
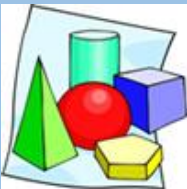








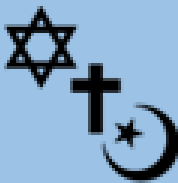









Year 5 – Mr Moutrey	Autumn Term 2025/26		
	Victorians		
<b>English</b> 	<b>Class novel: 'Street Child' – Berlie Doherty</b> <ul style="list-style-type: none"> <li>Poetry</li> <li>Adventure tale</li> <li>Dialogue</li> <li>Diary writing</li> <li>Biography</li> <li>Spelling, punctuation and grammar work in Active English lessons</li> </ul>	<b>Maths</b> 	<ul style="list-style-type: none"> <li>Place Value</li> <li>Estimating and rounding</li> <li>Negative numbers</li> <li>Roman Numerals</li> <li>Mental and written methods of addition and subtraction (up to 5 digits)</li> <li>Factors and Multiples</li> <li>Long multiplication (up to 5 digits)</li> <li>2D and 3D shapes</li> <li>Investigating shapes and angles</li> </ul>
<b>SCIENCE</b>  	<b>Earth and Space</b> <ul style="list-style-type: none"> <li><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></li> <li><i>Describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies</i></li> <li><i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></li> </ul> <b>Electricity</b> <ul style="list-style-type: none"> <li><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></li> <li><i>Compare and give reasons for variations in how components function, including the</i></li> </ul>	<b>HISTORY</b> 	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li><i>The changing power of monarchs using Victoria as a case study</i></li> <li><i>Significant turning point in British history- the impact of the first railways</i></li> </ul>

	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</p>		
<p><b>GEOGRAPHY</b></p> 	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Land-use patterns (industrial and growth of cities); and understand how some of these aspects have changed over time</li> <li>•</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>Sharing information</b></p> <p>Identifying and exploring how information is shared between digital systems</p> <p><b>Flat-file databases</b></p> <p>Using a database to order data and create charts to answer questions</p>
<p><b>PSHE</b></p>  	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<p><b>RE</b></p> <p><b>(Term 1 – Sikhism)</b></p>   <p><b>(Term 2 – Christianity)</b></p>	<p><b>Theme – Belief into Action</b></p> <p><b>Key Question–</b> How far would a Sikh go for his/her religion?</p> <p><b>Religion – Sikhism</b></p> <p><b>Theme – Christmas</b></p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question–</b> Is the Christmas story true?</p> <p><b>Religion - Christianity</b></p>

<p><b>ART</b></p> 	<p><b>William Morris Inspired printing- layered printing and Batik</b>          Children will carry out a detailed study on the artist William Morris.          They will explore his technique of repeating patterns to inspire their own print, whereby they use the resist method of textile decoration, Batik.</p>	<p><b>Design and Technology</b></p> 	<p><b>Mechanical Systems</b>          -To design and make a moving wooden toy inspired by the Victorians          Children will learn how different shaped CAMS produce different movements. They will learn how to safely use a range of tools to perform practical tasks (cutting, shaping and joining).</p>
<p><b>MUSIC</b></p>  	<p>All the learning is focused around one song:          Term 1: <b>Blues</b>          All the learning is focused on:</p> <ul style="list-style-type: none"> <li>• Naming three key features of Blues music.</li> <li>• Singing in tune, using vocal expression to convey meaning.</li> <li>• Explaining what a chord is and play the chord of C sixteen times.</li> </ul> <p>Term 2: <b>Composition to represent the festival of colour</b>          All the learning is focused on:</p> <ul style="list-style-type: none"> <li>• Suggest a colour to match a piece of music.</li> <li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>• Create a vocal composition in response to a picture and justify their choices using musical terms.</li> </ul>	<p><b>MFL</b></p> 	<p><b>Phonetics 1, 2 and 3</b></p> <p><b>Core Vocabulary</b></p> <p><b>School (I)          Or Planets (P)</b></p>

<p><b>PE</b></p> 	<p><b>Dance-</b> Victorian themed</p> <p>Football Hockey Outdoor Learning</p> <p>PE days- Tuesday and Friday (Autumn 1)</p>		<p><b>Forest school Autumn 2</b></p> <ul style="list-style-type: none"> <li>Children will be expected to spend time reading and practising their times tables.</li> </ul>
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