



Year 5 Term 1 Curriculum Letter

Dear Parents,

This is an outline of what will be covered in each subject in Term 1. A letter will be sent out each term to inform you of the topics covered in each subject. For further information regarding the curriculum, please click on the following link: [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Please note that the Arabic department will also share information via Class Dojo for each term.

Mathematics	
Number and Place Value	<ul style="list-style-type: none"> • To read Roman numerals to 1000. • To read, write, order and compare numbers up to 10,000, 100,000 and 1,000,000. • To answer reasoning and problem-solving questions up to 100,000. • To solve number problems and practical problems with numbers up to 1,000,000. • To recognise powers of 10 up to 1,000,000. • To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • To partition numbers up to 1,000,000. • To order numbers to 1,000,000 on a number line. • To compare and order numbers up to 100,000 and 1,000,000. • To round to the nearest 10, 100 and 1,000. • To use mental strategies for addition and subtraction.
Addition and Subtraction	<ul style="list-style-type: none"> • To add and subtract whole numbers with more than four digits. • To find missing numbers in a range of calculations using addition and subtraction. • To round accurately to check answers. • To use inverse operations to add and subtract. • To complete multi-step addition and subtraction problems. • To compare addition and subtraction calculations.
Multiplication and Division	<ul style="list-style-type: none"> • To identify multiples of numbers. • To find common multiples of numbers. • To identify factors of numbers, including finding all factor pairs of a number. • To find common factors of two numbers. • To identify and recall prime numbers. • To identify and recall square numbers. • To identify and recall cube numbers. • To multiply and divide by 10,100 and 1000.
Statistics	<ul style="list-style-type: none"> • To draw and interpret line graphs. • To read and interpret timetables. • To apply knowledge of statistics to real-life situations. • To read and interpret tables and timetables. • To answer problem-solving and reasoning questions on two-way tables.

	<ul style="list-style-type: none"> To answer problem-solving and reasoning questions.
Negative Numbers	<ul style="list-style-type: none"> To understand negative numbers in different contexts. To count through zeroes in 1s. To count through zeroes in multiples. To compare, order and find the difference between negative numbers. To add and subtract numbers with up to 5 digits. To be able to multiply and divide whole numbers by one digit.
English	
<u>Adventure Story</u>	<p>SPAG</p> <ul style="list-style-type: none"> To convert nouns to verbs using suffixes. To understand and use fronted adverbials. To punctuate direct speech accurately. To understand and use parenthesis in my writing. To understand and use commas in writing. <p>Talk for Write (T4W)</p> <ul style="list-style-type: none"> To write a cold write on an adventure story. To make predictions on the plot path based on contextual clues. To use a dictionary to locate and define words. To draw inferences about characters based on what has been read. To explore the hook. To analyse different sentence types and its effect on the reader. To extend sentences using fronted adverbials. To create actions for the model text. To identify key language features in the model text. To create a story map. To identify the structure of an adventure story. To explore the effects of modal verbs in our model text. To create a toolkit for an adventure story. To contribute to a shared write. To use relative clauses in writing related to the model text. To plan an adventure story. To make edits on an adventure story plan. To complete a hot write on an adventure story. <p>Guided Reading</p> <ul style="list-style-type: none"> To read and respond to the class novel. To use a range of VIPERS skills to understand a text. To use inference for a deeper level of understanding of the class novel. <p>Comprehension</p> <ul style="list-style-type: none"> To read and answers questions on a text. To use VIPERS skills to answer questions about the model text. To read, respond and answer questions on a non-fiction text. To understand a non-fiction text and its purpose. To answer questions based on the shared write text.
Poetry	<p>SPAG</p> <ul style="list-style-type: none"> To identify and use prepositions.

	<ul style="list-style-type: none"> • To identify and use adjectives to create expanded noun phrases. <p>Talk for Write (T4W)</p> <ul style="list-style-type: none"> • To write a cold write on a poem. • To use a dictionary to understand new vocabulary. • To memorise a poem using drama and actions. • To use summary skills to create a story map for the class poem. • To analyse and comment on a poem. • To contribute to a shared write on the model poem. • To plan a poem. • To complete a hot write on a poem. <p>Guided Reading</p> <ul style="list-style-type: none"> • To use VIPERS skills to understand the class text. <p>Comprehension</p> <ul style="list-style-type: none"> • To internalise the model text through a comprehension.
Book Review	<p>SPAG</p> <ul style="list-style-type: none"> • To understand and use apostrophes accurately. • To use consistent verb tenses when writing. • To explore different conjunctions for complex sentences. • To explore the use of cohesive devices. • To revise Term 1 SPAG topics. <p>Talk for Write (T4W)</p> <ul style="list-style-type: none"> • To write a cold write on a book review. • To explore the hook. • To create a book cover through analysis of a book review. • To use role play to understand the model text. • To use role play to understand the model text. • To analyse the model text. • To create a story map for the model text. • To internalise the model text through a comprehension. • To express my personal opinions clearly and concisely in a piece of short burst writing. • To summarise chapters of the class novel. • To contribute to a shared write on a book review. • To plan a book review. • To make edits and changes to our plans. • To complete a hot write on a book review. <p>Guided Reading</p> <ul style="list-style-type: none"> • To use VIPERS skills to understand a text. <p>Comprehension</p> <ul style="list-style-type: none"> • To read and answer questions on a text.
Science	

Living Things and Their Habitats	<ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal and an amphibian. • To describe the differences in the life cycles of an insect and a bird. • To describe the life process of reproduction in some plants and animals. • To be able to describe some animal life cycles. • To be able to describe the life cycle of a mammal, an amphibian, an insect, and a bird. • To be able to describe several different life cycles.
Earth and Space	<ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • To describe the movement of the Moon relative to the Earth. • To describe the Sun, Earth and Moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
History	
World War 2	<ul style="list-style-type: none"> • To understand the key causes of World War II, including the Treaty of Versailles and Hitler's invasion of Poland. • To place the key events of WWII in chronological order. • To identify the countries involved in WWII and their alliances. • To explore the roles of key leaders during WWII. • To describe what the Blitz was and how it affected civilians. • To explore the Battle of Britain. • To understand why and how children were evacuated. • To explain how the roles of women changed during WWII. • To analyse how propaganda was used to influence public opinion. • To understand how WWII ended and what VE Day represented. • To evaluate the impact of WWII on Britain and the wider world.
Geography	
Volcanoes and Earthquakes	<ul style="list-style-type: none"> • To review prior knowledge about volcanoes. • To investigate the structure of a volcano. • To understand that the Earth's crust is split into tectonic plates. • To locate the world's famous volcanoes. • To investigate the five deadly features of a volcanic eruption. • To explore the effects of volcanic eruptions on Montserrat. • To think about why people live near volcanoes. • To understand what causes an earthquake. • To investigate the five deadly features of an earthquake. • To research the world's biggest earthquakes. • To locate the world's biggest earthquakes using latitude and longitude. • To write an earthquake fact file.

Art	
Vincent Van Gogh: Artist Case Study	<ul style="list-style-type: none"> To understand who Vincent Van Gogh was and his significance in art history. To be able to imitate an artist's use of colour, line and shape. To be able to compare and contrast realistic and abstract pieces of artwork.
	<ul style="list-style-type: none"> To use pencils to capture detail and delicate forms. To apply perspective and proportion techniques in drawing. To imitate Van Gogh's style of delicate and expressive detail.
	<ul style="list-style-type: none"> To be able to create a realistic colour palette using oil pastels. To know what contrasting colour is and how colours can affect mood and focus. To imitate Van Gogh's brushstroke texture using oil pastel techniques.
	<ul style="list-style-type: none"> To observe and replicate realistic facial proportions. To experiment with colour and expressive brushstrokes inspired by Van Gogh's self-portraits. To apply knowledge of composition and focal points.
	<ul style="list-style-type: none"> To plan composition using the rule of thirds, focusing on focal point. To use paint to replicate Van Gogh's swirling brushstrokes and movement. To experiment with scale by working on a large piece of paper on canvas.
	<ul style="list-style-type: none"> To plan and create a final Van Gogh inspired artwork applying learned skills. To use appropriate tools to add detail and texture. To evaluate and compare own work with Van Gogh's originals.

Please see the outline of what will be taught in each specialist subject.

French	<ul style="list-style-type: none"> Students will learn where they live Worksheets will be given to pupils for practicing and they will learn verbs to live in the present tense.
Music	<ul style="list-style-type: none"> Analyse music in terms of structure, texture, and historical context. Discuss how different pieces of music evoke emotions and convey stories. Prepare and perform songs with complex structures and harmonies. Work on breath control, pitch accuracy, and expression. Explore a range of instruments, including brass and woodwind. Begin to improvise using different scales and modes. Create and arrange music for various instruments, focusing on more complex structures. Develop themes and motifs within compositions. Use movement to interpret and perform musical pieces, experimenting with different styles.

ICT	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Students will examine both the benefits and potential risks of internet use. They will discuss practical strategies for staying safe online, including how to protect their personal information and recognize potential online threats. • Students will be guided through a series of structured activities aimed at emphasizing the importance of online safety. These activities will help pupils understand critical safety practices and how to apply them in various online situations. • Students will imagine what a safer and more positive internet experience might look like. They will explore their ideas about improving online environments and discuss ways to contribute to a safer online community. • Pupils will be presented with a range of scenarios related to online safety. They will practice responding to these situations, focusing on key aspects such as using and maintaining secure passwords, ensuring their online activities are safe and responsible <p><u>Computer Literacy</u></p> <ul style="list-style-type: none"> • Students will learn how to research information, collect data, and create a pie chart using Microsoft Excel. They will gain hands-on experience in importing data, performing basic calculations, and visualizing information through charts, which will help them understand how to present data clearly and accurately. • Students will use Google to find images and information about famous people and places. They will then copy and paste these images into Microsoft Publisher. Students will also type relevant information into text boxes beneath each image. Emphasis will be placed on ensuring uniform font size, colour, and effective use of font choice, spacing, and borders to create a cohesive and visually appealing document.
PE	<p><u>Icebreakers and Classroom Routines (2 lessons)</u></p> <ul style="list-style-type: none"> • Students will learn the rules and routines of the physical education classroom, and what is expected in year 6. • We will discuss our yearly curriculum as well as sport ECAs, fixtures, and competitions throughout the year in line with our performance pathway. • Students will play icebreaker games to get to know each other as well as any additional new students in the class. • Student will also play 3 of our main sports to assess baseline ability and performance of the class. <p><u>Volleyball (4 Lessons + 1 lesson for Assessment)</u></p> <ul style="list-style-type: none"> • Students will recap their knowledge in the game of volleyball • Students will practice dig and volley, and begin working on their decision making on when to play which shot in isolated practices and match play • Students will practice serving and work towards serving at the back of the court • Students will practice spiking the ball in isolated practice and match play • During matches, students will refresh their knowledge of rules and scoring during volleyball, and work towards umpiring and line judging other matches when their team is not playing. <p><u>Basketball (4 Lessons + 1 for Assessment)</u></p> <ul style="list-style-type: none"> • Students will recap their knowledge in the game of basketball and the rules of the game. • Students will practice shooting using both layup and set shot in isolation, in the presence of defenders, and during matches. • Students will develop their dribbling through learning skills and prioritising ball protection • Students will practice and develop their chest and bounce passes in insolation, with the presence of a defender, and during matches.

- Students will also practice attacking and defensive strategies used in basketball.
- Students will learn how points are awarded during a game.

Handball (4 Lessons + 1 for Assessment)

- Students will recap their knowledge in the game of handball and the rules of the game.
- Students will practice shooting using the jump shot and aiming for corners in isolation, in the presence of defenders, and during matches.
- Students will practice defensive strategies using the horseshoe formation around the goalkeeper's box keeping their hands up.
- Students will develop their passing and moving through practising attacking as well as working in their team to create space
- Students will develop their dribbling skills in isolation, in the presence of a defender, and during matches