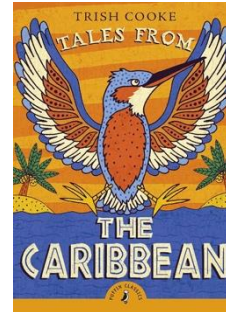


Year 5 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Travel Writing</p> <p>Children study two styles of travel writing and discuss the difference. Introduce use of research grids to focus research about a country. Chn produce a persuasive text advising people to travel to a country of their choice.</p> <p>Grammar focus: Identify and use adverbials to add cohesion.</p>	<p>Travel Writing</p> <p>Children read/compare different accounts of travelling adventurously, from a 10-year-old's account of cycling from India to Ireland to reports by Bill Bryson. They look at the features of effective descriptions and finish by reading a graphic-based travel book.</p> <p>Grammar focus: Perfect form</p>	<p>Biographies and Autobiographies</p> <p>Use biographies of Roald Dahl & Michael Morpurgo (both books & online) & their autobiographical writing to identify features of biographies & autobiographies.</p> <p>Grammar focus: Persuasive writing</p>	<p>Biographies and Autobiographies</p> <p>Use the texts to study dialogue, noun phrases & complex sentences. Write autobiographies online.</p> <p>Grammar focus: Adverbials for cohesion</p>	<p>Reading and Learning Poems</p> <p>Read and memorise poems from I Like that Poem, chosen by children and edited by Kaye Webb. Children gather together poems they like into an anthology</p> <p>Grammar focus: Figurative language</p>	<p>Reading and Learning Poems</p> <p>Children write their own poems to add to their anthologies</p> <p>Grammar focus: Relative clauses Commas to clarify meaning</p>

Maths	Multiplication and Division children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12×12 .	Multiplication and Division children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12×12 .	Fractions A Children focus on how unit fractions can be expressed in other forms. children use a variety of representations, including number lines and fraction walls as well as the abstract form, so that they understand the relationships. They complement this conceptual understanding by using their times-table knowledge to find missing numerators or denominators, working both horizontally and vertically.	Fractions A Building on their knowledge of equivalent fractions, children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half.	Fractions A children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in earlier steps	Fractions A There are many ways to subtract a fraction from a mixed number crossing the whole, here we encourage children to think flexibly about how to approach problems of this kind. In addition to the methods illustrated in the Key learning section, children could also count back from the given fraction, providing the denominators are equal.
Science	Earth and Space					

Tales From the Caribbean



Tales from the Caribbean is a collection of traditional Caribbean stories that introduce students to rich oral storytelling traditions, cultural values, and folklore. The book supports the study of character development, narrative structure, and moral lessons, while also exploring themes such as community, nature, trickery, bravery, and justice. The focus of the literacy teaching sequence is on understanding storytelling techniques, including the use of dialect, rhythm, and repetition. Some sessions will involve inference and deduction as children interpret the morals and deeper meanings behind the stories.

Topic

Investigating Our World

During the Investigating Our World project, we will study Ordnance Survey maps to write a description of the local area. They will learn about contour lines and revise six-figure grid references to locate features on maps. Your child will learn about the Prime, or Greenwich, Meridian and find out that Greenwich Mean Time, or GMT, is taken from the Prime Meridian. They will know that the Earth is split into 24 time zones and calculate the time in places worldwide. Your child will learn about climate zones, vegetation belts and biomes. They will find out that the climate and vegetation in an area determine the animals that live there.

We will learn about the human geography of the continents and locate capital cities around the world. They will identify relative locations and use the scale bars on maps to find the distance between places. They will study the motorway network across the United Kingdom, learning how they connect towns, cities and transport links across the country. Your child will explore a settlement hierarchy diagram and learn about the relative size, significance and populations of settlements. At the end of the project, they will carry out a fieldwork enquiry to discover which settlement types are in their local area.

Art & DT	Tints, Tones and Shades	
	<p>This project teaches children about colour theory by studying the colour wheel and experimenting with mixing tints, shades, and tones. Through hands-on activities, they develop an understanding of how colours interact and change, building their confidence in using colour effectively in their artwork.</p>	<p>In addition to colour theory, children explore significant landscape artworks and the key features of landscapes. They analyse different artistic styles and techniques before applying their knowledge to create their own landscape paintings, demonstrating their understanding of composition, colour, and form.</p>
PSHE	Money Matters	
	<p>This unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending.</p>	<p>Throughout the unit, children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.</p>
PE	Tag Rugby	
	<p>In Tag Rugby, children develop fundamental skills that enhance their overall gameplay and teamwork. They begin by practising throwing and catching with accuracy, ensuring they can pass the ball effectively under pressure. Moving and dodging skills help them evade defenders and create space on the field, while tagging teaches them how to safely and efficiently stop an opponent's progress. Additionally, they learn how to intercept passes, gaining opportunities to regain possession for their team. As they progress, children explore attacking and defending tactics, understanding how to position themselves strategically and work collaboratively to outwit the opposing team.</p>	

These skills are then put into practice through structured gameplay, where they refine their techniques, develop communication skills, and build confidence in a competitive yet supportive environment.