

Work to be covered in the Autumn Term by Year 5.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained in this leaflet that you don't understand, please contact your child's class teacher.

Maths

- Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit.
- Round any number to 1 000 000 to the nearest 10, 100, 1000, 10 000, 100 000.
- Count forwards and backwards with negative and positive numbers whole numbers, including through zero.
- Multiply numbers up to four- digits by a one- or two- digit number using a formal written method.
- Divide numbers up to four-digits by a one-digit whole number using a formal method and interpret remainders appropriately in context.
- Measure shapes and find their perimeter.
- Use formula to find the area of squares and rectangles.
- Estimate the area of different shapes
- Add and subtract whole numbers with more than 4 digits, including using formal methods.
- Multiply and divide by multiples of 10, 100 and 1,000.
- Read information from tables and line graphs, answer questions on information and draw simple line graphs.
- Recognise and find multiples, factors and prime numbers.
- Calculate square and cube numbers.
- Use inverse operations.

English

- To write using a variety of genres including: instructions, adventure stories, recounts and poetry
- Read examples of stories from different cultures and traditions, older literature, traditional stories, myths and legends
- Select a character and use role-play to explore the story from their point of view
- Punctuate sentences accurately, including: question marks, exclamation marks, colons, commas, and speech marks.
- Link clauses in sentences using a range of connectives
- Organise writing in paragraphs
- Learn spelling patterns and apply spelling rules
- Develop legible, fluent handwriting style

Computing:

Key Skills

- To create a new folder
- To insert and manipulate text box in word and powerpoint (including adding slide transitions)
- To revisit touch type
- To recognise web addresses

<p><u>Science:</u> Forces</p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards earth because of the force of gravity working between earth and the falling object. • To identify the effects of air resistance, water resistance friction that act between moving surfaces. • To recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> • To compare and group materials on the basis of their properties. • To know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution. • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through: sieving, filtering and evaporating. • To have an understanding of changes that are reversible and those that are not. <p><u>Music</u></p> <ul style="list-style-type: none"> • To combine beat, rhythm and tempo. 	<p><u>PE</u> RealPe</p> <ul style="list-style-type: none"> • Use combinations of skills confidently in sport specific contexts. • Perform a range of skills fluently and accurately in practice situations • Perform a variety of movements and skills with good body tension. • To link actions together so that they flow • Identify specific parts of performance to work on. • To understand ways (criteria) to judge performance. • To use awareness of space and others to make good decisions • To develop methods to outwit opponents. • Recognise and suggest patterns of play which will increase chances of success. • Have a clear idea of how to develop my own and others' work <p><u>History:</u> The Trojan horse</p> <ul style="list-style-type: none"> • Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece; 	<p><u>DT - Mechanisms</u></p> <ul style="list-style-type: none"> • To use research and develop design criteria to inform design • To select and use a wide range of tools. • To evaluate their work and understand how to improve. <p><u>French</u></p> <ul style="list-style-type: none"> • To be able to communicate where they live. • To be able to name places in a town. • To be able to interpret and give directions. <p><u>RE:</u> Sikhism</p> <ul style="list-style-type: none"> • Understand what commitment means to God • Know what the 5K's are and what they mean to God • Find ways of how Sikhs show their commitment to God. <p>The Christmas Story, Do you know the facts?</p> <ul style="list-style-type: none"> • Retell the nativity • Know the story of the Shepherds, Wise Men and Mary and Joseph in chronological sequence
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<ul style="list-style-type: none"> • To develop the idea of the round into a four part performance. • To introduce tuned percussion. 	<ul style="list-style-type: none"> • Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions; • Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision; • Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness. <p><u>PSHE: Exploring Emotions</u></p> <ul style="list-style-type: none"> • Recognising a wider range of feelings in others and how to respond appropriately • Developing strategies to resolve disputes • Deepening their understanding of good and not so good feelings • Exploring the intensity and range of feelings • Recognising when they experience conflicting emotions and how to manage these 	<ul style="list-style-type: none"> • To comment on and interpret Mary's feelings <p><u>Geography</u></p> <p>Rivers</p> <ul style="list-style-type: none"> • Identify and describe how physical features of rivers change from source to mouth; • Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; • Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; • Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; • Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife; • Describe the components of the hydrological or water cycle and explain the important role that rivers play;
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