

As readers, In our role as readers, we will actively employ our reciprocal reading skills, encompassing summarization, prediction, clarification, questioning, and link-making, to grasp the text comprehensively. We will engage in collaborative discussions within our reading groups, delving into character motivations, contextual understanding, textual significance, narrative progression, and authorial choices. We'll also establish a consistent reading routine at home, maintaining reading records that enable us to share our literary experiences with both family members and teachers.	Year 5 Autumn 1 Shakespeare We will begin to learn the plays we are performing at The Junction as part of the Shakespeare For Schools Festival. We will perform parts of the script, thinking about character's motivations and feelings.	As scientists, we will look at the forces which affect our everyday life: gravity, air resistance, friction and water resistance. We will use essential qualities and dispositions that scientists should embody, honing crucial scientific skills such as precise measurement, effective note-taking, meticulous data recording, keen observation, inquisitive questioning, and accurate prediction.
As writers, As burgeoning writers, we are committed to fostering clarity, coherence, accuracy, and cohesion within our compositions. To achieve this, we will practise and apply key grammar concepts from Year 3 and 4, building upon our previous learning and developing the ability to independently incorporate these elements into our work.	As musicians, we will explore the swinging sixties, linking to our History topic. We will learn to contrast the work of famous composers and express our preferences effectively. Additionally, we will learn to describe, compare, and evaluate music using a rich vocabulary. Practical skills will also be honed, as we will gain proficiency in reading staff notation for basic musical phrases and will have the opportunity to perform both by ear and from simple notations. Precision in rhythm is a key focus, and we will learn to play simple rhythms accurately while adjusting to maintain consistent timing. The term will culminate with the challenge of playing a difficult melodic phrase with accuracy.	mathematicians we will continue to work methodically, logically and build on ...d make links between prior knowledge. We will be exploring tenths, hundredths and thousandths using various representations, making links to our previous work on place value in Year 4. We shall use our new understanding of decimals to explore monetary calculations. We will also learn about negative numbers by thinking in number lines, including in real life contexts.
As speakers and listeners, we will actively expand our vocabulary, particularly in the contexts of our Shakespeare plays. We will articulate our responses thoughtfully, justifying our viewpoints with clarity and precision. In Shakespeare, we will listen to each others' presentation and try to improve our own performances.	As artists we will explore the purpose and features of a theatre programme, before exploring the key colours and motifs of their play and producing their own collage theatre programme. Their collage will include a variety of colours, real and drawn images, and some different materials to create texture.	



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As sports people, we'll develop confidence in planning and performing dance, refining our ability to express ourselves through the manipulation of weight, space, and rhythm. Outside, we will focus on mastering a range of fundamental skills in Football. We will learn to pass effectively using various techniques and methods. Additionally, we will develop our ability to execute passes, dribbles, and shots with precision.	As responsible and socially aware children... our PSHE conversations will centre around themes of 'beginning and belonging' and 'healthy lifestyles'. By the end of the half term, we should be able to collaborate with children to develop strategies and approaches to help the classroom feel a safe and happy place to learn; know how it may feel to be in a new situation in different contexts, and have strategies for managing emotions. We'll consider that healthy lifestyles include physical, social and mental health and think about some of the ways children can take responsibility for their own health as well as exploring who is in their support network should they need to reach out.
As digitally literate children, we will learn how to create short videos by working in pairs or groups. We will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, we will have the opportunity to reflect on and assess their progress in creating a video.	As linguists, we will begin the year by practising our phonics, before recapping how to present ourselves: how to ask and answer questions relating to name, age, where we live, what we don't like and do like, how we are feeling and what our families are like. As theologians and philosophers, we will explore the Hindu religion, and think how Hindus' lives are shaped by their beliefs and culture. We will learn about the different Gods in the Hindu religion and think about special festivals which are celebrated.