



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : **01484 714750**
Email: **admin@woodhouse.calderdale.sch.uk**



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

Y5 Curriculum information: Autumn 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>This half term, we will be writing to inform. We will be writing a non-chronological report about animals.</p> <p>We will also be reading a Christmas themed text and writing persuasive letters to different characters in the story.</p> <p>Our class reader will be 'A Series of Unfortunate Events' by Lemony Snicket.</p>	<p>Following on from our addition and subtraction unit, in Maths we will be learning about multiples, factors and prime numbers. We will learn the written method for long multiplication and bus stop division along with how to multiply and divide by 10, 100 and 1,000.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
We will continue to learn about respectful relationships face to face and online.	<ul style="list-style-type: none">• To know that it is common for friendships to experience challenges and know some strategies to positively resolve disputes and reconcile differences in friendships.• To know 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)• To know 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.• To know the importance of self-respect and how this links to their own happiness.• To know some practical steps they can take to improve or support respectful relationships. (E.g. conventions of courtesy and manners.)• To know what a stereotype is and how stereotypes can be unfair, negative or destructive.	



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RE	Pupils will know	
<p>We will learn about what our key question- How and why are Jewish festivals celebrated today?</p> <p>We will explore how Jewish people are influenced by many years of tradition and teaching as they celebrate their faith today. We will learn about what it is like to be Jewish, exploring beliefs about God, about how ideas of God are expressed in stories, celebration, ritual and action and about the great festivals of Rosh Hashanah, Purim, Hannukah, illustrating how Jewish communities learn and celebrate together.</p>	<ul style="list-style-type: none">• To know why Shabbat is important to Jewish people.• To know that Jews believe that King David has written many of the Psalms and these are often sang at the Synagogue.• To know what Purim is and how/why it is celebrated.• To name a Jewish festival (Rosh Hashanah, Purim, Hanukah) and explain the meaning behind it.	<p>Shabbat, Hannukah, Pesach, Menorah, synagogue, Rosh Hashanah, Yom Kippur, 10 commandments, Sukkot, Torah, Shavuot, Purim</p>
Science	Pupils will know	Key Vocab
<p>We will be learning about the properties of materials</p>	<ul style="list-style-type: none">• how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets• that some materials will dissolve in liquid to form a solution	<p>Magnetic, Versatile, Conductive, Durable Transparent, Thermal, Molecules Insulator, Degrees Celsius Conduction, Iron, Stone, Steel Force, Hardness, Solute, Insoluble Solvent, Dissolve, Soluble, Substance</p>



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	<ul style="list-style-type: none"> how to use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metal wood and plastic. 	Saturation, Solution, Sieving, Evaporation Filtering, Mixture, Pure substance
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
We will be designing and making a pop-up book, considering purpose and audience.	<ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 	design input motion mechanism criteria research reinforce model
<u>Computing</u>	<u>Pupils will be able to</u>	<u>Key Vocab</u>
We will continue to develop our skills using Microsoft Word and will begin our unit on Databases.	<ul style="list-style-type: none"> To know what a word processing tool is for To add and edit images to a word document To know how to use word wrap with images and text 	caps lock, bulleted lists, captions, copy and paste, copyright, creative commons,



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	<ul style="list-style-type: none"> • To change the look of text within a document • To add features to documents to enhance look/usability • To use tables within MS Word to present information • To consider page layout including heading and columns • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. 	<p>cursor, document, hyperlink, merge cells, font, page orientation, formatting, text wrapping, word art, readability, word processing tool</p> <p>arrange, avatar, chart, collaborative, data, database, field, database report, group, record, search, sort, statistics</p>
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>We will learn about the Tudor time period and will use sources to extract information about different interpretations.</p>	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand that inventories are useful sources of evidence to find out about people from the past. 	<ul style="list-style-type: none"> • Tudor • Fair • Monarch • Interpretation • Tyrant • Ruler • Primary source • Secondary source • Bias • Reliability



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- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changing nature of religion in Britain and its impact.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To know that trade routes from Britain expanded across the world .



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	<ul style="list-style-type: none">To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).To understand that people in the past were as inventive and sophisticated in thinking as people today.	
French		
My Family We will learn how to describe family members, their personalities and share our opinions.	<ul style="list-style-type: none">- learn how to recognise adjectives to describe family members- be able to apply opinions and use adjectives to describe their family members	J'aime (I like) Je n'aime pas (I don't like) J'adore (I love) Parce que (because) Il est (he is) Elle est (she is) Gentil (kind) Aimable (friendly) Intelligent (intelligent) Bavard (chatty) Mechant (naughty) Severe (strict)
Music	Pupils will be able to	Key Vocab
We will be using instruments to perform music in the style of 'Classroom Jazz'.	<ul style="list-style-type: none">Maintain own part whilst others are performing their partUse their understanding of meaning to add expression through the use of dynamics and tone	rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture,



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<p>We will also focus on singing and performing carols for the Christmas service.</p>	<ul style="list-style-type: none"> • Perform by ear • Identify the notes in the spaces of the staff (FACE) and the lines (EGBDF) • Begin to perform from staff/stave/standard notation • Compose music at an appropriate tempo which meets specific criteria • Repeat a phrase from the music after listening intently • Describe, compare and evaluate music using musical vocabulary • Explain why they think their music is successful or unsuccessful • Know the style indicators of rock music 	<p>dynamics, chorus, bridge, riff, hook, improvise, compose</p>
<p>PE</p>	<p>Pupils will be able to:</p>	
<p><u>Fitness</u> We will be participating in a range of fitness activities by completing circuits. We</p>	<ul style="list-style-type: none"> • Record our own heart rate • Explain what aerobic exercise is 	<p>Lateral jump, highland fling, plank, high knee clap, shuttle runs, repetition, rebound push up, spotty dogs, burpees</p>



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will record our scores and heart rate and try to improve our stamina each week.

Football

We will develop our football skills in this unit.

- Balancing on various parts of body when moving - using core strength and keeping control when moving
- Can compare our performances with previous ones and strive to achieve a personal best on each station
- Co-ordinate using both sides of the body when performing exercises - increasing speed and power
- Create a warmup and cool down

- Stop a ball using both the sole and inside of my feet when moving
- Play a longer pass off the ground
- Dribble a ball using my feet and a turn with control and some speed
- Sometimes show a good body position when defending a 2v2
- Kick a moving ball past a goalkeeper with accuracy
- evaluate and recognise success to help improve performance

Possession, block, lofted pass, interceptors, technique, evaluate. performance



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ROKT

We will visit ROKT in the Autumn term to develop our rock-climbing skills alongside various other activities such as abseiling, caving and bouldering.