



## Curriculum Overview: Year 5 Autumn 1

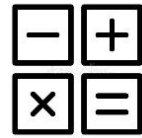


### English

Strong start: Sentence structure, sentence breaks and use of capital letters.

Stories from another culture: Using our History topic of Ancient Greece to focus on expanded noun phrases, cultural reference and dialogue.

Persuasive letter: Using our core text 'Shackleton's Journey' as inspiration, focusing on persuasive/emotive language and correct tense.



### Maths

Place value: Understanding numbers up to 1 million and rounding different place values, to each power of 10. We are also ordering, comparing and partitioning these numbers.

Addition and subtraction: Adding and subtracting whole numbers with four digits and solving word problems with more than one step.

Recapping times tables and building arithmetic skills.

Bignold Primary School follows White Rose Maths. You can find more information here by [clicking here](#).



### Reading and Spelling

Shackleton's Journey (non-fiction) and The Explorer (Fiction)

The key skills will be:

- Retrieval
- Summarising
- Predicting
- Inference
- Author intent

Bignold Primary School follows the Read Write Inc Phonics programme. You can find more information on how to support your child at home with their phonics here:

[Bignold Primary School - Phonics and Reading](#)

**You can help at home by reading every day with your child.**

### History

Ancient Greece: We will be looking at the key events that happened during the Ancient Greek time period, placing these in chronological order. We will be studying their belief system and some of the well known figures from Greek History. We also explore their development of democracy and the theatre.



### Science

Materials: We will be looking at the different states of matter and understanding reversible and irreversible reactions. We will investigate which materials can have their states changed and reversed. We will expand on the properties of these materials, exploring scientific vocabulary.



### Art

Drawing: Using natural materials to produce and abstract piece of art. We look at subtractive drawing, rubbing out charcoal to define with empty space. We also look at creating a zoomed impression of a piece of abstract art. The 2 artists we have been inspired by are Frank Auerbach and Friedensreich Hundertwasser

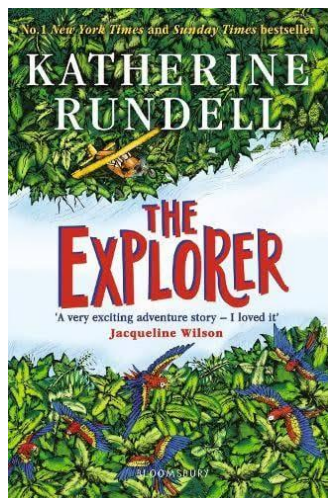


### Other Subjects

PSHE: Me and My Relationships: Managing conflicts.  
RE: Philosophy: Exploring the deep thinkers of the past to see if they are still relevant.  
PE: Tag Rugby and Hockey  
Music: Understanding musical notation and exploring sound through singing.  
French: Local places and language around visiting them.



**You can find out more about our curriculum and how it has been designed on our [school website](#).**



### Our class reader is The Explorer by Katherine Rundell

We read every day.

*The Explorer by Katherine Rundell is a gripping adventure novel about four children, Fred, Con, Lila and Max, who become stranded in the Amazon rainforest after their plane crashes. Faced with the challenges of surviving in one of the world's most dangerous environments, they must rely on their courage, resourcefulness and teamwork to find food, shelter and a route to safety.*

*As they travel deeper into the jungle, the children discover evidence that someone else is living there and eventually meet a mysterious explorer who has chosen to remain hidden from the outside world. Through their experiences, they learn valuable lessons about friendship, trust, resilience and the importance of protecting the natural world. Filled with danger, excitement and wonder, The Explorer is a thrilling story of survival and self-discovery.*

### Regular Reminders

- Please **read with your child every day** and encourage them to **practise their phonics, number facts and times tables**.
- Remember to **name all items** brought to school.
- The weekly newsletter contains important calendar dates and information from school. This is sent on a Friday.
- If you wish to speak to your child's class teacher, you can usually catch them at the end of the day. If you want to speak for longer, please get in touch with the school office.

Three ways your child should be reading. Is your child regularly getting all three?

| <u>Read in their heads to themselves.</u>                                                                                        | <u>Read aloud to someone</u>                                                                                                                                                               | <u>Be read to by an adult</u>                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>A book at your child's reading level.</p> |  <p>A book either at your child's reading level or just above (because you are there to help them).</p> |  <p>Use this as an opportunity to expose your child to books slightly above their own reading level, which they wouldn't be able to access on their own.</p> |

Our three school rules are:



Our school values are:



Keep up to date with everything going on at Bignold by following us on [Facebook](#) and [Instagram](#)