



OUR CURRICULUM AT HOLY GHOST

A simple guide to what your child will learn

Year Group: 5

Term: Autumn 1

Teacher: Miss Ferguson

Dear Parents and Carers,

Please see below our curriculum for Autumn 1 term.

ENGLISH

Topic: The Dam by David Almond

What we will be learning:

Children will be reading our class book - the Dam. The children will be writing a persuasive letter within this topic.

Key knowledge and skills:

- To engage children with a story with which they will empathise
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences
- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

MATHEMATICS

Topic: Number and Place Value

What we will be learning:

Children will focus on decimal fractions, tenths and hundredths.

Key knowledge and Skills:

- To identify tenths as part of a whole
- To describe and represent tenths as a decimal fraction
- To compare and order decimal numbers with tenths
- To explain that decimal numbers with tenths can be compose multiplicately
- To use their knowledge to calculate within and across a whole
- To use representation to round a decimal number with tenths to the nearest whole number
- To identify hundredths as part of a whole
- To describe and represent hundredths as decimal fractions
- To compare and order decimal numbers with hundredths
- To explain that decimal numbers with hundredths can be compose multiplicately
- To solve problems in different context using their knowledge of place value

SCIENCE

Topic: Forces

What we will be learning:

Children will learn about the importance of gravity on our lives.

Key knowledge and skills:

- To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- To identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

RELIGIOUS EDUCATION

Topic: Creation and Covenant

What we will be learning:

Children will learn to explore the importance of happiness and the relationship of love between God and people.

Key knowledge and skills:

- To reflect on what makes them truly happy.
- To apply key vocabulary to describe what a covenant is and recognising that God made several covenants throughout history.
- To reflect on the words and images used to describe Moses' encounter with God.
- To discuss how the Ten Commandments help human beings live good and happy lives.
- To make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel.

HISTORY

Enquiry Question: Were the Vikings really as vicious as we think?

What we will be learning:

Children will explore whether the Vikings were really as vicious as they are often portrayed.

Key knowledge

- To recognize the word Viking means raider but they were also traders and settlers, especially later in the period.
- To understand that they attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much.
- To identify that for many years they fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period.
- To understand the impact of them being highly skilled shipbuilders, taking them vast distances across dangerous seas.

Key Skills

- Compare accounts of events from different sources - fact/fiction.

ART & DESIGN

Topic: Electrical Systems: Doodlers

What we will be learning:

Children will learn about electrical systems in D&T using a motor for movement.

Key knowledge

- I know that in a series circuit, electricity only flows in one direction.
- I know that when there is a series circuit, all components turn off.
- I know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.
- I know a motorised product is one which uses a motor to function.

Key Skills

- Identify factors that could be changed on existing products and explaining how these would alter the form and function of the product.
- Develop design criteria based on findings from investigating existing products.
- Develop design criteria that clarifies the target user.
- Alter a product's form and function by tinkering with its configuration.

- Begin to offer some reasons for different versions of events.
- Use words and phrases relating to specific periods.
- Use evidence to build up a picture of life in a time studied.
- Select relevant sections of information questioning their validity (plausible or not? reliable?).

PHYSICAL EDUCATION

Activities: Basketball and Tag Rugby

- Impact of Physical Activity: Understand how physical activity affects physical and mental health.
- Personal Fitness Development: Engage in activities that promote personal fitness, including varied exercises and routines.
- Commitment to Improvement: Show a commitment to improving personal skills and fitness levels.
- Appreciation of Diversity: Appreciate and respect the diversity of skills and abilities within the group.
- Advanced Team Skills: Develop advanced skills and strategies in team sports, focusing on complex plays and positional awareness.

COMPUTING

Topic: Computing Networks

- To develop the children's understanding of computer systems and how information is transferred between systems and devices.
- To consider small-scale systems as well as large-scale systems, and be able to explain the input, output, and process aspects of a variety of different real-world systems.
- To discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

RSE

Topic:

'Created and Loved by God' which explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In PSHE we will be looking at making others feel welcome into our environment, making our school community a better place and how we can be ambassadors for our school, thinking about everyone's right to learn and have an education, caring about people's feelings, working well with others and following our class charter.

French

- Greetings
- Introducing ourselves
- Facts about France
- Paris & Monuments
- Feelings

Music:

- Music for the Stage
- Musical Theatre

Year 5 Events this Term

- Wednesday 23rd September - Sibling/individual photos
- Friday 25th September – Whole School Mass
- Monday 5th October - Viking Workshop
- Tuesday 6th October – Class Mass
- Friday 16th October - Reading & Writing Family Sessions
- Tuesday 20th October – Banji Alexander Author Visit

HOW YOU CAN HELP AT HOME

- **Read every day** – Encourage your child to read for at least 20 minutes. Ask questions about the characters, vocabulary and events in the story.
- **Talk about their reading** – Ask, “What do you think will happen next?”, “Why did the character do that?” or “Can you find evidence in the text?”
- **Practise spelling** – Help your child learn their weekly spellings and encourage them to use new words in sentences.
- **Practise times tables** – Regularly practise multiplication and division facts.
- **Use maths in everyday life** – Ask your child to work out totals when shopping, calculate change, read timetables, measure ingredients or tell the time. Rather than simply giving them the answer, ask “How did you work that out?” or “Can you show me another way?”
- **Support homework routines** – Create a quiet space where your child can complete homework independently, with an adult available to support when needed.
- **Encourage independence** – Help your child take responsibility for their belongings, homework, reading book and getting ready for school.

As ever if you need to arrange a meeting with me, please contact me via the school office.

Kind regards,
Miss Ferguson