

Year 5 Topic Web

Autumn 2, 2025



Our value this term is: **Generosity**

English: Our quality text this term is Hugo Cabret by Brian Selznick

- During our fictional writing we will create a **Rags to Riches** story. By using subordinate clauses, expanded noun phrases and dialogue, we will compose rewarding narratives.
- Later in the term our non-fiction writing will be a **biography** text on Georges Melies. Here we will develop our use of relative clauses, co-ordinating conjunctions and parenthesis.
- One of our main spelling focus' this term will be exploring the use common homophones as well as the use apostrophes for contraction and possession.
- Our guided reading sessions will continue to explore our understanding of vocabulary and retrieval as well as developing our ability to infer how characters are feeling – always referring to the text for evidence.

PE outdoor: How do skills, strategies and tactics such as different passes and teamwork help to play netball efficiently?

This term we are developing our awareness of how to play netball. This includes:

- Understanding how passes, movement and communication are productive to teamwork.
- Learning to use accuracy and power when passing and shooting.
- Understanding rules in this invasion game.

PE indoor: How can I develop flexibility, strength, technique, control and balance?

This term we will be learning Stretch and Strength and we will be able to:

- Use breath to hold poses.
- Move with poses.
- Transition from pose to pose.
- Link poses to create a flow.
- Develop leadership skills to create, refine and lead their own flow.

Maths: We start this term continuing with **multiplying** and **dividing** numbers. This will include:

- Multiplying using a variety of methods including number bonds and column methods.
- Multiplying by 2-digit numbers before beginning to divide by 10, 100 and 1000.
- Dividing (with and without remainders) using long and short division.

Later in the term we will learn more about solving **word problems**. This will include:

- Representing the key information using bar model.
- Using multiple steps and a variety of operations.

Towards the end of the term, we will start to look at different types of graphs and tables to:

- Respond to information presented in a table.
- Read and respond to tables that have a variety of data sets.

Mastering number will take us through looking at the 5, 6, 7, 8, 9, 11 and 12-times tables in great detail to improve recall and understanding.

RE: Was Jesus the Messiah?

This introduces us to the fulfilment of the Biblical prophecy in the person of Jesus Christ and of his birth in Bethlehem.

During our learning we will:

- Understand what a Messiah is.
- Use Biblical prophecies from the Old Testament to find key predictions about the Messiah that were fulfilled in Jesus.
- Re-call the story of Jesus' birth and the journey he made.
- Discuss what Mary would have felt like and her emotions after receiving the news from Gabriel.
- Understand that Christians believe Jesus was God in the flesh.
- Understand the true meaning of Christmas for Christians.



Science: What is the solar system?

This unit of work will allow us to understand and answer:

- What planets are in our solar system?
- Do all planets orbit at the same speed?
- Why do we have day and night?
- How are the seasons created?
- What are the phases of the moon?

Through a combination of experiments, research and observation, children will work scientifically to understand the complexity of our solar system.

Computing: What is video production?

This unit lets us explore the concept of video and their uses and purposes within our daily life. Across the term we will be:

- Finding out what video is and its purposes in society.
- Making an effective use of different filming techniques and consider their purpose within media.
- Using a storyboard to plan a video.
- Recognising the use of importing and editing video.
- Evaluating our learning and its impact on our final video product.

French: Can I explore a city in France?

We will learn about Paris (capital city of France). We will be able to:

- Explore a city.
- Understand names for places in a town or city, including shops.
- Ask for a ticket to a tourist attraction.
- Ask for a price of a souvenir.
- Purchase a souvenir.

Other information

PE kits: Tuesdays and Fridays

Brass: Thursdays

Trip to We the Curious, Bristol: Wednesday 26th Nov

Open classrooms (parents invited in): Monday 24th November @ 2.30pm

Carol concert evening: Tuesday 16th December @ St John's Haydon Wick - more information to follow.

PSHE: How can we celebrate cultural differences whilst avoiding related sources of conflict?

This unit of work will enable us to understand the importance of avoiding judgement and promoting the celebration of our uniqueness: We will:

- Know what makes us and others unique.
- Empathise with people who are bullied and/or judged for their differences.
- Understand our responsibilities/possible roles in supporting and standing up for others.
- Understand how racism, cyber-bullying, name-calling etc are unacceptable bullying focuses.

DT: How do we use mechanical systems to create a moving model?

This term, we will make a toy with oscillating, rotating or reciprocating movement.

We will learn about:

- Different cam profiles and follower types.
- How the cam affects the motion output in mechanical systems.
- Research of mechanical systems.
- Design of a moving model based on Hugo Cabret.
- Health and Safety whilst creating their model.

History: How have the Ancient Greeks influenced the western world?

We will use a range of sources and historical evidence to explore the impact of the Ancient Greeks on our lives today. We will use the following questions to guide our learning and explore our overarching question:

- When were the Ancient Greeks?
- What was everyday life like in Ancient Greece?
- What were the key beliefs of the Ancient Greeks?
- Why was the Greek civilisation so 'ahead of its time'?
- How have the Olympic games changed since they were first held?
- What happened to the Ancient Greeks? What legacy did they leave behind?