

As readers and writers we will:

Study 'Queen of the Falls' by Chris Van Allsburg and use this text to learn to:

- Select the appropriate style to engage the audience
- Use direct and reported speech to express a range of viewpoints
- Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation
- Use verb tenses consistently and correctly
- Use quotes from people to express feelings Select the appropriate tense and use accurately e.g. shifts in time and flashbacks Use an informal conversational style
- Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation.

Study 'The Lost Happy Endings' by Carol Ann Duffy and use this text to learn to:

- * Use language carefully to influence the reader's opinion of a character, place or situation
- Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives
- Use paragraphs to vary pace and emphasis
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood.

Y5 Curriculum Autumn Term Cycle 2



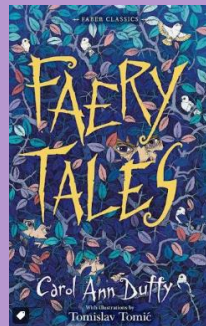
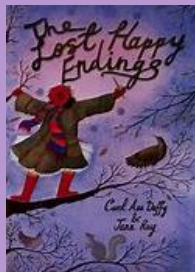
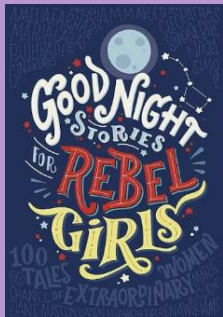
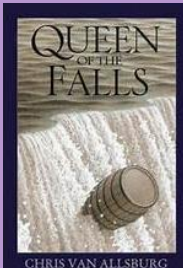
As mathematicians we will:

- Read and write Roman numerals to 1000.
- Read, write, order and compare numbers to 1 million using place value.
- Round numbers to the nearest 100,000, 10,000, 1000, 100 and 10.
- Add and subtract whole numbers with more than 4 digits.
- Round numbers to check answers and use inverse operations.
- Solve multi-step, comparison and missing number problems.
- Find common multiples and lowest common factors of a number.
- Identify and understand prime numbers.
- Be able to square and cube numbers.
- Multiply and divide by 10, 100 and 1000.
- Find equivalent fractions and families of equivalent fractions.
- Convert improper fractions to mixed number fractions.
- Compare and order fractions both less than, and greater than, 1.
- Add and subtract fractions,.
- Add and subtract mixed number fractions, and solve fraction problems.

IN RE we will:

- Learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use.
- Study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving.
- Use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.
- Learn about the concept of 'incarnation' and how it fits within the big story of the Bible.
- Study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies.
- Study and discuss selected texts alongside key Christian beliefs, using theological terms.
- Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the

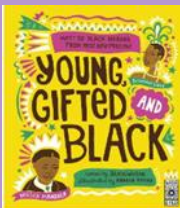
Book we will read together:



As linguists we will:

- Recognise some previously known words.
- Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.
- Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.
- Produce a short, structured paragraph using a range of familiar structures.

As citizens we will we will explore:



As designers we will:

- Find a suitable recipe for our course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.

As musicians we will:

- Develop our keyboard skills, learning about syncopation and tricky rhythms.
- Understand and recognize 'Blues' music.
- Play the 12-bar Blues and Blues scale.

As computer users we will:

Explain what a search engine is, suggest several search engines to use and explain how to use them to find websites and information.

- Suggest that things online are not always true and recognise what to check for.
- Explain why keywords are important and what TASK stands for, using these strategies to search effectively.
- Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.

As historians we will we will:

- Describe the features of Ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.



As artists we will:

- Identify how artists use self-portraits to communicate aspects of their identity.
- Identify artistic choices, including symbolism, colour and composition, and suggest what they might communicate.
- Use evidence from an artwork to explain interpretations of an artist's self-portrait.
- Select and use words and phrases to communicate meaningful aspects of identity in a self-portrait.

As geographers we will:

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.

As scientists we will:

- Define the term **mixture** and name some common examples.
- Define the term **sieving** and explain how sieving separates mixtures.
- Define the term **filtering** and explain how filtering separates mixtures.
- Define the terms **solution** and **dissolve** and name some common examples of solutions.
- Recall some factors that affect the time taken to dissolve.
- Describe the effect of temperature on the time taken to dissolve.
- Define the term **evaporating** and explain how evaporating separates solutions.
- Identify when sieving, filtering and evaporating should be used.
- Determine the hardness of different materials and link this to their uses.
- Determine the transparency of different materials and link this to their uses.
- Determine the thermal and electrical conductivity of different materials and link this to their uses.
- Demonstrate, identify and describe reversible and irreversible changes.