





# Corsham Primary School





## Parent/Carer Curriculum Newsletter






Year: 5      Class Teachers: Mrs Hawkins, Mrs Day and Mrs Heard

### Autumn Term 2025 (3/9/25 – 19/12/25)

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (^)</li> <li>• Add and subtract numbers mentally with increasingly large numbers</li> <li>• Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• Identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Divide numbers up to 4 digits by a one-digit number using formal written method of short division and interpret remainders appropriately for the context</li> <li>• Interpret and complete more complex tables, including timetables</li> <li>• Measure and calculate the perimeter of composite rectilinear shapes</li> <li>• Calculate and compare the area of rectangles</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Write a narrative story</li> <li>• Write instructions</li> <li>• Prepare a balanced argument for debate</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use devices to build cohesion, including adverbials of time, place and numbers</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Retrieve, record and present information from nonfiction</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>What does Earth look like from the solar system?</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the earth and other planets relative to the sun in the Solar System</li> <li>• Describe the movement of the moon relative to the earth</li> <li>• Describe the sun, earth and moon as approximately spherical bodies</li> <li>• Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>

<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>Who is our twin?</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to create a banner to represent our home town or twin town</li> <li>• Use different stitches to sew a banner that represents a town and the features of it.</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>What does earth look like from the solar system?</b></p> <ul style="list-style-type: none"> <li>• Listen to music associated with space</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate these European countries and capitals: Italy – Rome, Spain – Madrid, Germany – Berlin, France – Paris, Norway – Oslo, Ireland – Dublin</li> <li>• Know some of the main countries of the World and their natural/manmade landmarks</li> <li>• Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• Describe the physical and human features of our twin town including: weather and climate, landscape, population etc and identify similarities and differences</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Compare Corsham to a region in North or South America and describe similarities and differences</li> <li>• Know how maps can be used to explore and compare the human and physical features of an area</li> <li>• Know how to read and use graphs to record features such as temperature or rainfall Present geographical information in a variety of ways to help in answering questions (labelled diagrams, tables, bar graphs, line graphs that compare weather, population for example.)</li> </ul>
<p><b>Being an Historian</b></p> 	<ul style="list-style-type: none"> <li>• The history of space and travel</li> <li>• Begin to think about the historical reason as to why we have a twin town.</li> </ul>

<p><b>Being an Artist</b></p> 	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• Learn about great artists, architects and designers in history</li> </ul>
<p><b>Being an Athlete</b></p> 	<ul style="list-style-type: none"> <li>• Tag rugby: running, passing accurately, attacking, defending, team morale</li> <li>• Gymnastics: creating sequences</li> <li>• Outdoor Adventurous Activities</li> <li>• Hockey: implementing a range of strategies to attack and defend</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<ul style="list-style-type: none"> <li>• Following religious teachings: fasting, feasting, festivals</li> <li>• Inspirational people: Jesus' teachings, the life of a Christian, qualities of a her, religious vocabulary, compare and contrast own beliefs and ideas</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<ul style="list-style-type: none"> <li>• Being Me in My World: <ol style="list-style-type: none"> <li>1. My year ahead</li> <li>2. Being a citizen in my country</li> <li>3. Responsibilities</li> <li>4. Rewards and consequences</li> <li>5. Our learning charter</li> <li>6. Owning our learning charter</li> </ol> </li> <li>• Celebrating difference: <ol style="list-style-type: none"> <li>1. Different cultures</li> <li>2. Racism</li> <li>3. Rumours and name calling</li> <li>4. Types of bullying</li> <li>5. Does money matter?</li> <li>6. Celebrating difference across the world</li> </ol> </li> </ul>
<p><b>Being a Linguist</b></p> 	<ul style="list-style-type: none"> <li>• The Date</li> <li>• At the tearoom/café/restaurant</li> <li>• Phonics</li> </ul>

**Other Information:**

Home learning is set weekly and children will be given a book that they can use to complete the learning in. Home learning will be set on a Friday and should be returned the following Friday. Children should practise their spellings and reading regularly at home as on-going tasks. There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit and they will be able to fill their water bottles throughout the day.

The Year 5 Team