

Year 5 – Learning Overview Autumn Term

Topic: Pyramids and Pharaohs



ENGLISH

Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Read a wide range of genres, identifying the characteristics of text types and differences between text types

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas

Identify main ideas drawn from more than one paragraph and summarise these

Recommend texts based on personal choice

Evaluate the use of the author's language and explain how it has created an impact on the reader

Draw inferences from characters' feelings, thoughts and motives

Make predictions based on details stated and implies, justifying them in detail with evidence from the text

Continually show an awareness of audience when reading aloud using intonation, tone, volume and action

Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts

Plan writing by identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own

Consider, when planning narratives, how authors have developed characters and settings in what they have read, listened to or seen performed

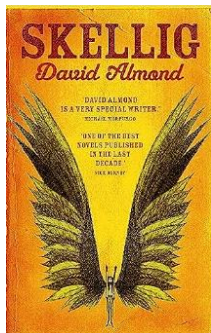
Consistently link idea across paragraphs

Proof-read their work to assess the effectiveness of their own and others' writing and make necessary corrections and improvements

Consistently produce sustained and accurate writing from narrative and non-fiction genres

Describe settings, characters and atmosphere with carefully chosen vocabulary

Use dialogue to convey a character and to advance the action



MATHS

Read Roman numerals to 1000 (M)

Recognise years written in Roman numerals.

Read and write Roman numerals in a range of contexts.

Read and write numbers to 1000 000

Tell the value of a digit in a number

Compare and arrange numbers within 1000 000

Count forward and backwards in steps of 1000, 10 000 and 100 000

Round numbers to the nearest 10, 100, 1000, 10 000 and 100 000

Interpret negative numbers in context, count forward and backwards with positive and negative whole numbers, including through zero

Add and subtract numbers mentally with increasingly large numbers

Add and subtract whole numbers with more than 4 digits

Use rounding to check answers

Solve word problems involving addition, subtraction

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers

Establish whether a number up to 100 is prime and recall prime numbers up to 19

Multiply numbers up to 4 digits by a one- or two-digit number

Multiply and divide numbers mentally

Divide numbers up to 4 digits by a one-digit number and interpret remainders appropriately

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

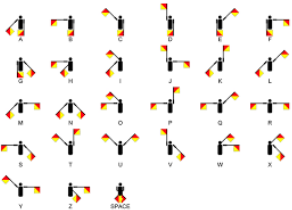
Recognise and use square (²) numbers and cube (³) numbers

Solve problems involving multiplication and division

Solve problems involving addition, subtraction, multiplication and division and a combination of these

Compare and order fractions whose denominators are all multiples of the same number

Identify, name and write equivalent fractions of a given fraction

	Recognise mixed numbers and improper fractions and convert from one form to the other Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables
SCIENCE Physics – Earth and Space Describe the movement of the Earth and other planets relative to the Sun in the solar system  Describe the movement of the Moon relative to the Earth Describe the Sun, earth and moon as approximately spherical bodies Use the idea of earth's rotation to explain day and night and the appearance of the movement of the sun across the sky Physics – 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	HISTORY The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared – Ancient Egypt  Learn and understand that: Ancient Egypt was an empire built by King Menes who united two Egyptian Kingdoms Life revolved around the Nile, which supported farming, craft and was used for trade. When the river flooded, it made the land fertile for growing crops The ancient Egyptians grew flax which they used to make linen The ancient Egyptians built the pyramids When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs with their most precious possessions The ancient Egyptians wrote in hieroglyphics, on papyrus, which they made from reeds that grew along the Nile The ancient Egyptians worshipped gods who were responsible for different aspects of life
GEOGRAPHY Use maps, atlases, globes and digital maps to locate countries and features	
COMPUTING  Create original artwork and sound for a game. Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. Detect and correct errors in their computer game. Learn about with semaphore and Morse code. Understand the need for private information to be encrypted. Encrypt and decrypt messages in simple ciphers. 	ART Sketch before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built up world  Use the qualities of water colour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists

Appreciate the need to use complex passwords and to keep them secure.
Develop some understanding of how encryption works on the web.

Online safety:

Recognise when someone is upset, hurt or angry online.

Understand how we can support one another with online concerns, such as cyberbullying



Use a variety of techniques to add interesting effects

Use a choice of techniques to depict movement, perspective, shadows and reflection

Choose a style of drawing suitable for the work

Use lines to represent movement

Give details (including own sketches) about the style of some notable artists— Alaa Awad

Show how the work of those studied was influential in both society and to other artists

Create original pieces that show a range of influences and styles

DESIGN AND TECHNOLOGY

Creating a 3D Pyramid

Maze aimed at an Egyptian child.

Develop a simple design specification to guide their thinking

Describe the purpose of their product

Indicate design features that will appeal to intended users

Explain how their product works

Generate innovative ideas drawing on research

Make design decisions taking in account of constraints (time, resources, cost)

Model ideas using prototypes

Use annotated sketches to develop and communicate ideas

Produce lists and select appropriate tools, equipment and materials

Formulate step-by-step plans

Accurately measure, mark out and cut materials

Accurately assemble, join and combine materials

Follow safety procedures

Critically evaluate the quality of the design and fitness for purpose

Evaluate product against original design specification, highlighting strengths and areas for development

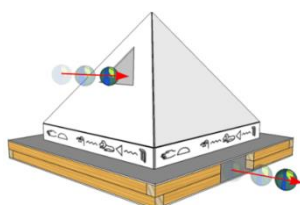
Evaluate the impact their product has beyond its intended purpose

Evaluate how well the product has been designed, made, works

Evaluate how well products meets user needs and wants

How to reinforce and strengthen 3D frameworks

Understand materials have both functional and aesthetic qualities



FOREIGN LANGUAGES

During the first half term the children will revisit some of the core language they have learned in the first two stages of language learning and build on it to include extended phrases both in speaking and writing. Through songs, games, native speaker clips, group, paired and independent tasks, they will explore the following content, topics and language, including phonics and link their French to their class topic as follows:

- Expressing their feelings using extended phrases and new adjectives
- Revisiting personal information from the previous two stages of language learning linked to an ancient Egyptian family
- Learning to speak in the third person singular, about another person (e.g. he is called...) linked to an ancient Egyptian family
- Learning nouns for school subjects
- Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject

During the second half term the children will:

- Explore a city (Paris and Cairo) in France including reading and understanding facts
- Revisit and extend their knowledge of nouns for places in a town from Stage 2 Autumn 2
- Explore language for tickets to a tourist attraction in Cairo, including the polite request
- Describe a city in the role of a tour guide - Cairo
- Learn and remember nouns for presents
- Recognise and understand prices
- Revisit the polite request
- Design and describe a Christmas jumper

RELIGIOUS EDUCATION

Identify and categorise philosophical and non-philosophical questions
Define and summarise the beliefs and values of



Theist, Agnostic and Atheist followers
Compare and contrast two theories of religious belief
Evaluate the beliefs of Humanists
Plan and compose a balanced argument which considers a range of viewpoints
Examine different types of artistic expression
Investigate the history and symbolism of Christian art
Compare and contrast Islamic art forms
Analyse the impact of different cultures on a significant architectural site
Compose and conduct a debate which encompasses conflicting viewpoints

MUSIC (Changing Patterns)



Recognising repeating beat patterns of various 'Indian Tals'.
Recognising and responding to music of different genres (styles) in various time signatures.
Exploring how time signatures can change within a piece of music.
Further develop the understanding and use of bar lines within musical composition.
Compose, rehearse, perform, record and assess group compositions that change time using body percussion.
Compose, rehearse, perform, record and assess group compositions that change time using a range of tuned / untuned percussion instruments, encouraging use of ostinatos and the previously learned 'Pentatonic (five note) scale'.
Develop further the listening and teamwork skills required to perform as a group.
Cross link songs and musical activities to the wider curriculum.
Delve deeper into the 'Christmas Story' combining music and art.
Continue to build self-confidence and self-esteem through live performance by developing further the use of 'Harmony' (part singing).
Audition for lead singing parts in the Year 5 Christmas Cantata.
Rehearse, prepare and perform collaboratively in the Year 5 Christmas Cantata.

PSHE

Learn to face new challenges positively and set personal goals
Understand rights and responsibilities as a citizen of the UK and a member of our school
Understand how rewards and consequences feel and how this impacts choices about behaviours
Understand how an individual's behaviours can impact on a group
Understand how democracy and having a voice benefits the school community and how to participate in this
Understand that cultural differences sometimes cause conflict
Understand what racism is
Understand how name-calling and rumour-spreading can be bullying behaviours
Explain the differences between direct and indirect bullying
Compare own life with people in the developing world



PHYSICAL EDUCATION

To demonstrate basic passing and receiving skills
To develop a range of passing techniques and use appropriately in competitive game scenarios
Be able to competently use skills and movements to move past opponents successfully
Develop ability to defend and prevent opponents from scoring
Enhance various shooting techniques and implement appropriately during competitive game scenarios
Understand basic positions, offensively and defensively
Develop previously learnt gymnastics skills
Learn new counterbalance skills with a partner
Include counterbalance skills in a short sequence
Understand the value of posture and body tension when performing
Complete a sequence of balances and moves at the same time as a partner, in unison
Complete a sequence of balances and moves before or after a partner, in canon

Understand a different culture than my own	Travel up, along and through the bars on wall frame safely and competently, using various grips
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