Year 5 – Mrs Little and Miss James
Curriculum Overview
Second Half of the Autumn Term 2024

English	Maths	Topic	Science

Street Child (continued)
• Describe 19th century London using the text as evidence
• Research living conditions at the time and compare to now
• Drawing pictures of scenes in the text
• Explore and discuss life in a workhouse
• Story mapping
• Write continual diary entries as Jim or someone in the workhouse
• Have section of the story to continue, predicting the ending
• Write a letter from Jim to his family/Shrimps/Dr Barnardo
 	
Poetry
• Discussing the effective use of language in various types of poem
• Finding examples of personification in poetry
• Looking at examples of similes and metaphors in the poem and discussing their impact
• Using this knowledge to create their own personification poem about an object
	Number
	• Continue a sequence, including negative numbers.
	• Using related facts
	• Use the four operations mentally and with increasingly larger numbers.
	• Missing number sums.
	• Recap multiplying and dividing by 10, 100, 1000.
	• Multiplication –
	   o formal methods, including decimals
	• Division –
	   o short and long division
	• Problem solving –
	   o Operation and method
	
	Geometry and number facts
	• 3D shapes and their properties
	   o pyramids and prisms
	   o nets of open and closed cube,
	   o nets of 3D shapes
		'Dirty old River'- Study of the River Thames in Art
		• Describe the works of famous artists using art vocabulary, focussing on views of the River Thames
		• Investigate why artists often represent the Thames in artwork
		• Develop sketching techniques based on a view of the River Thames
		• Investigate colour theory and compare and critique art techniques
		• Plan and create a piece of art based on the River Thames using the Pointillist style
		• Refine use of materials to create a river-based sculpture
			Materials
			• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
			• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
			• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
			• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
			• Demonstrate that dissolving, mixing and changes of state are reversible changes

PE	Computing	French	RE
Dance • Understand how changing dynamics changes a performance. • Create dance routines showing quality and body control. • Use space and levels to change how a dance looks. • Copy and repeat movements in different styles and genres. • Work with a partner to repeat and copy moves. • Develop choreography based on a piece of music or story. • Use canon and unison to create a dance. **Other skills/Fitness (FUNS)** • Improve co-ordination and general fitness levels. • Understand that exercise can improve health, overall wellbeing and reduce stress.	**Speed, direction and co-ordinates (Espresso Coding)** • Learn how computers use numbers to represent things such as how fast things are moving, and where they are • Using various inputs to make objects move, speed up and slow down • Using tablet accelerometers to control movement • Recap conditional events • Create an app with changes in speed and direction based upon controls and variables • Debug programs that do not work in an expected way **RSHE** **Safe, healthy relationships and respect** • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and not give permission for physical contact (setting and respecting personal boundaries) • To recognise that everyone should be treated equally • Why it is important to listen and respond respectfully to a wide range of people • What discrimination means and different types of discrimination	**A l'ecole** • Name school subjects • Talk about likes and dislikes at school • Ask and say the time • Talk about timings of the school day **Music** **Classroom Jazz 1** • Listen to and appraise 'Three Note Bossa' and 'The Five Note Swing'. • Playing various instruments alongside Jazz tracks. • Identify and discuss structure of Jazz music and instruments commonly used. • Improvise using percussion instruments and voices. • Perform original compositions in a Jazz style.	**How do Art and Music convey Christmas?** • To suggest reasons for the similar and different beliefs about Jesus which people hold and explain how religious sources are used to provide answers to questions. • To identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean. • To identify, express and explain Christian beliefs about Christmas in the style of a Christmas Carol. • To consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.