

History

Pupils will explore Hitler's leadership and then invasion of Europe and its impact on Britain.

In their lessons, they will learn the following:

- Why did World War 2 start and what part did Hitler have in it?
- Why did the Jewish nation suffer as a result of Hitler coming to power?
- What can we learn about this period from the Anne Frank diaries?
- What happened in Munich in 1938 and why did Britain feel betrayed by Hitler?
- Why was the Battle of Britain significant in World War 2?
- Who was Winston Churchill and what part did he play in the war?

Reflection: Using photographic images sourced from the Internet put together your story as though you lived during this period.

Art & Design

How do we Screen Print our own posters?

In their lessons, they will learn the following:

- Which poster designs and designers are famous and why?
- How did poster design change through the 19th and 20th centuries? (propaganda posters)
- Can we design a range of posters for a class or school event, using our sketch books?
- Which posters will we choose to print and why?
- What is screen printing?
- How will we screen print our posters?
- How do our posters compare with the classic designs poster designs?

Year 5

Autumn 1 Curriculum Map

Big Learning Question (Theme):
How could Hitler have convinced a nation like Germany to follow him?

Links to Our School Values & The British Values?

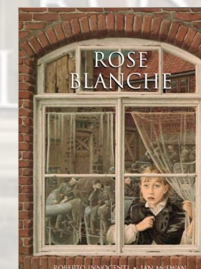
Pupils will be learning about **democracy** during school council elections by giving and listening to candidate speeches, considering important characteristics for an elected representative and voting fairly.

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

English

Learning will be based on our Main Text:



Rose Blanche by Ian McEwan

Linked to our big learning question/theme, pupils will learn the story of a young German girl living through World War Two.

Writing outcomes:

- Character and setting description
- Writing in Role
- Newspaper report

Reading:

As well as reading Rose Blanche pupils will enjoy daily class reader time, listening to Harry Potter and the Prisoner of Azkaban.

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot.

Spellings test day:

Friday Morning

Handwriting: Pupils will practise handwriting twice a week at the start of the day. They will work towards achieving handwriting awards.

Save The Dates!



Day: RAF Museum London - 9th October



Finish: A class book to share our topic learning.

Maths

Number & Place Value

Solving Problems & Reasoning

Pupils will be learning to:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Read, write, order and compare numbers with up to three decimal places.
- Solve number problems and practical problems that involve all of the above.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Add and subtract numbers mentally with increasingly large numbers (example, $12\ 462 - 2300 = 10\ 162$)
- Add and subtract whole numbers with more than 4 digits.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving number up to three decimal places.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 5 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

How could you be the next CSI investigator?

By the end of this unit, all pupils should be able to:

- compare and group together everyday materials on the basis of their properties.
- use their knowledge of solids, liquids and gases to decide how mixtures might be separated.
- describe changes using scientific words.
- use the terms 'reversible' and 'irreversible'.

Some pupils will be able to (challenging):

- describe methods for separating mixtures.
- work out which materials are most effective for keeping us warm or for keeping something cold.
- explore changes that are difficult to reverse
- explore the work of chemists who created new materials.

Religious Education

How did it all start?

By the end of this unit, pupils will be taught to:

Discuss and represent thoughtfully their own and other's views on challenging questions about belonging, meaning, purpose and truth.

In their lessons, they will learn the following:

- Can we retell the creation as described in the bible?
- Is there a conflict between the bible story and scientific evidence for evolution?
- How does another religion represented in our community believe the world and life began?
- Can we find creation stories from around the world and retell them?
- What aspects do religion and cultures have in common?
- How do I believe the world began?

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Conditionals & Variables and programming through a piano keyboarding program
- **Cross-curricular information technology (using IT to research our topics):** researching images that tell a story of life during World War Two using Google Safe Search, using the keyboard. Use PowerPoint to present images.

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To explain what makes a healthy meal [Link to Eat Like A Champ](#)
- To understand the importance of nutrients and fibre
- To explain the importance of hydration
- To understand the importance of portion control
- To explain how to use medicine safely
- To interpret and understand information on food labels
- To explain what makes a situation fair or unfair ([Link to Student Council Elections](#))
- To explain how being excluded can affect people and explain what to do if they are being bullied/ witness bullying ([Link to Anti-Bullying week](#))
- To explore risks associated with drugs

French (only needed for Y3,4,5&6)

Getting To Know You

By the end of this unit, all pupils should be able to:

- Say hello and goodbye.
- Introduce themselves.
- Say if they are feeling good/bad/so-so.
- Count to 10.
- Say how old they are.

Most children will be able to:

- Use different greetings for different situations.
- Ask and answer simple questions for each topic area.

Some children will be able to:

- Use vocabulary they have learned elsewhere to develop their sentences.
- Recognise there is a difference between formal and informal language.

Home Learning

Children are expected to read **at home every night**.

Reading record books will be checked every **Friday morning**. Please ensure a comment is written in your child's Reading Record after listening to them read. There should be a **minimum of 5 entries per week in the reading record**.

Children should be learning their times table and division facts every night for 10 minutes.

Homework will be given out on a **Friday** and will be handed back on a **Monday**. Children who do not complete their homework, will receive an Amber.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

Music

Cycles and Patterns

Pupils will:

- Learn about different styles of repeating patterns.
- Explore and invent different ways to notate their patterns using different time signatures and symbols, as well as standard musical notation.
- Explore combining their ideas with other groups using both body percussion and instruments to create cross rhythms similar to those found in African and Indian music.

PE

Pupils will learn to:

- Improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play.
- Develop an understanding of, and participate in, small-sided, adapted and mini games

PE days:

Indoor: Thursday afternoon

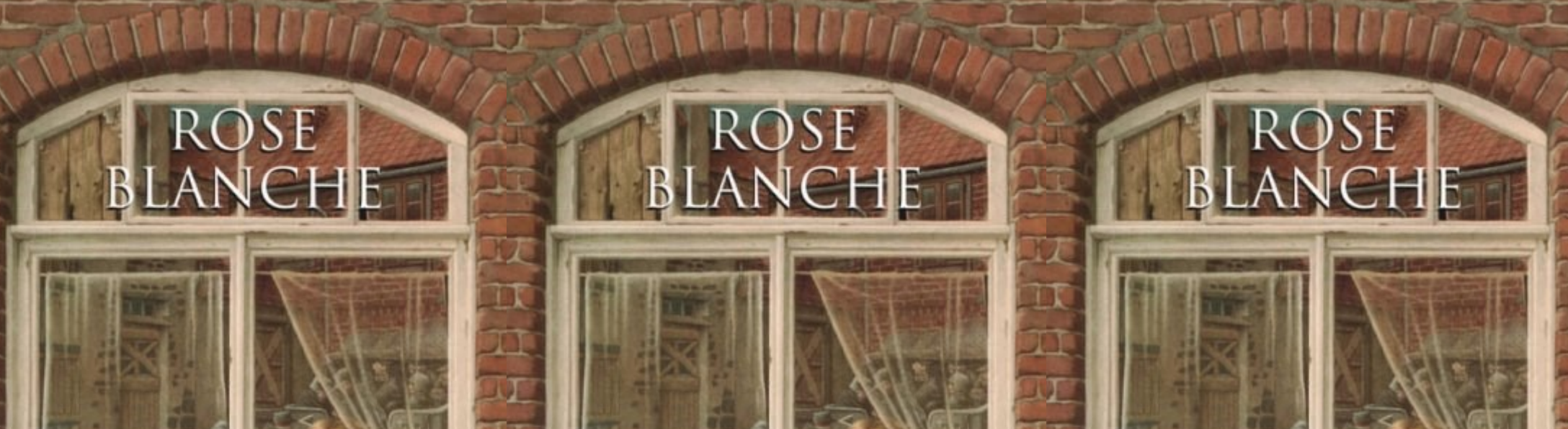
Outdoor: Wednesday afternoon



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ROSE
BLANCHE

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ROSE
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