

## Year 5 Curriculum – Autumn 1



The first half of the autumn term is seven weeks long with the children returning on Monday 7<sup>th</sup> September. Our focus will be on providing an opportunity for each year group to embed the core objectives from the previous year in order to make up for lost learning and consolidate understanding of key areas of learning as outlined below.

Week 1 will include 'getting to know you' as usual and allow you time to establish class expectations. We will also ask the children to sit some end of year assessments from the previous year group to identify gaps in understanding in order to effectively guide pitch and expectations.

### Maths

Week 2	<ul style="list-style-type: none"> <li>– Recognise the place value of each digit in a four-digit number</li> <li>– Order and compare numbers beyond 1000</li> <li>– Find 1000 more or less than a given number</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>– Round any number to the nearest 10, 100 or 1000</li> <li>– Count backwards through zero to include negative numbers</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>– Roman Numerals to 100 (I to C)</li> <li>– Identify, represent and estimate numbers using different representations</li> <li>– Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>– Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>– Estimate and use inverse operations to check answers to a calculation</li> <li>– Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>– Recall multiplication and division facts for multiplication tables up to 12 × 12</li> <li>– Count in multiples of 6, 7, 9, 25 and 1000</li> <li>– Recognise and use factor pairs and commutativity in mental calculations</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>– Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>– Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>– Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>

### English – Reading

Week 2	– Predict what might happen from details stated and implied
Week 3	– Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Week 4	– Recognise some different forms of poetry
Week 5	– Discuss words and phrases that capture the reader's interest and imagination
Week 6	<ul style="list-style-type: none"> <li>– Retrieve and record information from non-fiction</li> <li>– Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>
Week 7	– Identify how language, structure, and presentation contribute to meaning

### English – SPAG/Writing

Week 2	<ul style="list-style-type: none"> <li>– Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>– Year 4 handwriting and spelling expectations</li> <li>– Writing context: Fiction unit enabling pupils to plan, draft, write</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>– Use and punctuate direct speech</li> <li>– Year 4 handwriting and spelling expectations</li> <li>– Writing context: Fiction unit enabling pupils to plan, draft, write</li> </ul>
Week 4	– Use fronted adverbials

	<ul style="list-style-type: none"> <li>- Use commas after fronted adverbials</li> <li>- Year 4 handwriting and spelling expectations</li> <li>- Writing context: Recognise some different forms of poetry</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, <i>including when, if, because, although</i></li> <li>- Year 4 handwriting and spelling expectations</li> <li>- Writing context: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Year 4 handwriting and spelling expectations</li> <li>- Writing context: Non-narrative material enabling pupils to use simple organisational devices</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> <li>- Use the present perfect form of verbs in contrast to the past tense</li> <li>- Year 4 handwriting and spelling expectations</li> <li>- Writing context: Non-narrative material enabling pupils to use simple organisational devices</li> </ul>