



Year 5

**Autumn Curriculum
Overview and Topic
Webs**

English

Development of writing through:

Fiction, Non-fiction and Poetry writing:

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Non-chronological report, Letters and Narrative Poems.

Grammar/Phonics:

English lessons will have a clear grammar and spelling element within them. This terms grammar focus includes: Expanded Noun Phrases, Relative Clauses and Parenthesis. Spelling will be taught using Spelling Shed to cover Y5 spelling rules.

Cross Curricular / Book focus:

Letter- 'Silent Music- a story from Baghdad'
Non-chronological- Calligraphy
History- Baghdad 900 CE

Maths

Place Value

Before exploring numbers to 10,000 children recap Year 4 ensuring that they are secure with 1000s, 100s, 10s and 1s. Children also recap on rounding. Children explore further the similarities and differences between the Roman number system and our number system, learning that the Roman system does not have a zero and does not use placeholders.

Addition and Subtraction

Children recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. Children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.

Multiplication and division A

Children work systematically to find lists of factors before comparing lists to find common factors. They should realise that 1 is a common factor of any set of numbers and that one of the numbers themselves could also sometimes be a common factor, Children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself.

Fractions A

Children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number.

Religious Education

CREATION

This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.

MIRACLES & THE SACRAMENT OF THE SICK

In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name.

PARABLES & SAYINGS OF JESUS

In this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

ADVENT

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

<h2 style="text-align: center; background-color: red; color: white; padding: 5px;">Science 1</h2>	<h2 style="text-align: center; background-color: purple; color: white; padding: 5px;">Humanities</h2>	<h2 style="text-align: center; background-color: green; color: white; padding: 5px;">Physical Education</h2>	<h2 style="text-align: center; background-color: orange; color: white; padding: 5px;">Science 2</h2>
<p><u>The Human Body</u> Pupils will compare and contrast the different gestational periods of animals, including humans and will understand that human infants need care and attention for many years before they are independent. They will consider growth stages and the features of these for animals and humans. Recognising that all living things have growth stages is important scientific knowledge that will support fundamental understanding of biology as children move through the KS2 curriculum and beyond.</p>	<p><u>History – Baghdad 900CE</u> In this unit the children will learn about how historians find out about Baghdad, using sources from the time including written accounts. The children will have opportunities to handle these sources and make interpretations.</p> <p><u>History – The Early British Empire</u> Studying the British Empire helps children gain a deeper understanding of Britain's connection with the wider world, looking at not only the influence that Britain had on the wider world, but also the influences that the wider world has had on Britain.</p> <p><u>Geography – Special Sense</u> Children will become familiar with the Prime Meridian line and will use co-ordinates to identify locations around the world. Children will also build on their knowledge of the Northern and Southern Hemispheres, from previous units, and will look at the Eastern and Western Hemispheres</p> <p><u>Geography – Mountains</u> Children will learn that mountains are large landforms that rise above surrounding land. They will briefly look at plate tectonics theory, touching on the reasons why mountains form. Children will also learn that a mountain range is a group of connected mountains and will study the Alps, The Himalayas, The Rockies, The Andes. Mount Kilimanjaro will also be studied as an example of a dormant volcano.</p>	<p><u>Football:</u> Play effectively in a variety of positions and formations on the patch. Relate a greater number of attacking and defensive tactics to gameplay. Become more skilful when performing movements at speed.</p> <p><u>Dance</u> Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and expression. Work collaboratively in groups to compose simple dances.</p> <div style="background-color: yellow; text-align: center; padding: 5px;"><h3>Computing</h3></div> <p>Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.</p>	<p><u>Materials</u> In this unit children will revisit the concept of conductivity. They will look at the most suitable material for thermal conductivity and will analyse different materials and their properties. After revisiting this knowledge, children will move on to studying solubility; which materials are soluble and what it means to be soluble. This knowledge and understanding will form a foundation of understanding of chemistry that they will build on in KS3.</p>
<h2>Art</h2>		<h2>Technology</h2>	
<p><u>Style in Art</u> Children start by comparing different styles of brushwork demonstrated by Stubbs in Whistlejacket and by Munch in The Scream of Nature. They draw pears using contrasting techniques, creating visible marks in oil pastels in the manner of Van Gogh and smooth modelling using soft pastels in the manner of Stubbs. They go on to compare two radically different styles, rococo and modernism</p> <p><u>Islamic Art and Architecture</u> During the course of the unit the children create two works of art in Islamic style. At first, they use rulers and compasses to create repeating geometric designs which they decorate with brightly coloured inks. They then take their design and transfer it onto a clay tile, developing their skills in three-dimensional modelling</p>		<p><u>Moving Mechanisms</u> This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function</p>	



KEY VOCABULARY

gestation period

the **time in which a foetus develops**, beginning with fertilization and ending at birth (it lasts nine months in humans)

adolescence

the **period** following the onset of puberty during which a **young person develops from a child into an adult**

puberty

the period during which adolescents **reach sexual maturity and become capable of reproduction**

hormone

a chemical released in a gland that travels to other parts of the body where it **helps control how cells and organs do their work**

growth stage

infancy, childhood, adolescence, and adulthood are human growth stages before old age

changes in puberty

- muscles and bones grow larger
- females develop breasts and their hips widen
- males shoulders widen and their voice deepens
- both females and males grow hair under their arms and around their genitals
- females start menstruating (periods begin)
- males produce sperm in testes
- hormonal changes produce mood swings



human growth stages

gestational periods

mouse



20 days

dog



2 months

polar bear



8 months

human



9 months

elephant



21 months



physical property

something that **can be observed and measured** for a material, e.g., hardness, shininess, conductivity

mixture

two or more **materials that can be separated**

dissolved

when something **mixes and blends well with a liquid**

solvent

the **liquid that something dissolves in**

solute

the material that **dissolves in the solvent**

saturated

when **no more of a solute can dissolve** in a solvent

reversible change

a change that can be reversed so the **material goes back to how it was**

evaporation

when a **liquid changes state to a gas**

filtering

removing solids from a mixture by passing through paper that only allows liquid through

some properties of materials

hard

soluble

shiny

dense

thermal conductor

transparent

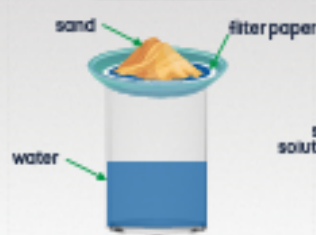
flexible

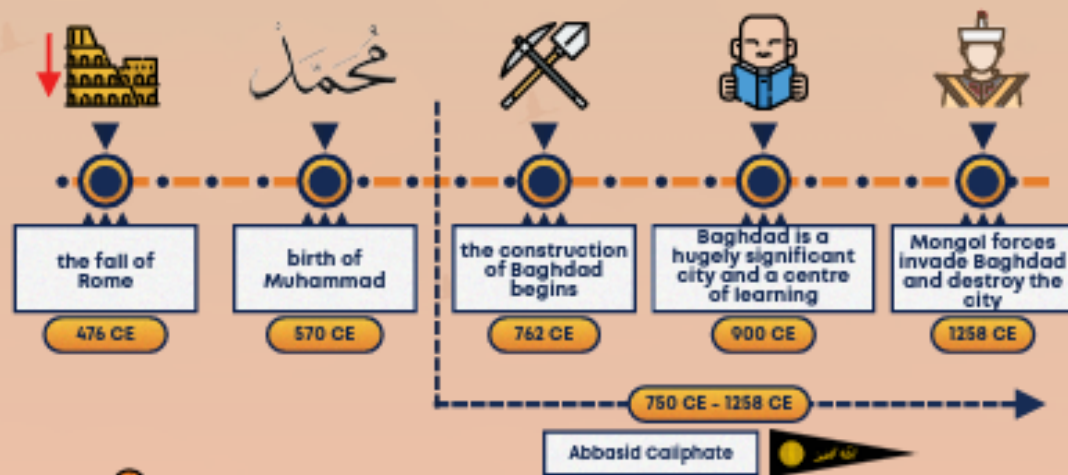
strong

sieve

filter

evaporate





KEY VOCABULARY

scholarship

the act of **academic study at a high level**

civilisation

a civilisation is a nation or group of people, that **share a common culture, common laws, a common economy** and typically a **common faith or religion**

City of Peace

Baghdad in 900 CE was referred to as the City of Peace

House of Wisdom

the House of Wisdom was a place in Baghdad where **texts were translated and where people came to learn and read** (it is remembered as one of the world's greatest libraries)

Mongols

the Mongols (originally from Mongolia) were a **tribe of nomads** who rode on horseback across central and northern Asia



Caliph Al-Mansur

a religious leader who is remembered for founding the city of Baghdad



Muhammad

a Prophet and military leader who established Islam



Al Tabari

an influential scholar, historian and translator/interpreter



Hulagu Khan

a Mongolian military leader who invaded Baghdad in 1258 and destroyed the city



John Cabot

an Italian explorer, funded by England, who 'discovered' lands in North America



John Cabot went to North America

1497



the Mughal Empire is established in India

1526



Sir Walter Raleigh sets up the first British settlement in North America

1585



Elisabeth I grants royal approval to the East India Company

1600



the Seven Years War begins

1756



Battle of Plassey

1757



the Seven Years War ends and Britain takes land from France

1763



Sir Walter Raleigh

founded a colony in Virginia



Emperor Jahangir

Mughal Emperor who allowed the East India Company to trade in India



Major-General Robert Clive

a military commander who helped secure an Indian empire for Britain



Elisabeth I

Queen of England 1508-1603: she gave royal approval to the East India Company



General Wolfe

he led Britain to victory at the Battle of Quebec

KEY VOCABULARY

empire

an empire is a group of **countries ruled over** by a single monarch or ruler

imperial

belonging or relating to an empire

trade

buying, selling or **exchanging goods** between people, companies or countries

colony

a country or **area controlled by another country** that is often far away

slave

a person who is considered to be **owned by another person** and has to obey them

merchant

a person **involved in trading goods**



prime meridian
line

an imaginary line that **divides the earth into two sections** to show the eastern and western hemispheres (it also used as the basis for world time zones)

lines of longitude

imaginary lines that **run from north to south around the globe**: lines of longitude can be used to identify the location of a place as expressed in degrees east or west from the prime meridian line (longitude lines are not parallel to each other)

lines of latitude

imaginary lines that **run parallel to the equator**: like lines of longitude, they can be used to identify the location of a place

co-ordinates

numbers that represent a **location on a map**

Eastern Hemisphere

a term used to describe **places that are east** of the meridian line

Western Hemisphere

a term used to describe **places that are west** of the meridian line

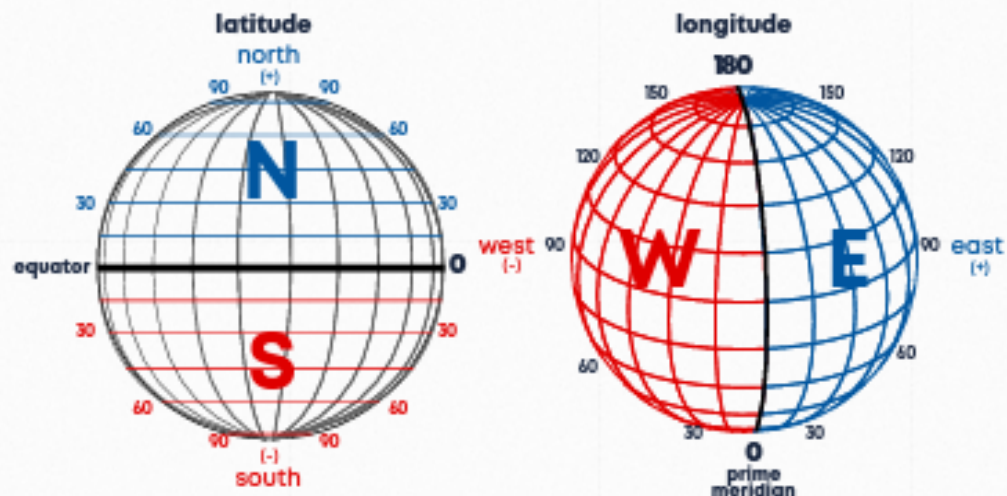
relief maps

a map that uses shading and colours to **indicate the height of the land**

relief map of Wales



geographic coordinate system: latitude & longitude



map scale

a) (1 centimeter represents 250 meters)

b) 1:25 000





peak

the **highest point** of a mountain

range

a **group of mountains** connected by high ground

erosion

the process of something being **worn down or destroyed over time**

topography

the **study of the surface of the earth**: topography can look at the shape of the land, hills, mountains, valleys, rivers etc

plate boundary

scientists believe **the earth's crust is split into plates, and where these plates meet** (at a plate boundary) there can be mountain ranges formed

Machu Picchu

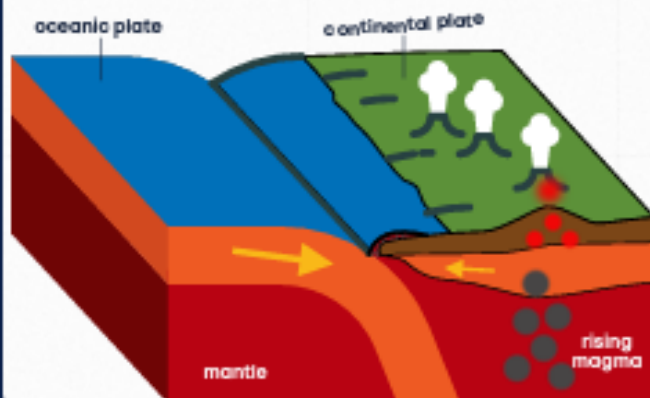
a famous Inca city **built on top of a mountain** in the Andes

Mount Kilimanjaro

the **tallest mountain in Africa**



mountains formed at a plate boundary



Alps (Europe)



Himalayas (Asia)



Rocky Mountains (North America)



Andes (South America)



Edmund Hillary



a well-known mountaineer from New Zealand who was one of the first to climb Mount Everest in 1953

Tenzing Norgay



Edmund Hillary's mountaineer guide who also climbed Mount Everest in 1953



KEY VOCABULARY

style

how a **piece of art looks**: style is often divided into the style of a period of time in history, a country, a group of artists, art which is about a particular idea or how an artist creates a work of art

technique

a **way of doing** something, like painting a picture

brushstroke

the mark made by a **paintbrush**

rococo

a light-hearted and pretty style of art and design from the 1700s which uses **elaborate decoration**, curvy lines and light colours

asymmetrical

not symmetrical: different on one side of the design to the other

modernist

a **style of art and design starting in the 1850s** that rejected previous artistic styles, was often abstract, experimental and focussed on materials

abstract

art that **doesn't try to look like something**, but uses shapes, colours, lines and form to achieve an effect

colour theory

information about how to **create different colours by mixing** (e.g. how to mix primary colours to make secondary colours) and the **effect of different colour combinations** (e.g. what happens when you put two complementary colours next to each other)

complementary colours

any **two colours which are opposite** each other on the colour wheel, e.g. yellow and purple are complementary to each other

rococo style

Thomas Chippendale



ribbon-backed chair

modernist style

Marcel Breuer



Wassily Chair (1925-1926)



The Pilgrimage to the Isle of Cythera (1717)

Antoine Watteau

Contra-Composition of Dissonances XVI (1925)

Theo van Doesburg





the Dome of the Rock (691)



Jerusalem

the Taj Mahal (1632)



Agra, India

Court of the Lions



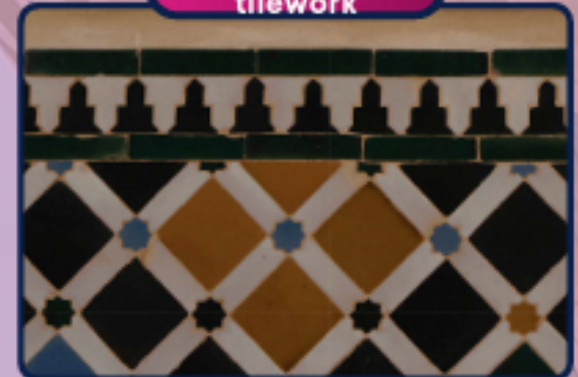
Nasrid Palaces, Alhambra (1300s)

plasterwork



Nasrid Palaces, Alhambra (1300s)

geometric tilework



Nasrid Palaces, Alhambra (1300s)

KEY VOCABULARY

Islamic art/
architecture

art or architecture which **relates to the religion of Islam** or the Islamic world

mosque

a **place of worship** for Muslims

minaret

a thin **tower**, usually part of a mosque, from which a **person calls Muslims to prayer**

dome

the **hollow, upper half of a sphere**, often used in Islamic architecture

calligraphy

decorative **handwriting**

geometric patterns

a **pattern made out of geometric shapes** such as triangles, squares, circles

vegetal patterns

a pattern made out of **shapes and lines** which represent plants

figural

art work showing **humans or animals**