

PATHS/RSHE—Getting Started

To appreciate the need for specific roles within a small group structure.

To know the responsibilities of each role and to practise them within a small group.

To facilitate the use of 'The Golden Rule' as a guide for solving problems.

To discuss why it is important to discuss our feelings.

To understand that some feelings are comfortable and some are uncomfortable.

To recognise anger in myself and others.

To distinguish between internal and external cues for emotional states.

To find alternative ways to calm down.

To describe how technology can affect health positively and negatively.

History—Anglo-Saxons

To place events chronologically on a timeline.

To be able to evaluate historical objects.

To understand why the Scots and Anglo-Saxons invaded Britain.

To explore what we can learn about Roman cities compared to Anglo-Saxon villages from historical drawings.

To understand how the Anglo-Saxons have influenced Britain by exploring place names.

To explain beliefs and attitudes in terms of why people might have had those ideas.

RE— Diwali

I can explain what it means to be a Hindu.

I can name the main Hindu festivals and explain why Diwali is celebrated.

I can explain the importance of 'light' during Diwali.

I can explain how Diwali is celebrated in Hindu homes.

I can explain where and when Diwali is celebrated.

I can explain some of the traditions that Hindus follow during Diwali.

I can demonstrate my understanding of why religious festivals are important to Hindus.

English

Toolkit Development

Short burst writing—Character and setting

UNIT FOCUS: Suspense

BASE TEXT: The Spiderwick Chronicles – Lucinda's Secret by Holly Black

MODEL TEXT: Opening and build up focusing on creating suspense

Outcome

To write an opening and build up to a story that creates tension and suspense.

Innovated write:

Children will write their own opening and build up to a story in which they build tension and create suspense – changing the character, setting and the threat.

Independent write:

Children will use the toolkit for creating suspense to write a story opening using video as stimulus.

Year 5 – Autumn Term 1

Subjects and skills

2025

Maths

We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include Place value, addition, subtraction, measure and problem solving.

Art—Drawing and Painting

I can use a sketchbook to explore ideas.

I can draw a portrait in profile.

I can successfully use shading to create mood and feeling when drawing.

I can use the 'batik' technique.

Science—Working Scientifically

I can plan different types of scientific enquiry.

I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using tables.

I can use the outcome of test results to make predictions and set up a further comparative test.

I can explain a conclusion from an enquiry.

I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.

Science — Properties of Materials

I can classify materials based on their properties

I can create a classification key.

I know that some materials dissolve in liquid to form solutions and how to recover them.

I can retrieve a solute from a solution and draw a scientific diagram

I can use my knowledge of solids, liquids and gases to separate mixtures using sieving and filtering.

I can use the results from a fair test to explain the choice of material for some everyday objects.

I can use my knowledge of solids and liquids to decide how to separate a mixture and present my findings to the class.

I can observe which changes are reversible and which are irreversible.

PE

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.

Focus for this half term:

Health and fitness

Yoga

Music—Living on a Prayer

I can describe, compare and evaluate different types of music beginning to use musical words.

I can sing in unison with clear diction, controlled pitch and sense of phrase.

I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.