Morley Memorial Primary School Curriculum Descriptor for Year 5 Autumn 2 Half term 2026-27

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.

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. Drawing inspiration from Faith Ringgold's 'Tar Beach,' we will commence our writing journey by weaving narratives influenced by her artistry.

As speakers and listeners, we will actively expand our vocabulary, particularly in the contexts of Civil Rights. 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.

Year 5 Autumn 2



Shakespeare - 2 weeks
"How were civil rights fought for in Britain?" - *5 weeks*

<u>Shakespeare</u>
The Shakespeare project in Year 5 is a wonderful and unique opportunity. Through writing activities, reading, most importantly, drama, children will discover what makes Shakespeare so special. Amethyst class will perform Hamlet. Indigo class will perform Henry V.

<u>The Bristol Bus Boycott</u>
For this topic, children will understand what the Bristol Bus Boycott was, who led it, and its place in the campaign for racial equality in Britain that continues today.

As artists we will explore Faith Ringgold's influences, in particular how she selects colours for her work. We will learn how to use sewing to add detail. We will also explore meaning and message in art, and decide how we can share messages of equality, justice and acceptance when creating a whole class story-quilt, inspired by the British Civil Rights movement.

As scientists, we will learn to compare and group everyday materials based on their properties, including hardness, solubility, transparency, electrical and thermal conductivity, and magnetism. We will investigate how some materials dissolve in liquids to form solutions. We will use our knowledge of solids, liquids and gases to explore how mixtures can be separated through filtering, sieving and evaporating. We will carry out comparative and fair tests, using evidence to explain why particular materials, including metals, wood and plastic, are suitable for different purposes.

As mathematicians. We will continue to learn about how to use money, before learning about negative numbers by thinking in number lines including in real life contexts. After this, we will embark on a unit about multiplication and division, gradually exploring both concepts until we reach the goal of being able to use formal written methods for both.

As historians, we will learn about civil rights in Britain. Specifically, we'll learn about the Bristol Bus Boycott and its place within the broader context of British history. We'll recognise key figures and appreciate the diverse participation in the protests. We will examine various primary sources, including oral histories, newspapers, and even legal documents!

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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 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. 	**As responsible and socially aware children,** we will be becoming more independent in relation to our friendships, and will be thinking about situations where there may not be adults present. We will learn how to manage changing relationships as we grow older and how to access support from the people around us.
As digitally literate children, we will recap information is shared between computers and show search engines select, order and sort results. We will then learn about the different elements of video production so that we can collaboratively direct a trailer for our Shakespeare plays.	**As linguists,** we will begin the year by practising our French 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 ask 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. 
This topic builds on children's understanding of British history, and their PSHE work on British Values, acceptance and equality. This topic leads to further exploration of Windrush and migration in Year 6. Space links to children's introduction to the Moon landing in Year 2 (in writing we will complete a newspaper report on the events of July 20th 1969).		