

# Year 5 Otter Class Autumn 1 Curriculum Outline

## Raiders or Traders?

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Below is an outline of our learning in term 1

### English

Reading includes a saga, learning about the Viking Gods, a non-fiction text about Vikings and information texts about the Saxon and Viking rulers. The class reader is Odd and the Frost Giants.

Genres for writing - linked to our topic where appropriate - will include narrative, non-chronological reports and a review.

Grammar and punctuation will recap word classes, speech and focus on correctly demarcating sentences.

Spelling will -tious, -ious and -cious, cial and tial and challenge words from the Y5/6 list.

There will be an emphasis on presentation and neat handwriting in pen (for all children).

### Maths

#### **Place Value**

- Roman numerals to 1000 (M)
- Read and write numbers to 10,000, 100,000 and 1,000,000
- Round numbers to the nearest 10 100 1,000 10,000 & 100,000
- Partition numbers up to 1,000,000
- Compare and order numbers to 100,000

#### **Addition and Subtraction**

- Use mental strategies
- Add and subtract numbers with more than 4 digits
- Use rounding to check answers to calculations
- Solve multi-step problems in context
- Use inverse operations

#### **Multiplication**

- Multiples
- Factors
- Prime numbers

### Art and DT

Children will look at how eyes have been painted by a selection of famous artists, design and make dragon eyes in clay and evaluate their final product.

### Computing

In addition to revising how to stay safe on-line, children will develop their understanding of computer systems and how information is transferred between systems and devices. They will explain the input, output, and process aspects of a variety of different real-world systems.

### Science

Children will explore and compare the properties and features of materials including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity. They will give reasons, based on comparative and fair tests, for the use and application of materials. We will also explore the fundamentals of scientific enquiry and investigation, record data and reach conclusions.

### PE

In addition to the daily mile, children will be playing tag rugby, focusing on attacking and defending as well as learning about running, jumping, throwing and catching skills in netball.

We will also do OAA Outdoor and adventurous activity challenges both individually and as part of a team at Bowles.

### RE

Our key question is:

"What does it mean (for Christians) if God is holy and loving?"

Children will be making the link with the idea that, for Christians, knowing God is a personal journey - a relationship - not an intellectual exercise.

Children will build upon their learning about God from Key Stage 1 and Lower Key Stage 2. They will look in more depth at texts from the Bible to ascertain what God is like. They will use increasingly complex vocabulary to describe the qualities of God.

### History/Geography Raiders or Traders?

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Children will develop their understanding of the chronology of British history. They will learn where the Vikings came from, when their influence in Britain began and why they came. They will consider events from different perspectives and think about the changing way in which the Vikings have been represented.

### PSHE - Relationships

As a class, we will look at the importance of co-operation and resilience. We'll ask the question "How good a friend are you?" and think about the ingredients for a friendship cake.

### French (with Madame Hanna)

Children will develop their language skills across the four attainment targets (speaking, listening, reading and writing) with a primary focus on speaking and listening.

### Music

Children will play and perform, using voices and playing musical instruments with accuracy, fluency, control and expression; improvise and compose music for a range of purposes; listen with attention to detail and recall sounds; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music and begin to develop understanding of history of music.