

# Year 5 Curriculum Newsletter: Autumn 2 (2024-2025)

Below are the key learning links for each subject for this half term.

## English

During the half term we will cover a range of Key objectives:

### Reading

- To be able to explain the meaning of key vocabulary
- To be able to make predictions based on information stated and implied.
- To be able to draw inferences around characters' thoughts, feelings, actions and motives.
- To be able to explain the meaning of new words within the context of the text.
- To be able to be able to justify opinions and elaborate by referring to the text
- To be able to identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
- To identify the features of a non-chronological report.
- To be able to read texts that are structured in different ways for a range of purposes.

### Writing

- To plan a Historical Narrative based on our novel of Street Child
- To use relative clauses to add more information to a sentence.
- To prepare formal presentations in groups
- To use expanded noun phrases to convey complicated information concisely.
- To be able to use paragraphs to organise writing in a fiction text.
- To be able to write a Historical Narrative based on Street Child.

*We recommend that when possible, you listen to your child on a daily basis and complete the record/log.*

## Science

### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- Plan different kinds of fair experiments
- Take accurate measurements using lots of different scientific equipment
- Explain why it's important to take repeated measurements
- Present findings in a written report with an introduction, conclusion and results.



## DT

### Levers and Pulleys

- To communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams
- To begin to use research to inform design and generate own design criteria focusing on the needs of the user
- To develop a design for a functional, appealing and fit for purpose product aimed at a specific audience
- To link scientific knowledge to design by using pulleys and gears
- To know how to use more complex IT programs to enhance the quality of a product
- To accurately measure, markout, cut, join and combine materials and apply a range of finishing techniques
- To select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing
- To evaluate a range of existing products in a range of relevant contexts eg culture, industry
- To generate own design criteria and evaluate ideas and products against these
- To investigate and analyse a range of existing products that address real/relevant problems, in a range of relevant contexts



## Physical Education

### Dance

- Develop a motif demonstrating some agility, balance, coordination and precision
- Creatively change static actions into travelling movements
- Show different levels, pathways and directions when I travel
- Communicate effectively with a partner
- Communicate effectively within a group
- Communicate effectively within a group
- Improve our ideas
- Evaluate the work of other's using simple technical language



## History

### The Victorians

- To consider what life was like for children in the past
- To complete a timeline of events
- To identify Queen Victoria and countries that were under her rule (British Empire)
- To be able to make comparisons between aspects of periods of history and the present day.
- To find out about daily life for children in Victorian Britain.
- To be able to make simple inferences and observations about what life was like in Victorian times using different sources.
- To understand that ways of life differed greatly across Victorian society
- To write a diary entry
- To explain what child labour is and how it played a part in the Industrial Revolution.
- To explore crime and punishment in the Victorian period.
- To understand that the Industrial Revolution gave birth to a whole range of new inventions, many of which we still use today.



## PSHE – Jigsaw

- to understand that sometimes cultural differences causes conflict.
- to understand what racism is.
- understand how rumour-spreading and name-calling can be bullying behavior
- to know the difference between direct and indirect bullying
- to be able to compare my life with another child from a different country.

## Music

### What shall we do with the drunken sailor?

Over the half term we will listen to and perform Sea shanties which will allow us to:

Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.

- Sing expressively, with accurate pitch and a strong beat.
- Play bass notes, chords, or rhythms to accompany singing.
- Sing in unison while playing an instrumental beat (untuned).
- Keep a beat playing a 'cup' game.

### Routines to Remember

PE: Weekly Full PE Kit should be worn on that day (white t-shirt, black shorts/leggings, trainers and school jumper/cardigan)

Reading: 4 times per week is an essential part of Year 5 learning

TT Rockstars: To be completed in during the week. If children do not have access to internet at home there will be time in school for them to take part.



· Talk about the purpose of sea shanties and describe some of the features using appropriate vocabulary.

### School Values

**Compassion**  
**Honesty**  
**Aspiration**  
**Respect**  
**Teamwork**  
**Enthusiasm**  
**Responsibility**  
**Determination**

### British Values

**Democracy**   **The rule of law**  
**Individual liberty**  
**Mutual respect**  
**Tolerance of those of different faiths and beliefs**

### RE

#### How do our celebrations reflect the true meaning of Christmas?

- Where in the Bible is the Christmas story?
- How does the nativity story/birth of Jesus fit into God's Big Story?
- Why are the stories in Matthew and Luke similar/different?
- How do our celebrations reflect the true meaning of Christmas?
- Where do the ideas of including a donkey and a stable in the story come from?
- Why was the flight to Egypt a significant event?

### Computing

#### Video Editing

- Video means the recording, reproducing and broadcasting of visual images (often accompanied by audio).
- Video is made up of a sequence of images shown in quick succession, giving the impression of movement.
- Many different devices can be used to record, edit and playback video and sound.
- Theme, setting, characters, colour, sound, and dialogue are all important features of video.

