



# Holy Trinity C of E Primary School Curriculum Overview

**Term: Autumn**

**Year: 5**

## Year 5: Our key adults

**Class teacher:** Miss Angela Bilauri

**Support staff:** Ms Patricia Adal

**Other important adults:** Ms Mackenzie (Head teacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Beverley Maxime (HLTA), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

## Homework return and reading book change day- Thursday

### Texts we will read in English lessons



### Mathematics

- Decimal Fractions
- Money
- Negative Numbers
- Factors, Multiples and Primes

For more information on the Maths curriculum we use at Holy Trinity, please click here:




<https://www.ncetm.org.uk/classroom-resources/cp-year-5-curriculum-map/>



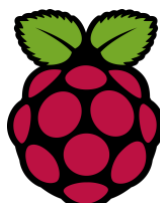
## Reading

Relevance	Inference	Prediction
At the beginning of the story... At the end of the story... The character thinks that... This book belongs to the "genre" The word/phrase is important because...	The word "tells us that" because... The phrase "tells us that" because... The part "tells us that" because... I think this means... The impression I get is "because"... The character felt "because"... The character is "because"... The mood is "because"...	I predict that "because"... I imagine the character will "because"... The next event will be "this is because"... I imagine the character will "because"... Evidence from the text suggests that the character's will "because"...
Vocabulary	Summarising	Making links
The word "suggests that"... The phrase "suggests that"... The author has used the word/phrase "to show" I think the word "means" because...	The paragraph "is about"... This chapter is about... In chapter "the character"... The key line is "this is because"... The theme is "this is because"... The title "works well because"... The book is about... In "words the character is... In "words the mood is..."	This reminds me of "because"... This is similar to... The character "reminds me of"... The setting is similar to... This makes me think of... The plot is similar to... I think the genre is "this is because"... The theme is similar to "because"...

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read.

From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

Science	Religious Education
<p>Properties and changes of materials - pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul> <p><b>Forces - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p>At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:</p>  <p><a href="https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0">https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0</a></p> <p>This term we will answer the following questions:</p> <ul style="list-style-type: none"> <li>• What do the Miracles tell us about Jesus?</li> <li>• How do art and music convey Christmas?</li> </ul>
History	Geography
<p><b><u>Ancient Greece:</u></b></p> <ul style="list-style-type: none"> <li>• What Greek Myths tell us about ancient Greece</li> <li>• To understand how the Olympics have changed over time and how they have stayed the same</li> <li>• How Greek architecture has influenced modern buildings and explore examples that exist today</li> <li>• Understand what life was like for women and slaves in ancient Greece.</li> </ul> 	<p><b><u>Windrush:</u></b></p> <ul style="list-style-type: none"> <li>• Know where in the world the Caribbean is</li> <li>• Why people migrated from the Caribbean to Britain in 1948</li> <li>• What life was like for the first Caribbean settlers in the UK</li> <li>• How the Windrush Generation changed Britain for the better</li> </ul> 

Art and Design Technology	Personal, Social, Health and Citizenship Education
<p><b><u>Art- Sculpture -Pottery</u></b></p> <ul style="list-style-type: none"> <li>● Sculpture (clay and coil building)</li> <li>● Refining a design</li> <li>● Manipulating tools</li> <li>● Pattern making</li> </ul> <p><b><u>DT- Cooking- Pastries from around the world</u></b></p> <ul style="list-style-type: none"> <li>● Select suitable tools and equipment</li> <li>● Assemble, join and combine with precision</li> <li>● Create step-by-step plans</li> </ul> 	<p><b>PSHCE is taught using the Jigsaw scheme of work.</b></p>  <p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>● Feeling safe, belonging, choices, rewards, consequences, responsibilities.</li> </ul> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>● I can explain the differences between direct and indirect types of bullying.</li> <li>● I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</li> </ul>
Physical Education	Wider Curriculum
<p>PE Day- Friday. Please wear your PE kit to school every Friday.</p> <ul style="list-style-type: none"> <li>● Fitness/handball</li> <li>● Swimming lessons will take place from October 6th to 17th, in a two week block. Then, beginning Tuesday November 4th (the Tuesday after half term), Y5 children will then participate in weekly swimming lessons every Tuesday afternoon, for the rest of their time in Year 5.</li> </ul>	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none"> <li>● Music and singing are taught by our specialist music teacher.</li> <li>● Computing is taught via iPads, or through hands-on practical resources.</li> </ul> 
<p><b>School Trips:</b> This term Y5 will visit the London Transport and The British Museum.</p>	
<p>Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.</p> <ul style="list-style-type: none"> <li>● Visit the Windrush sculpture on the Narrow Way in Hackney Central, then take a trip to Hackney Museum and find out more about the Windrush generation.</li> <li>● Experiment with reversible and irreversible changes (e.g. melting chocolate or baking a cake)</li> <li>● Go around the house or park to find objects made of different materials. Discuss why each material is suitable for its use.</li> <li>● Use simple household items (string, spools, rulers) to make a basic pulley or lever system.</li> </ul>	

- Read and retell miracles of Jesus together, then discuss their meanings.
- Listen to classical Christmas music and draw what feelings or images it inspires
- Explore online galleries (e.g., The National Gallery) to view nativity-themed art
- Read myths like Theseus and the Minotaur, then act them out or retell them dramatically.
- Make Caribbean dishes like plantain or jerk chicken whilst learning about Caribbean culture.
- Use paint or carving tools to create patterns like those found on Greek or African pots.
- Make shortcrust or puff pastry from scratch, then bake sweet or savoury treats.
- Use play money or real coins to add and subtract prices with decimal places up to hundredths.
- Compare prices in supermarkets to find the best value- compare prices by weight with prices by item.
- Use a thermometer to track daily temperatures, especially in winter months.
- Draw factor trees for various numbers.

**Important dates this for your diary:**

- Y4 and 5- Sports Inspired Festival at Britannia Leisure Centre- Wednesday 24th September
- PTA- Macmillan Coffee Morning- Friday 26th September
- Swimming lessons- 2 week block- 6th October until 17th October (every day)
- Y5 Class Assembly- Tuesday 14th October
- School photos- Wednesday 15th and Thursday 16th October
- PTA- Black History Month Event- Thursday 23rd October
- Break up for Autumn half term- Friday 24th October
- INSET Day- Monday 3rd November- school closed to pupils
- Weekly swimming lessons- begin Tuesday 4th November (every Tuesday from this week)
- Odd Socks Day- Monday 17th November
- Anti- Bullying Week- w/b 17th November
- Parents' and Carers' Evening- Wednesday 3rd and Thursday 4th December
- Christmas lunch Tuesday 16th December
- PTA- Christmas Fair- Wednesday 17th December
- Break up for Christmas- Friday 19th December at 3.30pm