

## High Ham Primary School Autumn Term Curriculum Plan: Oak Class (Year 5) 2023/24

	Autumn 1	Key Focus/Outcomes	Autumn 2	Key Focus/Outcomes
Class Book	The Lost Whale		Who Let the Gods Out?	
Author Focus	Hannah Gold			
English	Place Value of Punctuation and Grammar	<ul style="list-style-type: none"> <li>• Common and proper nouns</li> <li>• Collective and partitive nouns</li> <li>• Being verbs +to have</li> <li>• Regular action verbs and verb phrases</li> <li>• Irregular action verbs and verb phrases</li> <li>• What is a subject</li> <li>• Building single-clause sentences</li> <li>• Pronouns</li> <li>• Co-ordinating conjunctions to join clauses and compound subjects</li> </ul>	<p style="text-align: center;">The Whale Ethan and Vita Murrow (Film Pitch)</p> <p style="text-align: center;">Letters from Father Christmas JRR Tolkien (whole school topic)</p>	<ul style="list-style-type: none"> <li>• Reported speech,</li> <li>• speech and thought bubbles,</li> <li>• description,</li> <li>• recount in role,</li> <li>• letter to a newspaper editor</li> <li>• Letter writing</li> </ul>
Maths Year 4	Place Value Addition and Subtraction	<ul style="list-style-type: none"> <li>• Represent numbers to 10,000</li> <li>• Partition numbers to 10,000</li> <li>• Flexible partitioning of numbers to 10,000</li> <li>• Find 1, 10, 100, 1,000 more or less</li> <li>• Estimate on a number line to 10,000</li> <li>• Compare numbers to 10,000</li> <li>• Order numbers to 10,000</li> <li>• Roman numerals</li> <li>• Round to the nearest 10, 100, 1,000</li> <li>• Add and subtract 1s, 10s, 100s and 1,000s</li> <li>• Add two 4-digit numbers – more than one exchange</li> <li>• Subtract two 4-digit numbers – more than one exchange</li> <li>• Efficient subtraction</li> </ul>	<p style="text-align: center;">Area Multiplication and Division</p>	<ul style="list-style-type: none"> <li>• What is area?</li> <li>• Count squares</li> <li>• Make shapes</li> <li>• Compare areas</li> <li>• Multiples of 3</li> <li>• Multiply and divide by 6</li> <li>• 6 times-table and division facts</li> <li>• Multiply and divide by 9</li> <li>• 9 times-table and division facts</li> <li>• The 3, 6 and 9 times-tables</li> <li>• Multiply and divide by 7</li> <li>• 7 times-table and division facts</li> <li>• 11 times-table and division facts</li> <li>• 12 times-table and division facts</li> <li>• Multiply by 1 and 0</li> <li>• Divide a number by 1 and itself</li> <li>• Multiply three numbers</li> </ul>
Maths Year 5	Place Value Addition and Subtraction	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> </ul>	<p style="text-align: center;">Statistics Multiplication and Division Measurement- area and perimeter</p>	<ul style="list-style-type: none"> <li>• Complete, read and interpret information in graphs and tables</li> <li>• Identify multiples and factors,</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul>

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<p>Science Year 4</p>	<p>Digestion and Food</p>	<ul style="list-style-type: none"> <li>• Label key organs found in the digestive system and describe each of their functions.</li> <li>• Describe the functions of the four different types of adult, human teeth, using key vocabulary.</li> <li>• Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.</li> <li>• Produce a food chain that begins with a plant and has arrows that move up the food chain.</li> <li>• Define a producer, predator and prey and identify examples in food chains.</li> <li>• Describe digestion, teeth and diets when talking about the observed poo clues.</li> <li>• Write a letter that uses a range of scientific vocabulary from the unit.</li> <li>• When working scientifically, pupils will:</li> <li>• Evaluate a strength or weakness of the digestive system model.</li> <li>• Describe an example of evidence that can be used to study teeth.</li> <li>• Select which variables need to be changed, measured and controlled in an experiment.</li> <li>• Recall that scientific research needs repeated results before being used in society.</li> <li>• Identify trends in predators and prey.</li> <li>• Draw a results table that has space for observations about different poo samples.</li> </ul>	<p>Energy: Electricity and circuits</p>	<ul style="list-style-type: none"> <li>• Recall a range of electrical appliances and classify them as mains or battery-powered.</li> <li>• Explain why something is either mains or battery-powered.</li> <li>• Explain how to test if a circuit works and identify when simple electric circuits will work.</li> <li>• Identify symbols for open and closed switches.</li> <li>• Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.</li> <li>• Give examples of how switches are useful.</li> <li>• Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights.</li> <li>• Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.</li> <li>• Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.</li> <li>• Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be.</li> <li>• Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them.</li> <li>• Describe precautions for working safely with electricity.</li> <li>• Explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</li> </ul> <p>When working scientifically, pupils will:</p>

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				<ul style="list-style-type: none"> <li>• Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'.</li> <li>• Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram.</li> <li>• Write a method for the investigation that considers appropriate equipment, ordering clearly written steps and considering safety.</li> <li>• Pose questions relating to bulbs in an electrical circuit.</li> <li>• Explain why a selected question is testable.</li> <li>• Suggest that new inventions will change safety advice.</li> </ul>
<p style="text-align: center;">Science Year 5</p>	<p style="text-align: center;">Materials Mixtures and Separation</p>	<ul style="list-style-type: none"> <li>• Define the term <b>mixture</b> and name some common examples.</li> <li>• Define the term <b>sieving</b> and explain how sieving separates mixtures.</li> <li>• Define the term <b>filtering</b> and explain how filtering separates mixtures.</li> <li>• Define the terms <b>solution</b> and <b>dissolve</b> and name some common examples of solutions.</li> <li>• Recall some factors that affect the time taken to dissolve.</li> <li>• Describe the effect of temperature on the time taken to dissolve.</li> <li>• Define the term <b>evaporating</b> and explain how evaporating separates solutions.</li> <li>• Identify when sieving, filtering and evaporating should be used.</li> </ul> <p>When working scientifically pupils will:</p> <ul style="list-style-type: none"> <li>• Research a mixture to find out what substances it is made from.</li> <li>• Draw and annotate a diagram to explain how sieving separates a solid-solid mixture.</li> <li>• Identify and justify which type of enquiry to use to answer my testable question.</li> <li>• Identify solutions by observing and describing their appearance.</li> </ul>	<p style="text-align: center;">Properties and changing materials</p>	<ul style="list-style-type: none"> <li>• Determine the hardness of different materials and link this to their uses.</li> <li>• Determine the transparency of different materials and link this to their uses.</li> <li>• Determine the thermal and electrical conductivity of different materials and link this to their uses.</li> <li>• Demonstrate, identify and describe reversible and irreversible changes.</li> </ul> <p>When working scientifically pupils will:</p> <ul style="list-style-type: none"> <li>• Evaluate the hardness test to determine the degree of trust in the results.</li> <li>• Plan and draw a table of results.</li> <li>• Write a detailed, organised and easy to follow method.</li> <li>• Write a prediction using prior knowledge of the states of matter.</li> <li>• Analyse observations about rusting and use them to support a conclusion.</li> <li>• Measure accurately in centimetres.</li> </ul>

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Geography	Why do oceans matter?	<ul style="list-style-type: none"> <li>• Describe the water cycle.</li> <li>• Describe how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• Identify the Great Barrier Reef as part of Australia.</li> <li>• Describe the benefits of the Great Barrier reef.</li> <li>• Describe how humans impact the oceans and the consequences of this.</li> <li>• Explain some actions that can be taken to help support healthy oceans.</li> <li>• Explain which data collection method would be best for marine fieldwork and why.</li> <li>• Collect data using a tally chart, photographs and a sketch map.</li> <li>• Safely navigate the fieldwork environment.</li> <li>• Make suggestions for how to improve a marine environment. <ul style="list-style-type: none"> <li>• Present data using a tally chart and pie chart.</li> </ul> </li> </ul>		
History			How did the Maya civilisations compare to the Anglo-Saxons?	<ul style="list-style-type: none"> <li>• Describe the key physical features of the Maya civilisation.</li> <li>• Sequence the key periods in the Maya civilisation.</li> <li>• Identifying periods that were happening in Britain at the same time.</li> <li>• Name the features of the rainforest.</li> <li>• Explain the challenges facing the Maya in the rainforest.</li> <li>• Explain how the Maya settled in the rainforest.</li> <li>• Name the features of Maya houses.</li> <li>• Identify the similarities and differences between Maya and Anglo-Saxon houses.</li> </ul>

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Music Year 4	Clarinet	<ul style="list-style-type: none"> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from notation</li> <li>• To rehearse and perform their part within the context of the Unit song</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• Learn to treat instruments carefully and with respect</li> </ul>	Clarinet	<ul style="list-style-type: none"> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from notation</li> <li>• To rehearse and perform their part within the context of the Unit song</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• Learn to treat instruments carefully and with respect</li> </ul>
Music Year 5	Composition notation	<ul style="list-style-type: none"> <li>• Sing in time and in tune with other people and the backing track.</li> <li>• Remember the lyrics to a song.</li> <li>• Identify the structure of a piece of music and match this to non-standard notation.</li> <li>• Improvise their own piece of music.</li> <li>• Play a melody with reasonable accuracy.</li> <li>• Perform with confidence and in time with others.</li> <li>• Compose and play a melody using stave notation.</li> <li>• Contribute meaningfully to the group performance and composition.</li> <li>• Use hieroglyphic notation to show the structure of their piece.</li> </ul>	Blues	<ul style="list-style-type: none"> <li>• Name three key features of Blues music.</li> <li>• Sing in tune, using vocal expression to convey meaning.</li> <li>• Explain what a chord is and play the chord of C sixteen times.</li> <li>• Play the twelve-bar blues correctly.</li> <li>• Play the notes of the Blues scale in the correct order, ascending and descending.</li> <li>• Play a selection of Blues scale notes out of order in their own improvisation.</li> </ul>
DT	Structures: Bridges	<ul style="list-style-type: none"> <li>• Identify stronger and weaker shapes.</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.</li> <li>• Identify beam, arch and truss bridges and describe their differences.</li> <li>• Use triangles to create simple truss bridges that support a load (weight).</li> <li>• Cut beams to the correct size, using a cutting mat.</li> <li>• Smooth down any rough cut edges with sandpaper.</li> <li>• Follow each stage of the truss bridge creation as instructed by their teacher.</li> <li>• Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher.</li> <li>• Identify some areas for improvement, reinforcing their bridges as necessary.</li> </ul>		
French	Shopping in France	<ul style="list-style-type: none"> <li>• Recognise number words in written form.</li> <li>• Correctly build and pronounce two-digit numbers that have been generated randomly.</li> <li>• Recall vocabulary by matching the correct pictures to the appropriate words.</li> <li>• Join in with a story, using gestures and key vocabulary.</li> <li>• Correctly sort word-cards by gender and apply the appropriate article.</li> <li>• Highlight a range of known and easily recognisable vocabulary in a text.</li> </ul>	Meet My French Family	<ul style="list-style-type: none"> <li>• Complete correctly a gap-fill activity to match French vocabulary with pictures.</li> <li>• Recognise words that are similar to English.</li> <li>• Adapt a sentence to change its meaning.</li> <li>• Apply some understanding of French pronunciation.</li> <li>• Recognise key information within a longer text.</li> <li>• Build sentences confidently using word cards.</li> <li>• Respond to spoken opinions with the correct gesture.</li> <li>• Use different opinions in sentences.</li> <li>• Change elements of a sentence whilst retaining the meaning.</li> <li>• Organise a text, making simple adaptations that do not affect its overall sense.</li> </ul>
Art			Painting and mixed media; portraits	<ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>• Communicate to their partner what kind of photo portrait they want.</li> </ul>

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PE	Cross Country	<ul style="list-style-type: none"> <li>• To develop an awareness of what our bodies are capable of</li> <li>• Develop speed and stamina</li> </ul>	Gymnastics	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• To create longer and more complex sequences and adapt performances</li> </ul>
	Football	<ul style="list-style-type: none"> <li>• To link together a range of skills and use in combination</li> <li>• To collaborate as a team to choose, use and adapt rules in games</li> <li>• Play competitive games and use tactics for attacking and defending</li> </ul>	Netball	<ul style="list-style-type: none"> <li>• To develop passing and moving</li> <li>• To be able to change direction and lose a defender</li> <li>• To develop the shooting action</li> <li>• To use and apply skills and tactics to small sided games</li> </ul>
RE	Judaism-How do Jewish people keep their covenant with God?	<ul style="list-style-type: none"> <li>• pupils reflect on the importance of Abraham as the Father of the Jewish people.</li> <li>• Know that Jews have special ceremonies for welcoming new babies into the faith of Judaism.</li> </ul>	What do Christians believe about God and Incarnation?	<ul style="list-style-type: none"> <li>• Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)</li> <li>• Understand that the two accounts are told from different viewpoints (Mary and Joseph's) and reflect on why there may be different accounts.</li> <li>• Identify how the belief that Jesus is "God is with us" helps a Christian in daily life</li> </ul>
PSHE	Families and Relationships	<ul style="list-style-type: none"> <li>• Understand that manners vary in different situations.</li> <li>• Understand boundaries in friendships, including physical boundaries and expectations.</li> </ul>	Families and Relationships	<ul style="list-style-type: none"> <li>• Recognise male and female stereotyped characters.</li> <li>• Understand that stereotypes about disabilities are usually untrue.</li> </ul>

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Computing	<p>Online safety: I am kind and responsible</p> <p><b>Computing systems and networks</b></p> <p>Systems and searching</p>	<ul style="list-style-type: none"> <li>• Understand that what they do and say affects other people.</li> <li>• Understand the impact of bullying and the role bystanders can take.</li> </ul>	<p style="text-align: center;"><b>Creating media</b></p> <p style="text-align: center;">Video production</p>	<ul style="list-style-type: none"> <li>• Understand that families are all different and they offer each other support but sometimes they can experience problems.</li> <li>• Know what bereavement is and how to support someone who has experienced a bereavement.</li> <li>• Filming techniques</li> <li>• Using a storyboard</li> <li>• Planning a video</li> <li>• Importing and editing</li> <li>• Evaluating</li> </ul>
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