thursday for PE.</p>
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Thank you

Mrs Pant (5JJ), Mrs Harrison (5SS)