# St. Peter’s Catholic Primary School
## Year 5 Autumn Term Curriculum Plan
### Let your light shine!

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| - Come and See  
- Ourselves  
- Life Choices  
- Hope  
- Judaism | **Spoken language:**  
- Articulate and justify answers  
- Give well-structured descriptions, explanations and narratives  
- Use Standard English  
- Participate in discussions, presentations, performances, role play, improvisations and debates  
- Gain, maintain and monitor the interest of the listener(s)  
- Consider and evaluate different viewpoints | **Read, write, order and compare numbers to at least 1,000,000**  
- Count forwards and backwards in steps of powers of 10  
- Round any number to the nearest 10, 100, 1000, 10000, 100000 | **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**  
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution |  
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic |  
- demonstrate that dissolving, mixing and changes of state are reversible changes  
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |

|   | **Reading comprehension:**  
- Draw inferences (characters feelings, thoughts and motives); justify with evidence  
- Predict from details stated and implied  
- Summarise main ideas, identifying key details  
- Identify how language, structure and presentation contribute to meaning  
- Evaluate author’s language choice  
- Distinguish between fact and opinion  
- Participate in discussion about books  
- Explain and discuss understanding of reading  
- Provide reasoned justifications for views | **Writing composition:**  
- Identify the audience and purpose of writing  
- Note and develop initial ideas, drawing on reading and research  
- Enhance meaning through selecting appropriate grammar and vocabulary  
- Describe settings, characters and atmosphere  
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
- Proof-read for spelling and punctuation error | **Multiply and divide numbers mentally drawing upon known number facts**  
- Recognise square numbers  
- Multiply and divide whole numbers by 10, 100 and 1000  
- Multiply and divide whole numbers up to 4 digits using the formal written method |  
- complete, read and interpret information in tables including timetables  
- Solve comparison, sum and difference problems using information presented in a line graph |

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| - use running, jumping, throwing and catching in isolation and in combination  
- play competitive games, modified where appropriate (for example, badminton, basketball, | **My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS ‘Education for a Connected World Framework’  
- Making AR Games: In this activity the children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating game that uses AR. | **Britain’s settlement by Anglo-Saxons and Scots**  
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  
- human geography, including: types of}
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| • to create sketch books to record their observations and use them to review and revisit ideas  
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  
• about great artists, architects and designers in history | • understand and apply the principles of a healthy and varied diet  
• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
• improvise and compose music for a range of purposes using the inter-related dimensions of music  
• listen with attention to detail and recall sounds with increasing aural memory  
• use and understand staff and other musical notations  
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
• develop an understanding of the history of music. | • settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |