

Westfield School Junior House
Curriculum Information for Year 5
Autumn Term 2024

Mathematics



We will cover the following objectives:

Place value:

- Round and order numbers up to 1 million
- Round numbers to 10,100 and 1000
- Negative numbers
- Roman numerals

Calculations involving addition, subtraction, multiplication and division, fractions, perimeter, area and statistics:

- Addition and subtraction of whole numbers up to 4 digits
- Use of inverse operations to solve addition and subtraction problems
- Multiply up to 4-digit numbers by 2-digit numbers
- Divisions using standard written methods
- Recognising equivalent and improper fractions
- Find perimeter and area of rectangles
- Draw, read and interpret line graphs

Problem solving and reasoning activities will be taught throughout the term.

Mental arithmetic development will be highlighted throughout the term.

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English



Our **non-fiction work** will cover reports, recounts and debate writing. We will cover the following objectives:

Comprehension

- To identify and discuss themes in and across a wide range of writing.
- To make comparisons in and across texts.
- To identify how language, structure and presentation contribute to meaning.
- To discuss and evaluate how authors use language, considering the impact on the reader.

Composition

- To note and develop initial ideas.
- To draft by selecting appropriate grammar and vocabulary.
- To evaluate and edit texts by assessing the effectiveness of one's own writing.

Grammar

- To be able to punctuate direct speech, use commas in lists, semi colons, conjunctions, clauses and passive voice
- To propose changes to grammar and punctuation to enhance effects and clarify meaning.

Our **fiction** unit this term will focus on classic and modern fiction. Charlie and the chocolate factory and Pig Heart Boy




Comprehension

- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- To predict what might happen.
- To participate in discussions about books, building on ideas and challenging views courteously.

Composition

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- When writing narratives, to consider how authors have developed characters and settings.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Assess the effectiveness of their own and others' writing.






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	<ul style="list-style-type: none"> • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof-read for spelling and punctuation errors. <p>We will complete weekly comprehension tasks, handwriting practice and spelling exercises.</p>
<p>Science</p> 	<p>Earth and Space, and Forces - throughout both topics we will develop our scientific skills by:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments
<p>Computing</p> 	<ul style="list-style-type: none"> • Internet safety • Keeping personal identity safe on-line • Do's and Don'ts when online • Using vectors to draw pictures • Using layering and repetition to create pictures • Multimedia presentations
<p>MFL</p> 	<p><i>Je me présente...</i></p> <ul style="list-style-type: none"> • Recap greetings and introducing ourselves in French. • Recap saying how we are. • Ask questions • Numbers up to 20. <p><i>Le loup qui voulait changer de couleur</i></p> <ul style="list-style-type: none"> • Explore the vocabulary within the story: days of the week, colours and animals. <p>Grammar</p> <ul style="list-style-type: none"> • Masculine and feminine grammar rules.

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<p>Music</p> 	<ul style="list-style-type: none"> • Exploring Stravinsky Firebird <ul style="list-style-type: none"> ○ Exploring orchestral music and ballet ○ Composing in motifs • The orchestra and keyboard skills • Storm Interlude <ul style="list-style-type: none"> ○ Exploring orchestral music ○ Performing as an ensemble • Recorder skills
<p>Humanities</p>  	<p>History – The Ancient Egyptians</p> <ul style="list-style-type: none"> • Who were the ancient Egyptians? • Life in ancient Egypt. • Write like an Egyptian. • Mummification. • The afterlife and pyramids. • The end of ancient Egypt. <p>Geography - Weather</p> <ul style="list-style-type: none"> • Extreme weather • Weather around the world • Measuring and recording weather • How is rain formed? • How to measure wind
<p>Art and Design</p> 	<p>Make my voice heard:</p> <p>‘Fantasy and Fiction’, taking elements from classic fairy tales and mythical stories. The girls will be creating a collaborative piece where they will design a castle together and take ownership of an individual part. They will be focussing on the accuracy of their depiction of the building as well as exploring a variety of different art mediums and techniques.</p> <p>This will lead on to creating an individual 3D cardboard structure inspired by Olivier Grossetete.</p>
<p>PE</p> 	<ul style="list-style-type: none"> • Netball - throwing, catching, footwork, rules, umpiring, adapted and full games. Learning the roles of different positions. • Hockey - dribbling, push passes, hitting, tackling. Rules, umpiring, adapted and 7-a-side games. • Trampolining - basic skills of straight bouncing, tuck, straddle, pike, seat drop, front drop, back drop. Building and performing 10 bounce routines.

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PSHE



Families and friendships

- Managing friendships and peer influence
- Safe relationships
- Respecting ourselves and others
- Responding respectfully to a wide range of people; recognising prejudice and discrimination