

As readers, In our role as readers, we will actively employ our reciprocal reading skills, encompassing summarization, prediction, clarification, questioning, and link-making, to grasp the text comprehensively. We will engage in collaborative discussions within our reading groups, delving into character motivations, contextual understanding, textual significance, narrative progression, and authorial choices. We'll also establish a consistent reading routine at home, maintaining reading records that enable us to share our literary experiences with both family members and teachers.

As writers, As burgeoning writers, we are committed to fostering clarity, coherence, accuracy, and cohesion within our compositions. To achieve this, we will practise and apply key grammar concepts from Year 3 and 4, building upon our previous learning and developing the ability to independently incorporate these elements into our work. Drawing inspiration from Faith Ringgold's 'Tar Beach,' we will commence our writing journey by weaving narratives influenced by her artistry.

As speakers and listeners, we will actively expand our vocabulary, particularly in the contexts of Civil Rights. We will articulate our responses thoughtfully, justifying our viewpoints with clarity and precision. In Shakespeare, we will listen to each others' presentation and try to improve our own performances.



Year 5 Autumn 1



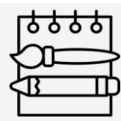

“How were civil rights fought for in Britain?”
4 weeks

Shakespeare
3 weeks

The Bristol Bus Boycott
For this topic, children will understand what the Bristol Bus Boycott was, who led it, and its place in the campaign for racial equality in Britain that continues today.

Shakespeare
We will begin to learn the plays we are performing at The Junction as part of the Shakespeare For Schools Festival. We will perform parts of the script, thinking about character's motivations and feelings.

As artists we will explore Faith Ringgold's influences, in particular how she selects colours for her work. We will practise mixing secondary and tertiary colours using poster paints. We will also explore meaning and message and decide how we can share messages of equality, justice and acceptance when creating a whole class story-quilt, inspired by the British Civil Rights movement.











As scientists, we'll begin by revisiting the essential qualities and dispositions that scientists should embody, honing our scientific skills such as precise measurement, effective note-taking, meticulous data recording, keen observation, inquisitive questioning, and accurate prediction. After this, we will use these skills to look at the forces which affect our everyday life: gravity, air resistance, friction and water resistance.



As historians, we will learn about civil rights in Britain. Specifically, we'll learn about the Bristol Bus Boycott and its place within the broader context of British history. We'll recognise key figures and appreciate the diverse participation in the protests. We will examine various primary sources, including oral histories, newspapers, and even legal documents!



Morley Memorial Primary School Curriculum Descriptor for Year 5 Autumn 1 Half term 2024-25

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| <p>As mathematicians we will continue to work methodically, logically and build on and make links between prior knowledge. We will be exploring tenths, hundredths and thousandths using various representations, making links to our previous work on place value in Year 4. We shall use our new understanding of decimals to explore monetary calculations. We will also learn about negative numbers by thinking in number lines, including in real life contexts.</p>  | <p>As musicians, we will explore the swinging sixties, linking to our History topic. We will learn to contrast the work of famous composers and express our preferences effectively. Additionally, we will learn to describe, compare, and evaluate music using a rich vocabulary. Practical skills will also be honed, as we will gain proficiency in reading staff notation for basic musical phrases and will have the opportunity to perform both by ear and from simple notations. Precision in rhythm is a key focus, and we will learn to play simple rhythms accurately while adjusting to maintain consistent timing. The term will culminate with the challenge of playing a difficult melodic phrase with accuracy.</p>  | <p>As geographers, we will recap the 7 continents and oceans, identify countries in Europe and locate and name some of world's most famous rivers and mountain ranges. To help us, we can look on Google Classroom to help us practise our Geographical knowledge using games and quizzes at home.</p>  | |
| <p>As sports people, we'll develop confidence in planning and performing dance, refining our ability to express ourselves through the manipulation of weight, space, and rhythm. Outside, we will focus on mastering a range of fundamental skills in Football. We will learn to pass effectively using various techniques and methods. Additionally, we will develop our ability to execute passes, dribbles, and shots with precision.</p>  | <p>As responsible and socially aware children... we will learn about our basic rights and how these apply to children worldwide, through the United Nations Convention on the Rights of the Child. We will consider the ways in which people are responsible for ensuring that these rights are protected, discussing the connections between rights, rules and responsibilities. We will begin to develop a broader understanding of why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making.</p> | <p>As designers, we will create rocket launch pads in our Space topic. We will explore how to make secure and strong structures, linking to our mathematical knowledge of shape. We will evaluate, research and explore existing models, before designing and creating our own work. We will then reflect again, evaluating the successes of our own project.</p>  | |
| <p>As digitally literate children, we will learn how information is shared between computers. We will learn what input, output and process means, as well as how servers and the internet work together to allow machines to communicate.</p>  | <p>As linguists, we will begin the year by practising our French phonics, before recapping how to present ourselves: how to ask and answer questions relating to name, age, where we live, what we don't like and do like, how we are feeling and what our families are like.</p>  | <p>As theologians and philosophers, we will explore the Hindu religion, and ask how Hindus' lives are shaped by their beliefs and culture. We will learn about the different Gods in the Hindu religion and think about special festivals which are celebrated.</p>  | |
| <p>This topic builds on children's understanding of British history, and their PSHE work on British Values, acceptance and equality. This topic leads to further exploration of Windrush and migration in Year 6. Space links to children's introduction to the Moon landing in Year 2 (in writing we will complete a newspaper report on the events of July 20th 1969).</p> | | | |