



# Year 5 Curriculum Letter

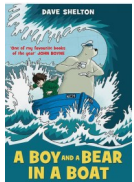
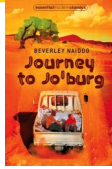
**Autumn 1  
2025**

## Welcome to Year 5!

We are all very excited to be back at school and looking forward to learning this year. Here is an outline of the topics we will cover in subjects during Autumn Term 1. As we return to school, the children's wellbeing is our priority. Any concerns or worries, please speak to your class teacher or Mr Barr. We hope this overview will enable you to support your child with their learning at home. We are looking forward to a positive start to the year. Please ensure you attend the 'Meet the teacher' session on **Friday 12th September at 9:00am.**

## English

This half term, we will be writing letters and diary entries. We will be looking at both fiction and non-fiction writing. For stories from other cultures, we will be using the powerful novel 'Journey to Jo'burg', written by the author Beverley Naidoo, to help children develop their narrative skills. We will also read and compare stories by significant authors using the book, 'A Boy and a Bear in a Boat'. Children will also be learning to use the required grammar and punctuation skills related to these text types.



## Science

Our topic this half term is 'Forces'. Children will be taught to explain that unsupported objects fall towards the Earth as a result of gravity acting on it. They will learn to identify the effects of air resistance, water resistance and friction, that act between moving surfaces. They will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

## Computing

Children will develop their understanding of computer systems and how information is transferred between systems and devices. They will explain the input, output and process aspects of a variety of different real-world systems. They will also discuss how to make smart choices and keep themselves safe online.

## Art

This term we will focus on 'Sculpture & Design- Interactive Installation'. They will learn about installation art. This includes identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge.

## Geography

In this unit, children will locate the Alps on a world map and identify and label the eight countries they spread through. They will also locate three physical and three human characteristics and research and describe the physical and human features of Innsbruck. They will use a variety of data collection methods including completing a questionnaire, mapping their route.

## Music

Our focus is Ukulele skills (a development from year 4)- Your child will pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7. Recorders - Recorder skills- minimum notes B A G C D E

## Religion and World Views

Our unit this half term is Why do people have to stand up for what they believe in? We will investigate historical and modern day examples of people who have fought for their beliefs.

## Maths

This half term we will be focusing on number and place value, addition, subtraction, multiplication and division and fractions. Firstly, we will consolidate all the topics learnt in Year 4. Set tasks will also include problem solving and reasoning skills.

This website is a helpful maths dictionary:  
<http://amathsdictionaryforkids.com/>

Children must continue to build their fluency with times tables practice on 'Times Tables Rock Stars'  
<https://play.ttrockstars.com/auth>

Children can also improve their fluency with regular practice of number bonds, halving and doubling, division facts, square numbers:  
<https://www.topmarks.co.uk/maths-games/hit-the-button>

## P.E

The focus is on this topic is dance. The children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.

## PSHE

We will focus on the topic 'Relationships'. We will learn about personal identity, stereotypes and discrimination. We will continue to learn how we show respect and consideration for all individuals.

Any concerns, please email: [learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

Thank you

Ms Williams 5W

Miss Ravi 5P

Mrs Adams 5S

Miss Adeyemi 5F



# Year 5 Topic Home Learning Autumn 1

Complete all three challenges by Monday 13th October. Don't forget to read and practise spellings every day. Learning is to be submitted on Google classroom or in your red home learning book.

## Living Things

Match the word to the correct definition.

Using the definitions, what you know and the key vocabulary, describe the characteristics of mammals, birds, reptiles, fish and amphibians.

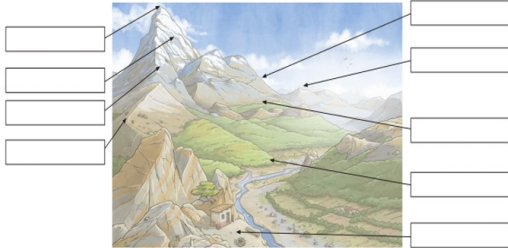
Word	Definition
backbone	An external supporting structure, such as the shell of a crustacean.
classify	The row of bones that runs along the centre of the back—spine.
exoskeleton	A warm-blooded animal with fur or hair on its skin and a skeleton inside its body. The mothers produce milk to feed their babies.
invertebrate	The inner framework of bones and cartilage in vertebrate animals. This supports the body and protect softer body parts.
mammal	Animals with <b>backbones</b> as part of an <b>internal skeleton</b> .
skeleton	Animals that do not have an internal skeleton.
vertebrate	Assigning an item to a group based on common characteristics.

## Rivers and Mountains

Copy/draw the picture of the mountain and river. Use your knowledge of mountains and rivers to label the different features.

Base	snow line
Summit	mountain range
Ridge	Plateau
Face	tree line
Slope	

Using the word bank, can you label the mountain's key features?



Using the key words:

- River source
- Tributaries
- Waterfall
- Main river
- River mouth

Explain the river system in your own words.

## Super Power of Looking

You are going to analyse the Renaissance piece of art and discuss the points below with your parent. You can submit answers on Google classroom or in your red book. Also write what your parent has said.



This painting is called '[The Adoration of the Kings](#)' (1510-1515).

1. What do you think is going on here?
2. Who or what does the artist want us to look at first?
3. How are the identities of the different figures in the painting expressed?
4. Besides the human figures, is there anything else in the painting that helps to set the scene?
5. What smells and sounds might you experience if you were transported into the painting?

## Compulsory Homework—Maths Fluency Focus

Week 1: Order 4-digit numbers descending order (from greatest to smallest).

2156	1211	5369	1456	5786	2191	6819	1126	9105	8888
2145	2399	1365	9499	5876	9091	5010	6151	8527	3013

1. 158 = \_\_\_\_\_ 2. 761 = \_\_\_\_\_ 3. 994 = \_\_\_\_\_

Week 2: Round 3-digit numbers to the nearest 10 .

4. 948 = \_\_\_\_\_ 5. 547 = \_\_\_\_\_ 6. 806 = \_\_\_\_\_

Week 3: Round 3- digit numbers to the nearest 100.

1. 126 = \_\_\_\_\_ 2. 968 = \_\_\_\_\_ 3. 681 = \_\_\_\_\_

Week 4: Add and subtract 3-digit numbers

4. 133 = \_\_\_\_\_ 5. 310 = \_\_\_\_\_ 6. 252 = \_\_\_\_\_

1.  $\begin{array}{r} 62 \\ + 566 \\ \hline \end{array}$

2.  $\begin{array}{r} 384 \\ + 860 \\ \hline \end{array}$

3.  $\begin{array}{r} 983 \\ + 447 \\ \hline \end{array}$

4.  $\begin{array}{r} 210 \\ + 40 \\ \hline \end{array}$

1.  $\begin{array}{r} 90 \\ - 82 \\ \hline \end{array}$

2.  $\begin{array}{r} 419 \\ - 12 \\ \hline \end{array}$

3.  $\begin{array}{r} 625 \\ - 174 \\ \hline \end{array}$

Week 5: Revise multiplication and division facts for 6 times tables: e.g.  $3 \times 6 = 18$

$18 \div 3 = 6$