

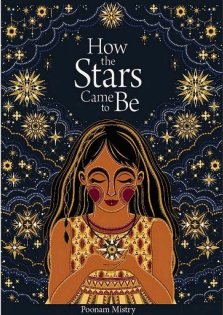



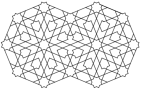









Our Year 5 Curriculum - Autumn 1



<p>Big Question </p> <p>Lens</p>	<p>What's the biggest achievement of the early Islamic civilisation?</p> <p>Civilisation</p>			
<p>Maths</p> 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="320 568 917 824"> <p>1st unit - Place Value Roman Numerals Numbers to 10,000, 100,000 and 1,000,000 Rounding to the nearest 10, 100, 1,000, 10,000 and 100,000</p> </td> <td data-bbox="917 568 1517 824"> <p>2nd unit - Addition and subtraction Mental strategies Adding and subtracting with more than four digits Inverse operations Problem-solving Missing numbers</p> </td> </tr> </table> <p>Times tables (revision of all times tables up to 12 x 12)</p>		<p>1st unit - Place Value Roman Numerals Numbers to 10,000, 100,000 and 1,000,000 Rounding to the nearest 10, 100, 1,000, 10,000 and 100,000</p>	<p>2nd unit - Addition and subtraction Mental strategies Adding and subtracting with more than four digits Inverse operations Problem-solving Missing numbers</p>
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<p>English</p> 	<p>'Holes' by Louis Sachar and 'How the Stars Came to Be' by Poonam Mistry.</p> <p>Pupils will focus on sentence construction using a range of conjunctions. They will use adverbials of time, place and manner, and ensure that their tense is consistent throughout their writing. Weekly spelling lessons will embed previously taught spelling patterns from Years 3 and 4, and children will continue to learn the statutory spelling words. The following grammar and punctuation will be taught: relative clauses, adverbs and modal verbs, brackets, dashes and commas for parentheses, apostrophes for possession (singular and plural), and inverted commas for direct speech.</p> <p>Reading lessons will focus on clarifying the meaning of new and unfamiliar words, inferring using evidence from the text, making predictions based on what has been read and evaluating the language used by the author.</p>			
<p>History</p> 	<p>Early Islamic Civilisation</p> <p>A study of a non-European society which contrasts with British history. Children will study the city of Baghdad in 900 CE and discover the achievements of 'The Golden Age of Islam' which can be linked to life today.</p>			
<p>Science</p> 	<p>Earth and Space</p> <p>Children will investigate the movement of the Moon, Sun and Earth and how this leads to day and night. They will be knowledgeable about the position of our planet within the Solar System.</p>			
<p>Religious Education</p> 	<p>Reality - What is real?</p> <p>In Year 5 Religious Education, pupils will explore the concept of reality through the beliefs and teachings of Abrahamic and Dharmic religions. They will consider how different faiths understand what is real, including ideas about God, the soul, creation, and the nature of existence. Pupils will compare religious and non-religious worldviews, thinking critically about questions such as: What is truth? What can be proven? What do people believe by faith? This topic encourages thoughtful discussion, respectful listening, and understanding of diverse perspectives. Families can support learning by discussing beliefs at home and encouraging open, respectful conversations about faith and reality.</p> <p>Educational Visit - Mosque</p>			

<p>Art</p> 	<p>Printing: Islamic Art (Geometric Designs) Children will begin to understand the purpose, features and history of Islamic art before applying their knowledge to use a range of materials to draw and lino print their own geometric designs. During this unit they will study the artist, Ayesha Gamiet.</p>
<p>PSHE</p> 	<p>How can friends communicate safely? Understand the different types of relationships people have in their lives Understand that knowing someone online differs from knowing someone face-to-face How to respond if a friendship is making them feel worried, unsafe or uncomfortable.</p> <p>British Value: Democracy</p>
<p>Music</p> 	<p>Composition: Space Holst/Ligeti Listening: Scheherazade- Rimsky Korsakov Children will listen with attention to detail and recall sounds with increasing aural memory. They will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<p>Computing</p> 	<p>Creating Media: Stop Motion Secure pupils will create a toy with simple images and a single movement and produce a short-stop motion with small changes between images. They will develop a simple story idea, decompose it into parts, and create a storyboard with basic characters. Pupils will refine models for smooth animation, delete unnecessary frames, add effects like titles, and provide constructive feedback to peers on their animations.</p> <p>Online Safety: Online Protection</p>
<p>Outdoor PE</p> 	<p>Squash In Year 5 outdoor PE, pupils learning squash will develop key skills such as hand-eye coordination, agility, and basic techniques including forehand, backhand, and serving. They will learn the rules of the game, how to move safely around the court, and how to play fairly and respectfully. Squash encourages quick thinking, fitness, and resilience. Children will also begin to understand strategy and positioning. Squash is a fast-paced, engaging game that helps children build confidence, stay active, and enjoy a sport they can continue beyond school. We are fortunate enough to have professional coaches providing these sessions, free of charge, from Squash 4 Schools.</p>
<p>Indoor PE</p> 	<p>Gymnastics In Year 5 gymnastics, pupils develop balance, strength, flexibility, and control. They create and perform sequences using rolls, jumps, and partner work. Skills like mirroring, matching, and canon are introduced. Gymnastics encourages creativity, teamwork, and resilience. Families can support by celebrating progress and encouraging physical confidence through practice and discussion.</p> <p>Swimming As we begin the new swimming term, our focus will be on re-establishing routines and prioritising safety. We'll reinforce rules in changing areas, poolside, and in the water. Pupils' swimming abilities will be assessed to ensure appropriate group placement. Water safety will remain our key priority throughout the term.</p>