



METROPOLITAN BOROUGH OF CALDERDALE  
**Woodhouse Primary School**

Daisy Road, Brighouse, West Yorkshire HD6 3SX  
Tel : 01484 714750  
Email: [admin@woodhouse.calderdale.sch.uk](mailto:admin@woodhouse.calderdale.sch.uk)



Headteacher: **Mrs Anne Crane**  
Deputy Headteacher: **Mrs Smaldon**  
Assistant Headteacher: **Mr Freeman**

**Y5 Curriculum letter: Autumn 1**

**Key learning this half term:**

<b><u>English</u></b>	<b><u>Maths</u></b>
<p>This half term, we will be writing to entertain. We will use the story of 'Oliver Twist' to retell various scenes, thinking about using descriptive language and different sentence structures (e.g. subordinate clauses).</p> <p>Our class reader will be 'A Series of Unfortunate Events' by Lemony Snicket.</p>	<p>In Maths, place value will be our main focus. We will begin by learning how to read and write Roman numerals up to 1000 before learning the place value of numbers to 1,000,000 (including comparing, ordering and rounding). We will also add and subtract numbers up to 1,000,000 and learn how to complete missing number problems and word problems related to this.</p>



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**We are also studying:**

<b>RESPECT</b>	<b>Pupils will know</b>	<b>Key Vocab</b>
<p><b><u>Relationships</u></b> We will be discussing what makes a good, healthy friendship/relationship and how to find ways to manage conflict when it does occur. We will explore peer pressure and including others.</p>	<ul style="list-style-type: none"><li>• It is common for friendships to experience challenges and know some strategies to positively resolve disputes and reconcile differences in friendships.</li><li>• About peer influence and how it can make people feel or behave and know some strategies to manage peer influence and the need for peer approval. (E.g. exit strategies, assertive communication)</li><li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and when, and how, to seek support in relation to friendships.</li></ul>	
<p><b><u>RE</u></b> <b><u>Why are some journeys and places special?</u></b> We will discuss why some places and journey of pilgrimage are special to different religions.</p>	<ul style="list-style-type: none"><li>• Know that there are special religious places in the world.</li><li>• Name a special place or journey – (Western Wall, Makkah, The Golden Temple) and explain which faith group find this place a special place.</li><li>• To know that Christians go on pilgrimage and to explain why they might do this.</li></ul>	



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Science	Pupils will know	Key Vocab
<p><b><u>Living things</u></b>            We will learn about living things and their habitats. We will explore the seven life processes and apply our learning to different life cycles. We will also learn about Jane Goodall and how she influenced the natural world.</p>	<ul style="list-style-type: none"> <li>• Examples of a range of life cycles and can identify similarities and differences between them</li> <li>• That metamorphism is a process of transformation/change</li> <li>• Can explain the 7 life processes: Movement, Reproduction, Sensitivity, Nutrition, Excretion, Respiration and Growth</li> <li>• Examples of naturalists and animal behaviourists</li> <li>• Examples of mammals, fish, birds, amphibians and insects and can describe their characteristics (including: mammals have hair/fur, give birth to live young)</li> </ul>	<p>life cycles, mammals, amphibian, insect, bird, naturalists, animal behaviourist</p>
Art and Design	Pupils will know	Key Vocab
<p><b><u>I need space</u></b>            We will explore retro-futuristic images and discuss different mediums used to create space imagery. We will use various materials to design a collagraph plate to create a background for our final drawings in the style of Teis Albers.</p>	<ul style="list-style-type: none"> <li>• How to understand and explain what retrofuturism is</li> <li>• How to evaluate images</li> <li>• How to use different stimuli to draw</li> <li>• How to select and place textures to create a collagraph plate</li> <li>• How to create a selection of drawings and visual notes that demonstrate their ideas</li> <li>• How to generate a clear composition idea for a final piece</li> </ul>	<p>cold war, collagraph, composition, culture, futuristic, imagery, printing plate, printmaking, propaganda, repetition, retrofuturism, space race stimulus, technique</p>



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<b>Computing</b>	<b>Pupils will be able to</b>	<b>Key Vocab</b>
<p><b><u>Online safety</u></b> We will be discussing how we can stay safe when using technology and being online and recap the SMART rules. We will also discuss reliability, plagiarism and how we can protect our passwords.</p> <p><b><u>Word processing</u></b> In this unit, we will learn how to use Microsoft Word, including typing, copying, pasting, using images and formatting text.</p>	<ul style="list-style-type: none"><li>• Explain and demonstrate the safe and respectful use of different online technologies and online services</li><li>• Explain and demonstrate the safe and respectful use of different online technologies and online services</li><li>• Relate appropriate online behaviour to their right to have personal privacy (Think before sharing: Is it true, helpful, inspiring, necessary and kind?)</li><li>• Awareness of how to not let their mental wellbeing or others be affected by use of online technologies</li><li>• Explain in detail how accurate, safe and reliable the content is on a webpage</li></ul> <ul style="list-style-type: none"><li>• To know what a word processing tool is for</li><li>• To add and edit images to a word document</li><li>• To know how to use word wrap with images and text</li><li>• To change the look of text within a document</li><li>• To add features to documents to enhance look/usability</li><li>• To use tables within MS Word to present information</li><li>• To introduce children to templates</li><li>• To consider page layout including heading and columns</li></ul>	<p>citation, collaborate, communication, copyright, creative commons license, encrypt, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, reliable, SMART rules, validity</p> <p>caps lock, bulleted lists, captions, copy and paste, copyright, creative commons, cursor, document, hyperlink, merge cells, font, page orientation, formatting, text wrapping, word art, readability, word processing tool</p>



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<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>What is life like in the Alps?</u></b> We will learn about the geographical location of the Alps and the countries that they run through. We will discuss human and physical features found in the Alps and will undertake some fieldwork in Brighouse to compare the leisure facilities to those in Innsbruck, Austria.</p>	<ul style="list-style-type: none"><li>• To know the name of many countries and major cities of Europe and North and South America</li><li>• To know some similarities and differences between the UK and a European mountain region</li><li>• To know the location of key physical features in countries studied</li><li>• To know why tourists visit mountain regions</li><li>• To know vegetation belts are areas of the world that are home to similar plant species</li><li>• To name and describe some of the world's vegetation belts</li><li>• To be aware of some issues in the local area</li><li>• To know what a range of data collection methods look like</li><li>• To know how to use a range of data collection methods.</li></ul>	<p>climate, data, glacier, latitude, longitude, leisure, temperate</p>
<p><b><u>French</u></b></p> <p><b><u>Mon weekend (My weekend)</u></b> We will learn how to describe our favourite hobbies and give our opinions on them. By the end of the unit, we will be able to build sentences including time phrases, verb/activity, where our hobbies take place and who with.</p>		



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<b>Music</b>	<b>Pupils will be able to</b>	<b>Key Vocab</b>
<p><b><u>Living on a Prayer</u></b> We will learn to sing and perform the rock anthem 'Living on a Prayer'. We will enjoy musical activities using glockenspiels to play and compose music.</p>	<ul style="list-style-type: none"><li>• Maintain own part whilst others are performing their part</li><li>• Use their understanding of meaning to add expression through the use of dynamics and tone</li><li>• Perform by ear</li><li>• Identify the notes in the spaces of the staff (FACE) and the lines (EGBDF)</li><li>• Begin to perform from staff/stave/standard notation</li><li>• Compose music at an appropriate tempo which meets specific criteria</li><li>• Repeat a phrase from the music after listening intently</li><li>• Describe, compare and evaluate music using musical vocabulary</li><li>• Explain why they think their music is successful or unsuccessful</li><li>• Know the style indicators of rock music</li></ul>	<p>rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>



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PE	Pupils will be able to:	
<p><b><u>Gymnastics</u></b> We will focus on travelling, balancing, rolling and jumping to create and perform routines in small groups</p> <p><b><u>Netball</u></b> We will practise our throwing, catching, shooting and pivoting skills before playing competitive games against each other.</p> <p><b><u>ROKT</u></b> We will visit ROKT in the Autumn term to develop our rock climbing skills alongside various other activities such as abseiling, caving and bouldering.</p>	<ul style="list-style-type: none"><li>• Control movements in a range of physical skills</li><li>• Link skills and techniques and perform them</li><li>• Create a sequence of linked moves</li><li>• Make extended sequences in unison with a partner</li> <li>• Pass the ball in different ways consistently to a team</li><li>• Consistently catch the ball</li><li>• Attack and defend in a range of scenarios</li></ul>	