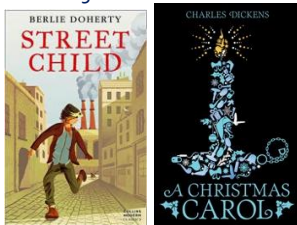
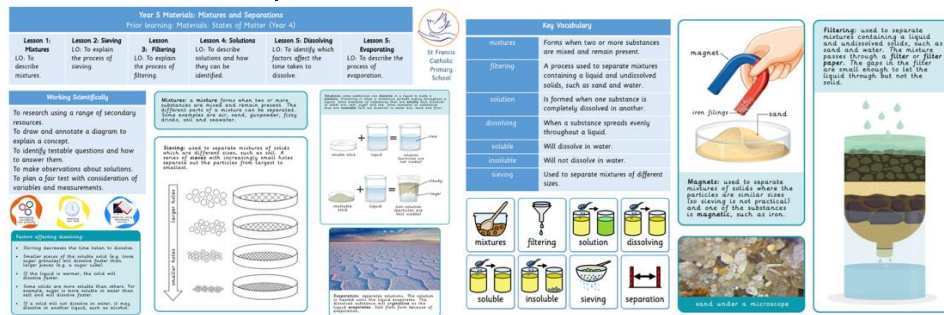


Year 5 Curriculum Letter Autumn Term



Please find below an overview of the term, along with some ideas to help you support your child's learning at home. Please contact your child's class teacher if you would like any further information.

Subject	Curriculum	How you can support learning at home
Religious Education	Branch 1: Creation and Covenant (The Story of Moses) Branch 2: Prophecy & Promise (King David)	Encourage your child to protect the wonder of creation-through our RE learning we will understand how we need to be stewards of creation looking after our common home. Attend Mass with your child. Use common prayers at home to encourage your child's prayer life.
Reading	Autumn 1: Street Child by Berlie Doherty Autumn 2: A Christmas Carol by Charles Dickens	Please listen to your child read their reading book daily – don't just assume they are reading it themselves. Ask them questions about what they have read, get them to show you the evidence in the text to support their answer. Challenge them to summarise a paragraph or section of their book. 
Writing	Using our Reading books as a stimulus, we will be writing a variety of pieces to entertain, inform and persuade. Including diary entries, character descriptions, persuasive letters and balanced arguments.	Discuss key vocabulary for SPaG with your child; in particular; determiner, clauses, parenthesis, conjunctions etc. Learn and practice the weekly spellings. Encourage children to write at home. You could give them their own home writing book for them to use. Can they write a character description of a character from a book they are reading. Can they keep a diary of their own. Read poetry to them, can they learn a poem and perform it to you or other members of their family.
Maths	Unit 1: Place value within 1,000,000 (1) Unit 2: Place value within 1,000,000 (2) Unit 3: Addition and subtraction Unit 4: Multiplication and division (1) Unit 5: Fractions (1) Unit 6: Fractions (2)	Discuss key vocabulary for the topic with your child. Arithmetic practice at home (column addition, column subtraction) Use Times Table Rockstars at home to improve TT fluency – this will help children with their recall speed and reduce wasted time. Home Learning videos to support our topics are available here - Maths home learning Home learning White Rose Education (these will be particularly useful for topics like fractions)
Science	Autumn 1: Materials: Mixtures and Separations Autumn 2: Materials: Properties and Changes	Look at our Knowledge Organisers on the website to explore vocabulary for our topics this term. Research different materials and their uses. Start discussing puberty with your child in an age appropriate way. Materials: Mixtures and Separations 

Materials: Properties and Changes

Year 5 Materials: Properties and Changes
Prior learning: Materials: States of Matter (Year 4)

Lesson 1: Hardness
LO: To determine the hardness of materials and link this to their uses.

Lesson 2: Transparency
LO: To determine the transparency of materials and link this to their uses.

Lesson 3: Conductivity
LO: To determine the conductivity of materials and link this to their uses.

Lesson 4: Reversible changes
LO: To demonstrate reversible changes.

Lesson 5: Irreversible changes
LO: To demonstrate irreversible changes.

Lesson 6: Irreversible changes
LO: To demonstrate irreversible changes.

Key Vocabulary

- conductivity**: Is a measure of how quickly and easily a material will let heat or electrical charge pass through it.
- hardness**: Is the measure of how easily a material can be scratched or dented.
- irreversible change**: Is when a material is changed but cannot be easily reversed to its original state.
- reversible change**: Is when a material is changed but can be easily reversed to its original state.
- transparency**: Is the measure of how much light a material lets pass through.

Working Scientifically

- To evaluate the hardness test to determine the degree of trust in the results.
- To plan and draw a table of results.
- To write a detailed method.
- To write a prediction using prior knowledge.
- To analyse observations.
- To measure the concordance accurately.

Changes of state are all examples of reversible changes because heating or cooling the substance will change it back to its original state.

Burning is an irreversible change in which a material is burned and makes new products.

Rusting is an irreversible change in which iron makes rust when exposed to water and air (oxygen).

Mixing vinegar and bicarbonate of soda is an irreversible change. A new product (a gas) is formed which causes fizzing.

Dissolving is a reversible change because the dissolved substance can be reclaimed by evaporating the liquid.

History

Autumn 1: Were the Vikings raiders, traders or something else?

Talk to your child about what they have learnt about the Vikings.
Use of historical vocabulary when discussing the topic.
Further reading about the Norse Gods (only touched on in one lesson)
Visit the British Museum to see their Viking artefacts (free entry)

Year 5 History: Were the Vikings raiders, traders or something else?
Prior learning: How did the achievements of the ancient Maya impact their society and beyond? (Year 4)

Lesson 1: When and why did the Vikings come to Britain?
LO: To explain when and why the Vikings came to Britain.

Lesson 2: Where the Vikings came to Britain?
LO: To explain when and why the Vikings came to Britain.

Lesson 3: Where the Vikings came to Britain?
LO: To explain when and why the Vikings came to Britain.

Lesson 4: What the Vikings came to Britain?
LO: To explain when and why the Vikings came to Britain.

Lesson 5: What the Vikings came to Britain?
LO: To explain when and why the Vikings came to Britain.

Lesson 6: What the Vikings came to Britain?
LO: To explain when and why the Vikings came to Britain.

Key Vocabulary

- achievement**: A significant accomplishment or contribution that has a lasting impact.
- balanced conquest**: Considering all views in a fair way.
- exchange**: Going something to someone and receiving something in return.
- impact**: The effect or change something has on a person, place or situation.
- ironic**: The city now called York.
- oral tradition**: The passing of stories and poems by word of mouth from one generation to another.
- sage**: A long story of human achievement found in Norse literature.
- trade route**: A long-distance route along which items are transported.
- Vikings**: A group of Scandinavian people who lived between the 8th and 11th centuries.

Traders

Using longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish, and exchanged them for silver, spices, wheat, jewellery, silk and glass.

Raiders

The Viking rule of Britain started in AD 793 when Lindisfarne's monastery was attacked. In 866, the Vikings ruled in the north of England. They stole valuable items from monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.

Settlers

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Some of the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Vikings, known as Danes, were settled and peaceful.

Geography

Autumn 2: What is life like in the Alps?

Use maps (online or physical) to locate the alps.
Use the internet to research the Alps.
Find out about other mountain ranges, how do they compare to the Alps?

Geography Year 5: What is life like in the Alps?
Prior learning: What are rivers and how are they used? (Year 4)

Lesson 1: Where are the Alps?
LO: To locate the Alps on a map.

Lesson 2: What is life like in the Alps?
LO: To describe the physical and human features of the Alpine region.

Lesson 3: Why do people live in the Alps?
LO: To describe the physical and human features of the Alpine region.

Lesson 4: What is life like in the Alps?
LO: To describe the physical and human features of the Alpine region.

Lesson 5: How are the Alps different from other mountain ranges?
LO: To compare the physical and human features of the Alps with other mountain ranges.

Lesson 6: What is life like in the Alps?
LO: To describe the physical and human features of the Alpine region.

Key Vocabulary

- leisure**: The use of free time for enjoyment.
- tourist**: A person who travels to a place for pleasure.
- tourism**: Travel for pleasure in which people visit places of interest.
- glacier**: A slow-moving mass of ice formed by the accumulation of compact snow on mountains.
- mountain climate**: A mountainous region with a colder climate than the surrounding area, affected by the height of the mountains.
- recreational land use**: Land use that provides leisure activities.
- investigation**: An investigation into a question.
- OS map**: A detailed map of Great Britain, produced by the Ordnance Survey.
- vegetation**: All the plants that grow in a certain area.

World map

Climate

Map of Europe

Alps

Alpine mountains are fold mountains. They were formed when two tectonic plates pushed together and the ground was forced upwards.

Art

Autumn 1: Drawing: Depth, emotion and movement

Go through the knowledge organiser and key vocabulary with your child.
Provide opportunities to experiment with art.

Art Year 5: Drawing: Depth, emotion and movement
Prior learning: Drawing: Colouring, line, texture and proportion (Year 4)

Lesson 1: 3D drawing
LO: To draw using lines to create a 3D effect.

Lesson 2: Texture and tone
LO: To describe the texture and tone of a drawing.

Lesson 3: Understanding proportion
LO: To understand the proportion of objects in a drawing.

Lesson 4: Creating an effective composition
LO: To create an effective composition in a drawing.

Lesson 5: Using texture, tone and proportion in drawing
LO: To apply an understanding of texture, tone and proportion in a drawing.

Key Vocabulary

- depth**: The feeling in a picture that some things are closer and others are further away.
- texture**: The way a surface looks or feels.
- tone**: The lightness or darkness of a colour.
- proportion**: The relationship between the sizes of different parts of a drawing.
- composition**: The way different parts of a drawing are arranged.

3D drawing

Texture and tone

Understanding proportion

Creating an effective composition

Using texture, tone and proportion in drawing

Design and Technology

Autumn 2: Electrical Systems: Doodlers

Children to familiarise themselves with the key terms on the knowledge organisers.

DT Year 5: Electrical systems: Doodlers
Prior learning: Design and Technology: Designing and making (Year 4)

Lesson 1: Electrical systems and motors
LO: To understand how motors are used in electrical products.

Lesson 2: Meet the doodler
LO: To investigate an existing product to determine the factors that affect the product form and function.

Lesson 3: Doodler design and construction
LO: To apply the findings from research to develop a unique product.

Lesson 4: Doodler DT kit
LO: To develop a DT kit for another individual to assemble their product.

Key Vocabulary

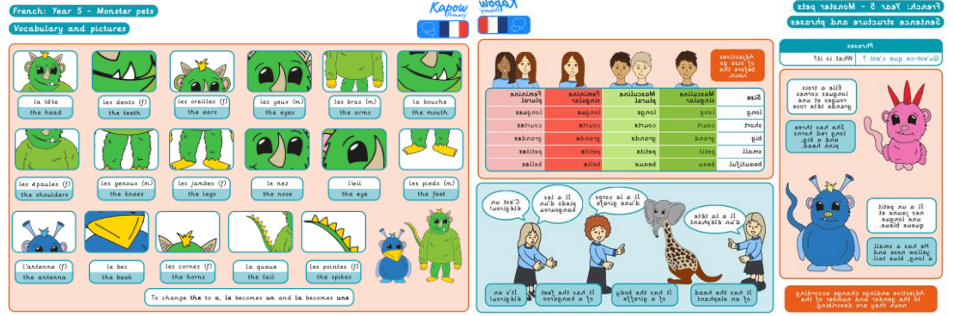
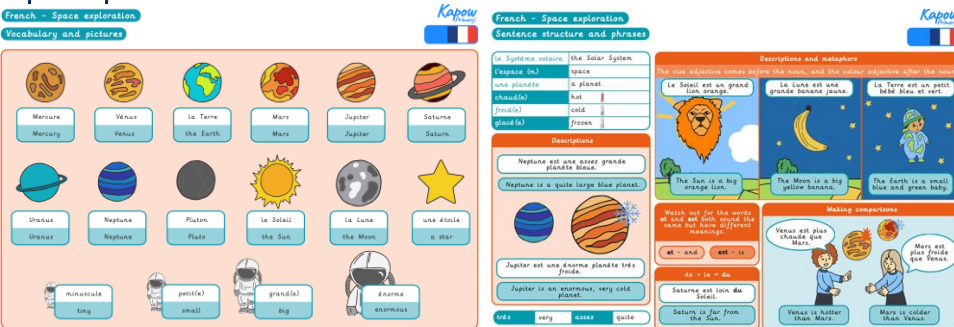
- electrical system**: An electrical system.
- circuit component**: The parts of a circuit.
- configuration**: How the parts are put together.
- current**: The flow of electricity.
- device**: To work on something to make it better.
- DIY**: Do it yourself - often tasks around the house.
- investigate**: To find something out.
- problem solve**: To solve an issue.
- product**: To evaluate what you have made.
- prototype**: Does not work easily.
- stable**: Who the product is intended for.
- target user**: Who the product is intended for.

Electrical systems and motors

Meet the doodler

Doodler design and construction

Doodler DT kit

Music	Class Instrumentation: Ukelele or Trumpet Get set for Music: Africa Vikings Singing: Carol service rehearsal	Research the origins of the Ukelele and trumpet. Listen to a range of ukelele and trumpet performances. Sing Christmas carols with your children.
Computing	Systems & Searching Video Production	Talk to your children about staying safe online.
Physical Education	Hockey, Dance, Parkour and Tennis	Ask your child what key vocabulary they have learnt during their PE lessons. Encourage them to teach you a skill they have learnt. Play games or practise a skill with your child. Make use of general fitness activities in the local area (eg. Junior parkrun)
French	Autumn 1: French Monster Pets Autumn 2: Space exploration in French	Revisit key vocabulary from the knowledge organiser. French Monster Pets  Space exploration in French 
PSHE	School values Attendance British Values: Rule of Law and Democracy Created and loved by God (TenTen curriculum)	Discuss with your child how they are feeling and encouraging them to use different activities to help to regulate themselves. Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.

Homework Information

Reading aloud to an adult and this is to be written into reading diary.

Talk homework: Set once every 2 weeks to discuss the writing topic

Timetables Rockstars