

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.
- Solve problems involving multiplication and division.
- Add and subtract whole numbers with more than 4 digits, including using formal methods.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Read, write and order numbers with up to three decimal places.
- Identify, describe and represent the position of a shape.
- Draw angles and measure them in degrees.

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, dashes, hyphens, semi-colons 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:

We are game developers

- To create original artwork and sound for a game.
- To design, create and improve a computer program for a computer game.

We are cryptographers

- To understand the need for private information to be encrypted.
- To appreciate the need to use complex passwords and to keep them secure

<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><u>Music</u></p> <ul style="list-style-type: none"> • To combine beat, rhythm and tempo. • To develop the idea of the round into a four part performance. • To introduce tuned percussion. <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>DT</u> - Mechanisms</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 it. 	<p><u>PE</u> Indoor: Gymnastics</p> <ul style="list-style-type: none"> • To explore balances, improve and plan sequences in groups. • To understand how to transition from one movement to another using fluid movements <p>Outdoor: Net/Court/Wall and Invasion Games</p> <ul style="list-style-type: none"> • To work in pairs and small groups to develop attack and defence skills. • To evaluate own performance. <p><u>History:</u> Normans</p> <ul style="list-style-type: none"> • To place the Normans in history and reflect on how the Normans changed Britain. • To have an understanding of the key events in Norman times • To understand why the Normans built castles. • To understand the problems William faced once he was crowned King. • To investigate how William planned to tax England. <p><u>PSHE:</u> Citizenship and Feeling Safe</p> <ul style="list-style-type: none"> • Children can recognise their own worth and express their views. • To explore different values and beliefs in society. • To describe the nature and consequences of bullying. 	<p><u>RE:</u> Sikhism</p> <ul style="list-style-type: none"> • Engage... comparing themselves to a Sikh in order to test their commitment to something. • Investigate...Stories of Sikhs who have used their religion to make sacrifice easier. • To investigate how important Sikh beliefs are to an individual. • Evaluate....To rank and measure Sikh practices and beliefs. <p>Christianity</p> <ul style="list-style-type: none"> • Evaluate the different accounts of the Christmas story and understand that stories can be true in different ways. • Understand and compare eye-witness accounts • Investigate different accounts of the Christmas story • Consider why Christians believe the nativity is true • Explore historical sources about Jesus • Express opinions on the nativity • Empathise with the views of others about the nativity <p><u>Safeguarding - Curriculum Links</u></p> <ul style="list-style-type: none"> • Anti-bullying Week (Nov 13th) • Feeling Safe • Online Safety - to be a safe digital citizen
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