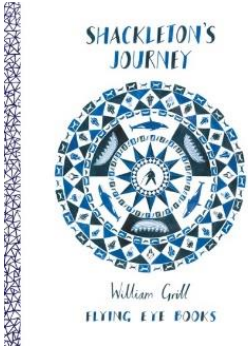




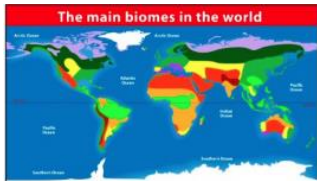
## Year 5: Autumn Term Curriculum Information for Parents 2024-2025


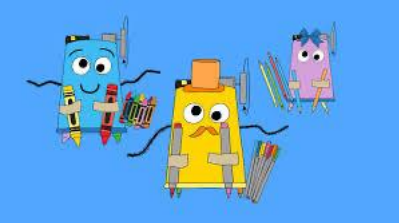


Subject Area	Curriculum Information	
<b>English</b>	<p><b><u>AU1 Core Text:</u></b> Shackleton’s Journey – William Grill</p>  <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Use skimming and scanning to retrieve information from the text.</li> <li>• Use evidence to support an opinion.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



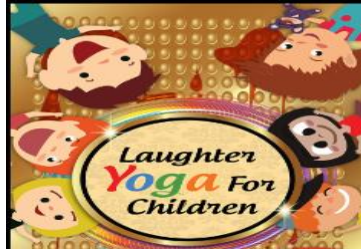
<b>Maths</b>	<p><b><u>Number and Place Value within 100,000,000</u></b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</li> <li>• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> </ul>	<p><b><u>Multiplication and division A</u></b></p> <ul style="list-style-type: none"> <li>• Find factors and common factors.</li> <li>• Find multiples and common multiples.</li> <li>• Identify square, prime and cube numbers.</li> <li>• Multiply and divide numbers by 10, 100 and 1,000.</li> </ul> <p><b><u>Fractions A</u></b></p> <ul style="list-style-type: none"> <li>• Find fractions equivalent to a unit fraction.</li> <li>• Find fractions equivalent to a non-unit fraction.</li> <li>• Recognise equivalent fractions.</li> <li>• Convert improper fractions to mixed numbers and improper fractions.</li> <li>• Compare and order fractions less than and greater than 1.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Add and subtract fractions.</li> <li>• Add and subtract mixed numbers.</li> </ul>
	<p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> </ul>	
<b>Science</b>	<p><b><u>Properties and changes of materials</u></b></p> <ul style="list-style-type: none"> <li>• What properties do materials have? How do we use them?</li> <li>• What is a solution and what is a mixture?</li> <li>• How can we separate materials from a mixture?</li> <li>• How can we separate materials from a solution?</li> <li>• What changes are reversible?</li> <li>• What changes are irreversible?</li> </ul>	<p><b><u>Animals, including humans</u></b></p> <ul style="list-style-type: none"> <li>• What is the human timeline?</li> <li>• How do we change into adults?</li> <li>• How does human and animal gestation and lifespan compare?</li> </ul>

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



<p><b>Computing</b></p>	<p><b><u>Computing Systems and Networks – Systems and Searching</u></b></p> <ul style="list-style-type: none"> <li>• To explain that computers can be connected to form systems</li> <li>• To recognise the role of computer systems in our lives</li> <li>• To experiment with search engines</li> <li>• To describe how search engines select results</li> <li>• To explain how search results are ranked</li> <li>• To recognise why the order of results is important, and to whom</li> </ul>	<p><b><u>Programming A – Selection in Physical Computing</u></b></p> <ul style="list-style-type: none"> <li>• To control a simple circuit connected to a computer</li> <li>• To write a program that includes count-controlled loops</li> <li>• To explain that a loop can stop when a condition is met</li> <li>• To explain that a loop can be used to repeatedly check whether a condition has been met</li> </ul>
<p><b>Art</b></p>	<p><b><u>Sculpture and 3D: Interactive Installation</u></b></p> <ul style="list-style-type: none"> <li>• What is installation art?</li> <li>• Space and scale</li> <li>• Everyday amazing</li> <li>• Creative concepts</li> <li>• Viewer experience</li> </ul>	
<p><b>Design and Technology</b></p>	<p><b><u>Electrical Systems: Doodlers</u></b></p> <ul style="list-style-type: none"> <li>• Electrical systems and motors</li> <li>• Meet the doodlers</li> <li>• Doodler design and construction</li> <li>• Doodler DIY kits</li> </ul>	
<p><b>PSHE</b></p>	<p><b><u>AU1: Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Facing new challenges positively and know how to set personal goals.</li> <li>• Understanding the rights and responsibilities of a citizen.</li> <li>• Understanding rights and responsibilities as a member of school.</li> <li>• Making choices about individual behaviour.</li> <li>• Understanding how an individual's behaviour can impact a group.</li> <li>• Explain how democracy and having a voice benefits the school community.</li> </ul>	<p><b><u>AU2: Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>• Understanding and appreciating cultural differences.</li> <li>• Discussing racism and bullying as well as their impacts.</li> <li>• Comparing life with people in the developing world.</li> </ul>



<b>PE</b> <b>(Physical Education)</b>	<b>AU1: Flight (Gymnastics)</b> <ul style="list-style-type: none"> <li>• Introduction to Flight: Developing Jumping</li> <li>• Developing Flight: Jumping and Turning</li> <li>• Application of 'Jumping,' learning, onto apparatus</li> <li>• Combining jumping on apparatus with Canon and Unison</li> </ul>	<b>AU2: Greeks (Dance)</b> <ul style="list-style-type: none"> <li>• Exploring the Greeks using compositional principles</li> <li>• Extending sequences with a partner using compositional principles</li> <li>• Creating movement using improvisation where movement is reactive</li> </ul>
<b>Sanskrit</b>	<b>Autumn: Halanta Consonants in words- Topic – Animals/PRE-Link- Damodarastakam Verse 6</b> <ul style="list-style-type: none"> <li>• Revision Of Vowel Signs-Short, Long and Diphthongs.</li> <li>• Revision of Halanta letters. Introduction Halanta in words.</li> <li>• Halnata Vocabulary - 5</li> <li>• Introduction to Animals in Sanskrit.</li> <li>• Introduction to nouns and the three genders: masculine, feminine, and neuter.</li> <li>• To read animals names and categories animals according to their gender.</li> </ul>	
<b>French</b>	<b>Greetings</b> <ul style="list-style-type: none"> <li>• Say 'hello' (formally and informally).</li> <li>• Say their name.</li> <li>• Ask how somebody is feeling and give a reply.</li> <li>• Say 'goodbye' and 'see you soon'.</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• To learn the 18 essential French sound patterns / phonemes</li> </ul>	<b>Numbers</b> <ul style="list-style-type: none"> <li>• Count from 1-10 in French.</li> </ul> <b>Fruit</b> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul> 
<b>Music</b>	<b>Music lessons are delivered by specialist teachers from Harrow Music Services</b> <ul style="list-style-type: none"> <li>• Ukele and recorder practice</li> </ul> 	
<b>Yoga</b>	<b>Autumn 1: Mooladhara, Root</b> <ul style="list-style-type: none"> <li>• Practise various asanas to build grounded stability and balance the foundation chakra.</li> <li>• Record daily practise of 21+ types of Chandra Namaskar asanas flow (L5), concentrate on the variation poses- Parivrtta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+2 qualities of Radharani.</li> <li>• How many limbs of Yoga are there? What are the first 2 limbs of Yoga? Why is it important to implement them in</li> </ul>	<b>Autumn 2: Swadhisthana, Creativity</b> <ul style="list-style-type: none"> <li>• Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra.</li> <li>• 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.</li> </ul> 

	<p>our daily interactions? What are the 5 main teachings of Yamas related to the teachings of BG?</p> <ul style="list-style-type: none"> <li>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.</li> <li>Practise Citta mudra to observe their feelings and thoughts more clearly.</li> <li>Practise Neiguan meditation to improve the working efficiency of the internal organs related to emotions.</li> </ul>	<ul style="list-style-type: none"> <li>What are the 5 main teachings of Niyamas related to the teachings of BG? How to implement them in our daily lives?</li> <li>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.</li> <li>Practise and lead Laughter yoga campaigns in the mood of goodness.</li> <li>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.</li> </ul>
<p><b>Enrichment Opportunities</b></p>	<div data-bbox="421 469 651 699" data-label="Image"> </div> <ul style="list-style-type: none"> <li>PGL Trip/ Go Ape</li> <li>Greek Day: Athens vs Sparta Debate (History)</li> <li>World Mental Health Day</li> <li>Black History Month</li> <li>Diwali/ Govardhan Prayers</li> </ul>	