



## Year 5 Curriculum overview - Autumn 2

	Week 1 -	Week 2 -		Week 3 -	Week 4 - School trip	Week 5 -	Week 6	Week 7
Key questions	What is the Viking creation myth?	What is the Viking creation myth?		How do we know so much about the Vikings?		What was the immersion day?	What was the immersion day?	What have we learnt about the Vikings? Reflection work
English	<i>Lady of Shalott</i>	<i>Lady of Shalott</i>	<i>Alice in Wonderland</i>	<i>Alice in Wonderland</i>		<i>Alice in Wonderland</i>	<i>Alice in Wonderland</i>	<i>Alice in Wonderland</i>
	<p>Children will engage in active reading and investigation of a narrative poem. Through practical activities and discussion, they explore how writers use language to create dramatic effects. Children will investigate different aspects of a longer narrative poem, including the structure. They work as part of a group and use drama strategies to explore characters in depth.</p>	<p>Children will devise questions to ask the main characters and work in role to explore more complex emotional issues. A reading journal is used to record inferences and demonstrate understanding of characters.</p> <p>Children will reflect on the helpfulness of different techniques used through the sequence to support their understanding of an older text. They work as members of a group to rehearse the poem using drama techniques before selecting and practicing stanzas for the choral performance. Performances are evaluated and improved according to chosen success criteria and the impact of theatrical effects is examined in more depth.</p>	<p>Hook: Down the rabbit hole....</p> <p>Read Alice in Wonderland: Explore language when analysing and discussing classic fiction. I am beginning to suggest alternative points of view or reasons.</p> <p>Comprehension activities, inference activities, role play, hot seating, summarising the story, comparisons to film (how does it compare to modern narratives?) Meaning of quotes etc.</p>	<p>Narrative writing - Becoming the rabbit, falling down the rabbit hole (what if there was ...)</p> <p>Making predictions- group mind map work</p> <p>Character descriptions</p> <p>Setting descriptions</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>I can select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives,</p> <p>I am describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>I can expanded noun phrases to convey complicated information concisely using brackets, dashes or commas to indicate parenthesis</p>		<p>Debates and discussion- Court room - off with her head. I am beginning to rehearse sentences in my head and improve them before sharing them in discussions, being aware of grammar</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>I can recognise vocabulary and</p>	<p>Debates and discussion- Court room - off with her head. I am beginning to rehearse sentences in my head and improve them before sharing them in discussions, being aware of grammar</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing</p>	<p>Court room chaos- Children to hold a debate and discussion in a court room. Children are only allowed to speak in riddles and rhymes to put their points across.</p> <ul style="list-style-type: none"> <li>▪ I am assessing the</li> <li>▪ effectiveness of their own</li> <li>▪ and others' writing</li> <li>▪ I can propose changes to</li> <li>▪ vocabulary, grammar and</li> <li>▪ punctuation to enhance</li> <li>▪ effects and clarify meaning</li> </ul> <p>proof-read for spelling and punctuation errors</p>

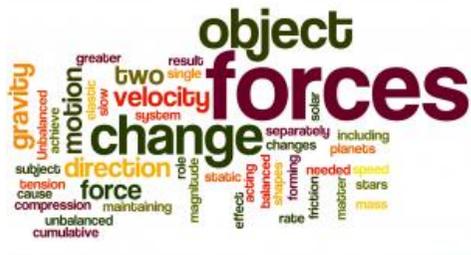


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					structures that are appropriate for formal speech and writing		
<b>Mathematics</b>	<b>Multiplication</b>	<b>Objectives:</b>		<b>Division</b>	<b>Objectives:</b>	<b>Fractions</b>	<b>Objectives:</b>
	<p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Multiply numbers mentally drawing upon known facts <i>e.g.</i> <math>60 \times 9</math></p> <p>Multiply whole numbers and those involving decimals by 10, 100 and 1000</p> <p><b>Real life link:</b> organising a holiday</p>	<p>Divide numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Divide numbers mentally drawing upon known facts <i>e.g.</i> <math>60 \times 9</math></p> <p>Divide whole numbers and those involving decimals by 10, 100 and 1000 <i>e.g.</i> <math>456 \div 100 = 4.56</math></p> <p>Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors <i>e.g.</i> <math>828 \div 36 = (828 \div 4) \div 9 = 207 \div 9 = 23</math></p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <i>e.g.</i> a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours?</p> <p><b>Real life link:</b> Viking battle</p>	<p><i>Know fractions are different ways of expressing proportions</i></p> <p><i>Count forwards and backwards in fractions and decimals bridging zero</i></p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths <i>making links to decimals and measures e.g.</i> <math>\frac{37}{100} \text{ metre} = 0.37\text{m}</math></p> <p>Compare and order fractions whose denominators are all multiples of the same number <i>e.g. put these fractions in order from the smallest: <math>\frac{5}{12}, \frac{5}{6}, \frac{11}{12}, \frac{2}{3}</math></i></p> <p>Add and subtract fractions- fractions that make 1 whole.</p>				



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<b>Science</b>	<div style="display: flex; align-items: center;">  <div> <p><b>Forces</b> Children should be taught to:</p> <ul style="list-style-type: none"> <li>know the units forces are measured in.</li> <li>know what equipment is used to measure a force.</li> <li>be able to measure the force of objects in the classroom.</li> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> </div> </div>					
<b>History and Geography</b>	<b>VIKINGS</b>					
	What is the Viking creation myth?	Why was mythology an important part of Viking life?	Who were the Viking Gods and goddesses?	Can I create and evaluate a sculpture based on Viking mythology?	Can I create and evaluate a sculpture based on Viking mythology?	<i>How do we know so much about the Vikings?</i>
<b>Art and DT</b>	Great Artists/art - tapestry					
<b>Computing</b>	Programming		E safety		Excel	
<b>RE</b>	<p><b>Practices and ways of life</b> Children will have the opportunity to :</p> <ul style="list-style-type: none"> <li>Compare and contrast the practice of religion in the home in different religious communities - <b>2.2a</b></li> <li>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - <b>2.2b</b></li> <li>Investigate some features of key religious festivals and celebrations and identify similarities and differences - <b>2.2c</b></li> <li>Investigate the life of a person who has been inspired by their faith and make links between belief and action - <b>2.2d</b></li> </ul>					
<b>British Values - RESPECT</b>	<b>Safety</b>					
	<p>To recognise that bacteria and viruses can affect health and that following simple routines can reduce their spread. To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To know which, why and how, commonly available substances (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p>					
<b>P.E.</b>	<p>Swimming Gymnastics LCP Unit 5/6 Gymnastics activities</p>					
<b>Music</b>						

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Charanga

