




<p>English Narrative genre – Arthur and the Golden Rope Non-Fiction genre – Newspaper and report writing Poetry genre</p> <p>Spellings Continuation of spelling scheme of work as well as consolidation of spellings taught already in KS2 as well as familiarisation of some UKS2 statutory spellings</p> <p>Guided Reading Consolidation of reading skills – focus on retrieval and inference skills (both text and picture stimuli)</p>	<p>Maths Maths Mastery Skills (Cambridgeshire Hub) White Rose Maths Scheme of learning Continued consolidation of previous learning</p> <p>Place Value – numbers up to 1,000,000 Addition and subtraction Multiplication and division Fractions Geometry – Y5 introduction Statistics – Y5 introduction</p>	<p>Science <u>Properties of materials</u> Exploring the properties of everyday materials and reversible and irreversible changes to them</p> <p><u>Mixture and separation</u> Exploring different types of mixtures and the appropriate methods to separate them</p>
<p>History <u>Vikings – Were the Vikings raiders, traders or something else?</u> Researching where Vikings came from and why they invaded Britain. To use sources of information to:</p> <ul style="list-style-type: none"> • Explain trade routes • Identify differences between Viking sagas • Evaluate the impact of Viking achievements 	<div data-bbox="815 480 945 612"></div> <p><u>Armstrong Class (Y5)</u></p> <p>Autumn Term 2025</p> <p>Geography: The Alps</p> <p>History: Vikings</p> <div data-bbox="815 711 990 815"></div> <div data-bbox="1249 663 1411 804"></div>	<p>Geography <u>The Alps</u> To use an atlas to gather information about the Alps To comprehend both physical and human characteristics in the Alps To research and investigate the enquiry question, “What is life like in the Alps?”</p>
<p>RE <u>Commitment</u> To understand the importance of commitment within religions and understand how we show this within our everyday lives</p>	<p>Art: <u>Drawing</u> Exploring mark making for showing depth, emotion and movement</p> <p>Design Technology: <u>Electrical Systems</u> – exploring the use of motors and designing and making a motorised product <u>Stuffed toys</u> – textiles based</p>	<p>PE Indoor and outdoor physical education provisions with Mr Franco – physical development as well as skills within sports</p>
<p>PSHE <u>Health and wellbeing</u> Think about and discuss how we see ourselves within our own learning journey – thinking positively Consider what we can do for ourselves to be ‘as ready as we can’ for everyday expectations Taking responsibility for our own goal setting, what we are responsible for as well as how others perceive our actions</p>	<p>Computing <u>Micro:bit</u> To consolidate programming skills from previous years To use programming to create own images and make animations – using a variety of techniques</p> <p>French To continue oracy and written content building on from prior learning</p>	<p>Music <u>Composition Notation</u> A variety of lessons that include:</p> <ul style="list-style-type: none"> • Sing in time with others (using backing tracks) • Identify structure of music and match with non-standard notation • Contribute to group performances and composition