

# 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.*

## 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.

## French

### As tu un animal?

- To know common nouns for pets
- To know how to say I have a pet.
- To use il/elle s'appelle to discuss pets.
- To use the negative form to discuss pets I do not have.

## 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**

## 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.



## 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

## 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.

## 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?

## Art

### William Morris

- To understand how William Morris used colour, lines, shape and pattern to create his designs in his own distinctive style.
- To be aware of the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- To be able to say what they think and feel about the work of William Morris.
- To select and record from first-hand observation.
- To collect visual information to help them develop their ideas, including using a sketchbook.
- To use a variety of methods and techniques to communicate their design in the style of Morris.
- To compare methods and approaches in their own and others' work and say what they think and feel about them.
- To work on their own, and collaborating with others, on projects in 2D and 3D.

## 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.

## 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.