



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y5 Curriculum information: Autumn 2

Key learning this half term:

English	Maths
<p>This half term, we will be writing to inform. We will be writing a non-chronological report about wild animals.</p> <p>We will also be reading a Christmas themed text and writing persuasive letters to different characters in the story.</p> <p>Our class reader will be 'A Series of Unfortunate Events' by Lemony Snicket.</p>	<p>Following on from our addition and subtraction unit, in Maths we will be learning about multiples, factors and prime numbers. We will learn the written method for long multiplication and bus stop division.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
We will continue to learn about respectful relationships face to face and online.	<ul style="list-style-type: none">• To know that it is common for friendships to experience challenges and know some strategies to positively resolve disputes and reconcile differences in friendships.• To know about peer influence and how it can make people feel or behave and know some strategies to manage peer influence and the need for peer approval. (E.g. exit strategies, assertive communication)• To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and when, and how, to seek support in relation to friendships.• To know the importance of self-respect and how this links to their own happiness.• To know some practical steps they can take to improve or support respectful relationships. (E.g. conventions of courtesy and manners.)• To know what a stereotype is and how stereotypes can be unfair, negative or destructive.	



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RE	Pupils will know	
We will learn about what Christians believe about the old and new covenants.	<ul style="list-style-type: none">• To know why Abraham is important to Christians, Jews and Muslims.• To know who King David was and why he is so important to Christians.• To know what 'incarnation' means.• To know that Christians believe that Jesus was the Messiah.	Old Testament New Testament Incarnation Salvation Gospels Eternal Covenant the Ten Commandments
Science	Pupils will know	Key Vocab
We will be continuing our learning about life cycles, including humans and plants.	<ul style="list-style-type: none">• Can give examples of the changes that take place in boys and girls during puberty• How a baby changes physically as it grows• Can describe the human life cycle• Can identify the reproductive parts of a plant (stamen, carpel, petal, stigma, ovary)• Photosynthesis means 'how plants make food'	Timeline Puberty Stamen Carpel Petal Stigma Ovary Photosynthesis



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Design Technology	Pupils will know	Key Vocab
<p>We will be designing and making a pop-up book, considering purpose and audience.</p>	<ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms. • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 	<p>design input motion mechanism criteria research reinforce model</p>
Computing	Pupils will be able to	Key Vocab
<p>We will continue to develop our skills using Microsoft Word and will begin our unit on Databases.</p>	<ul style="list-style-type: none"> • To know what a word processing tool is for • To add and edit images to a word document • To know how to use word wrap with images and text • To change the look of text within a document • To add features to documents to enhance look/usability • To use tables within MS Word to present information • To consider page layout including heading and columns • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. 	<p>caps lock, bulleted lists, captions, copy and paste, copyright, creative commons, cursor, document, hyperlink, merge cells, font, page orientation, formatting, text wrapping, word art, readability, word processing tool</p> <p>arrange, avatar, chart, collaborative, data, database, field, database report, group, record, search, sort, statistics</p>



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<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
We will learn about the Tudor time period and will use sources to extract information about different interpretations.	<ul style="list-style-type: none">• To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.• To understand that historical periods have characteristics that distinguish them.• To understand how to work out durations of periods and events.• To understand that inventories are useful sources of evidence to find out about people from the past.• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.• To understand that there are different interpretations of historical figures and events.• To understand how the monarchy exercised absolute power.• To understand there are increasingly complex reasons for migrants coming to Britain.• To be aware of the different beliefs that different cultures, times and groups hold.	<ul style="list-style-type: none">• Tudor• Fair• Monarch• Interpretation• Tyrant• Ruler• Primary source• Secondary source• Bias• Reliability



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- To understand the changing nature of religion in Britain and its impact.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To know that trade routes from Britain expanded across the world .
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that people in the past were as inventive and sophisticated in thinking as people today.

French

We will learn how to describe family members, their personalities and share our opinions.



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Music	Pupils will be able to	Key Vocab
<p>We will be using instruments to perform music in the style of 'Classroom Jazz'. We will also focus on singing and performing carols for the Christmas service.</p>	<ul style="list-style-type: none">• Maintain own part whilst others are performing their part• Use their understanding of meaning to add expression through the use of dynamics and tone• Perform by ear• Identify the notes in the spaces of the staff (FACE) and the lines (EGBDF)• Begin to perform from staff/stave/standard notation• Compose music at an appropriate tempo which meets specific criteria• Repeat a phrase from the music after listening intently• Describe, compare and evaluate music using musical vocabulary• Explain why they think their music is successful or unsuccessful• Know the style indicators of rock music	<p>rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>



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PE	Pupils will be able to:	
<p><u>Gymnastics</u> We will focus on travelling, balancing, rolling and jumping to create and perform routines in small groups</p> <p><u>Netball</u> We will practise our throwing, catching, shooting and pivoting skills before playing competitive games against each other.</p> <p><u>ROKT</u> We will visit ROKT in the Autumn term to develop our rock climbing skills alongside various other activities such as abseiling, caving and bouldering.</p>	<ul style="list-style-type: none">• Control movements in a range of physical skills• Link skills and techniques and perform them• Create a sequence of linked moves• Make extended sequences in unison with a partner • Pass the ball in different ways consistently to a team• Consistently catch the ball• Attack and defend in a range of scenarios	