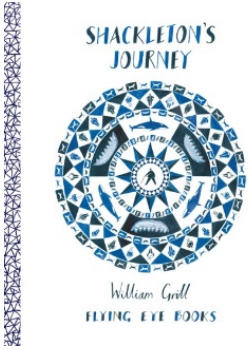



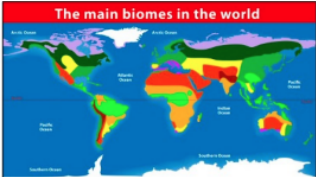









Year 5: Autumn Term Curriculum Information for Parents 2023-2024










Subject Area	Curriculum Information	
English	<p><u>AU1 Core Text:</u> Shackleton’s Journey – William Grill</p>  <p><u>Reading</u></p> <ul style="list-style-type: none"> • Use skimming and scanning to retrieve information from the text. • Use evidence to support an opinion. • Retrieve quotations to prove statements. • Use life experience and empathy to support inference. • Retrieve multiple examples of evidence. • Construct an extended response to explain inference. 	<p><u>AU2 Core Text:</u> Secrets of a Sun King – Emma Carroll</p>  <p><u>Reading</u></p> <ul style="list-style-type: none"> • 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. • Use key question words to support retrieval. • Make inferences from a character’s actions and spoken words.
	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Third person stories set in another culture • Formal letters of application • Poems that use word play • Dialogue in narrative • Poems which explore form • Balanced argument 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Statutory words revisited • Prefixes revisited • Suffixes revisited • Homophones revisited • Spellings ending in –spelt, -tion, -sion, -ssion, -cian

Maths	<p><u>Number and Place Value within 100,000,000</u></p> <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. 	<p><u>Multiplication and division A</u></p> <ul style="list-style-type: none"> • Find factors and common factors. • Find multiples and common multiples. • Identify square, prime and cube numbers. • Multiply and divide numbers by 10, 100 and 1,000. <p><u>Fractions A</u></p> <ul style="list-style-type: none"> • Find fractions equivalent to a unit fraction. • Find fractions equivalent to a non-unit fraction. • Recognise equivalent fractions. • Convert improper fractions to mixed numbers and improper fractions. • Compare and order fractions less than and greater than 1. • Add and subtract fractions with the same denominator. • Add and subtract fractions. • Add and subtract mixed numbers.
	<p><u>Addition and Subtraction</u></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). • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Add and subtract numbers mentally with increasingly large numbers. • Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. • Estimate and use inverse operations to check answers to a calculation. 	
Science	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • What properties do materials have? How do we use them? • What is a solution and what is a mixture? • How can we separate materials from a mixture? • How can we separate materials from a solution? • What changes are reversible? • What changes are irreversible? 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • What is the human timeline? • How do we change into adults? • How does human and animal gestation and lifespan compare?

<p style="text-align: center;">PRE</p> <p style="text-align: center;">(Philosophy, Religion and Ethics)</p>	<p><u>Autumn 2</u> <u>God's creation of the material world</u></p> <ul style="list-style-type: none"> • Children will learn about the various creation stories from Hindu and Christian perspectives. • Children will discover how Krishna appears as the three different Vishnu forms to facilitate creation, and the roles of Shiva and Brahma. • This is an interesting unit inspiring deep questioning and an opportunity to consider questions about the meaning and purpose of life and our existence. • Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, natural and man-made disasters). 	<p><u>Autumn 2</u> <u>Symbols: Their significance and their meaning</u></p> <ul style="list-style-type: none"> • Children will describe symbols • Understand the roles of icons in different faiths • Discover ways to see Krishna around us in the world • Describe Krishna's energies • Describe Krishna as a deity and how he reciprocates with us • Analyse how Krishna and his name are the same
<p style="text-align: center;">History</p>	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Who were the Ancient Greeks and when did they rule? • What beliefs did the Ancient Greeks hold? • City-states: what was the difference between Athens and Sparta? • What was democracy like in Athens? • Why was the theatre important to the Ancient Greeks? • Why were the Olympic games invented by the Ancient Greeks 	<p><u>A non-European society that provides contrasts with British history (Maya civilization)</u></p> <ul style="list-style-type: none"> • Where did the Maya live? • What were the significant events in the Maya's history? • What were Maya citystates like? City-state study – Tikal, Palenque or Chichen Itza • What did the Maya invent? • What happened to the Maya city-states? • Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900 
<p style="text-align: center;">Geography</p>	<p><u>Locate world countries, biomes and vegetation belts</u></p> <ul style="list-style-type: none"> • Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator? • Where would you find some of the major cities of the world? Remember continents, lines of latitude, longitude, and the Equator? • What is a biome? (environmental region) • What are the human characteristics that define Europe, North and South America? 	<p><u>Map skills: Four and Six Figure Grid References</u></p> <ul style="list-style-type: none"> • What are 4 and 6 figure grid references and how do we use them? • How can I precisely describe locations, landmarks and places as a geographer? 

	<ul style="list-style-type: none"> • What are physical characteristics that define Europe, North and South America? 	
<p>Computing</p>	<p><u>Sharing Information</u></p> <ul style="list-style-type: none"> • Outline how digital systems work and the physical and electronic connections that exist. • Develop an understanding of computer systems and how information is transferred between systems and devices. • They will consider small-scale systems as well as large-scale systems; explain the input, output, and process aspects of a variety of different real-world systems • Consider how different people can work together when they are not in the same location. • Take part in a collaborative online project with other class members and develop their skills in working together online. 	<p><u>Creating Media- Video Production</u></p> <ul style="list-style-type: none"> • To explain that data gathered over time can be used to answer questions • To use a digital device to collect data automatically 
<p>Art</p>	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Subtractive drawing (working in the negative) using an eraser to reveal white • Enlarge and transfer an image from a small drawing. • Areas need to be blocks of colour, not shaded Line and movement is emphasised with black. • Abstract art – a way to communicate an image or idea beyond the boundaries of reality  	<p><u>Printmaking</u></p> <ul style="list-style-type: none"> • Printmaking – a process that allows artists to make multiple original works of art. • create a clear reflection from which ideas can be adapted and modified. • A printed image can be created using a range of skills and by combining printing techniques • Articulate opinions 
<p>Design and Technology</p>	<p><u>Food and Nutrition</u></p> <ul style="list-style-type: none"> • Explore the varieties of bread from around the world. • Explore and explain the nutritional value, taste and texture of rye bread. • Investigate ways of combining a range of ingredients to create an open sandwich that is visually appealing. • Explore some culinary traditions of Middle Eastern and Mediterranean countries. • Make yoghurt-based dressings using a range of flavours. 	<p><u>Systems</u></p> <ul style="list-style-type: none"> • Select materials based on their properties • Combine materials to fulfil a design brief • Measure and cut a paper template • Apply basic stitching skills • Explain how a product meets a design brief • Develop an algorithm • Evaluate a product against a design brief 

<p>PSHE linked to KAPSH Values</p>	<p><u>AU1: Being Me in My World</u></p> <ul style="list-style-type: none"> • Facing new challenges positively and know how to set personal goals. • Understanding the rights and responsibilities of a citizen. • Understanding rights and responsibilities as a member of school. • Making choices about individual behaviour. • Understanding how an individual's behaviour can impact a group. • Explain how democracy and having a voice benefits the school community. 	<p><u>AU2: Celebrating Differences</u></p> <ul style="list-style-type: none"> • Understanding and appreciating cultural differences. • Discussing racism and bullying as well as their impacts. • Comparing life with people in the developing world. 
<p>PE (Physical Education)</p>	<p><u>Football</u></p> <ul style="list-style-type: none"> • Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. • Pupils will begin to create and apply tactics that they can then adapt depending on the situation. • Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games. • By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others. 	<p><u>Dance: Street Art</u></p> <ul style="list-style-type: none"> • Pupils will perform accurately and convincingly as they bring street art to life through movement. Pupils can perform with flow showing clarity and fluency. • Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their movements. • Pupils will consistently apply different life skills such as cooperation as they work successfully with others to execute their movements and group performance. • Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.
<p>Sanskrit</p>	<p><u>Autumn: Halanta Consonants in words- Topic – Animals/PRE-Link- Damodarastakam Verse 6</u></p> <ul style="list-style-type: none"> • Revision Of Vowel Signs-Short, Long and Diphthongs. • Revision of Halanta letters. Introduction Halanta in words. • Halnata Vocabulary - 5 • Introduction to Animals in Sanskrit. • Introduction to nouns and the three genders: masculine, feminine, and neuter. • To read animals names and categories animals according to their gender. 	

<p>French</p>	<p><u>Greetings</u></p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'. <p><u>Phonics</u></p> <ul style="list-style-type: none"> • To learn the 18 essential French sound patterns / phonemes 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Count from 1-10 in French. <p><u>Fruit</u></p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. 
<p>Music</p>	<p><u>Music lessons are delivered by specialist teachers from Harrow Music Services</u></p> <ul style="list-style-type: none"> • Ukele and recorder practice 	
<p>Yoga</p>	<p>Autumn 1: Mooladhara, Root</p> <ul style="list-style-type: none"> • Practise various asanas to build grounded stability and balance the foundation chakra. • Record daily practise of 21+ types of Chandra Namaskar asanas flow (L5), concentrate on the variation poses- Parivrta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+2 qualities of Radharani. • How many limbs of Yoga are there? What are the first 2 limbs of Yoga? Why is it important to implement them in our daily interactions? What are the 5 main teachings of Yamas related to the teachings of BG? • Record the experiences of progress including the names of asanas, pranayama, mudras, meditation. Produce a photo of an asana and a verse of BG to cultivate ownership of progressive practise. • Practise Citta mudra to observe their feelings and thoughts more clearly. • Practise Neiguan meditation to improve the working efficiency of the internal organs related to emotions. 	<p>Autumn 2: Swadhisthana, Creativity</p> <ul style="list-style-type: none"> • Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. • Practise 5 cycles of Surya Namaskar with 5 chanting of the 12 mantras daily, state the main names of asanas, by producing a poster with their personal selection verse of BG to improve wellbeing and connect with Divine. • What are the 5 main teachings of Niyamas related to the teachings of BG? How to implement them in our daily lives? • Practise the steps leading to Padmasana and practise the sitting awakening asana daily with Nadi Shodhana (L3) to improve the coordination of mindful breathing and usage of Vishnu mudra. • Practise and lead Laughter yoga campaigns in the mood of goodness. • Practise, remember the names of the mudras and their benefits- Chin, Shunya, Dhyan, Jala, Citta and Shankh to improve digestion, meditation, hearing, observations skills and cultivate team leadership qualities. 
<p>Enrichment Opportunities</p>	<ul style="list-style-type: none"> • PGL trip (Monday 2nd October – Friday 6th October) • Go Ape (Tuesday 3rd October - Pupils not going to PGL). • Black History Week (Monday 9th October-Friday 13th October) • Kartik Month – Kartik assembly (Friday 10th November presented by 5K) • Diwali and Govardhan Puja Celebrations- Diwali assembly (Friday 17th November presented by 5B) 	

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| | <ul style="list-style-type: none">• Pupil Leadership Day (Friday 1st December)• Greek Day (Tuesday 12th December) |
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