



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 5 – Miss Dewit and Ms McLaughlin Autumn Term 2026

Creation and Covenant

In this branch we will learn about Moses and his special encounter with God. We will be exploring the story of Moses and understanding key events like the Burning Bush and the Ten Commandments. We'll learn how these commandments connect to Jesus' teachings and discuss the idea of covenants, or promises, that God made with people like Noah, Abraham, and Moses. We'll also focus on how the Ten Commandments guide people to live well, understand what it means to sin, and talk about virtues—good habits that help us lead positive lives. By studying these teachings, we'll see how God's commandments encourage us to make good choices and treat others kindly. We'll also explore why these lessons remain valuable today, helping us become better individuals and strengthen our community.

Understand:

- Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).
- Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).
- Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.
- Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.
- Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
- Know that a virtue is a positive habit that helps people live a good life.

Discern

- Play with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments?
- Express a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.

Living & Learning, Inspired by our faith

How you can help...

Reading

- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Please continue to sign your child's reading diary every day, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language.
- Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading.
- Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.

Some questions which could be asked:

- can you find the word/phrase which shows that the character is unhappy/disappointed/ecstatic/pleased?
- which word means the same as...?
- in your own words, explain what the writer means when he says...
- why has the author written in this way?
- what is the poem/information text trying to tell you?
- why has the author used this word?

Religious Education

- Discuss what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)

Respond

- Reflect on the words and images used to describe Moses' encounter with God.
- Reflect on what makes them truly happy.
- Discuss and engage in dialogue with others about how rules can help people be happy (YCfK 110).
- Reflect on their habits and where they could 'grow in virtue' to be better neighbours.

Prophecy and Promise

In this branch we will be learning all about King David's journey from a young shepherd to a faithful and courageous king. We'll explore key stories from the Bible, such as David's victory over Goliath and his rise to become king, as well as the promises God made to him. By studying these events, we'll understand what it means to be a faithful leader and how David's trust in God guided his life.

We will look at the prophets and their prophecies, including those of Isaiah, Jeremiah, and Micah, to understand how they viewed David and his role in God's plan. This will help us see the connections between David's life, Jesus as the fulfilment of God's promise to David, and the teachings of the Church. Through gospel passages, we'll explore how Jesus is seen as the continuation of the promises made to David and how these promises link back to God's covenant with Abraham.

Additionally, we will study the Psalms, with David as a model of prayer. By reading some of the psalms he wrote, we'll learn how prayer can bring us closer to God and inspire us to serve others with love. We'll also learn about the Rosary as a way to reflect on the life of Christ, focusing on the joyful mysteries and what they commemorate. In Catholic Social Teaching we will focus on the preferential Option for the Poor, linking it to our preparations for Advent.

Understand:

- Show an understanding of scripture passages that speak of David's life, recognising the intended
- audience and the historical context.
- Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.

Writing

- Continue to encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work.
- Children can jot down any interesting words or phrases, in their diary) that they come across whilst reading to use later in their own writing – this is key to widening their vocabulary.
- Encourage your child to use new vocabulary that they have found in their reading books in their written work.
- Please encourage your child to read over their work and to check for any errors.
- Read through their work together and try to pick out a sentence or phrase that can be improved- could they use a fronted adverbial or a more sophisticated adjective?

Spelling, Punctuation and Grammar

- Continue to work on the spellings that are given out for homework each week. It's important that your child knows the rules of spelling so when faced with an unfamiliar word they are able to spell it correctly.
- Write down some unpunctuated sentences for your child to punctuate correctly.
- Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation.
- Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling.

PSHE/RSE

- Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.
- Recognise that David is a model of prayer, referencing one of the psalms.
- Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.

Discern

- Play with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?
- Wonder about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.
- Explore artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.

Respond

- Reflect on your understanding of David and the idea of a leader as a shepherd.
- Talk with others about their ideas about leadership, thinking about what it means to be a good shepherd today.
- Consider how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.

PSHE and RSE:

We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Unit 1 Religious Understanding

Unit 2 Me, My Body, My Health

Unit 3 Emotional Well-Being

Unit 4 Life Cycles

Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.

Maths

- Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.
- Encourage them to persevere, and show their working out at all times.
- Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths.
- It is good to look at the maths homework and see what your child struggles with so that they have a good base understanding of maths as they go through the Year 5. This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems.
- Please work on the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 5 page of the website.

Mastery

- Encourage investigative thinking , questioning , discussion and application
- Use precise mathematical vocabulary
- Make connections across mathematical ideas

Reading	Our core texts for the Autumn term are: Floodland by Marcus Sedgewick: we will read and discuss a wide range of fiction, including different structures and purposes. During our reading we will identify and compare themes, conventions, and ideas across texts. • Check meaning, explore new vocabulary, and ask questions to deepen understanding. • Infer characters' thoughts, feelings, and motives with evidence. • Predict events from what is stated and implied. • Analyse how language, structure, and presentation create meaning. • Evaluate authors' use of language, including figurative techniques, and its impact. • Take part in thoughtful discussions, building on others' ideas and challenging respectfully. • Present and debate understanding clearly, using notes if needed. • Justify views with clear reasoning. The Mars Rover by Markus Motum: we will read texts with different structures and purposes. During our reading we will identify and compare themes, conventions, and ideas across writing. • Infer characters' thoughts, feelings, and motives with evidence. • Analyse and evaluate how authors use language, including figurative language. • Distinguish between fact and opinion. • Retrieve, record, and present information from non-fiction texts. Please do not read these books with your child until we have finished this unit as it prevents them from being able to infer and predict if they know what happens in the story.	Dates for the Diary: ***** Season of Creation – 1st September – 4th October Beginning of Year School Mass – Tuesday 8th September – Y3-6 10.00am at Church Week beginning Monday 14th September – Clubs begin (Breakfast Club and After School Care begins Thursday 3rd September) Jeans for Genes Mufti Day – Friday 18th September PTA Community Cultural Celebration – Sunday 20th September – Parish Centre Fairtrade Fortnight – Monday 21st September RSE Consultation for parents – Thursday 24th September – 2.30pm KS2 Meet the Teacher Meeting and Online Safety Talk – Tuesday 15th September – 2.25pm Black History Month – October – Thursday 1st October National Poetry Day – Thursday 1st October October Rosary – Tuesdays throughout October Flu Vaccinations – Friday 9th October
Spelling Punctuation and Grammar	Spelling • Adding the suffix cious • Adding th suffix tious • Year 5/6 common exception words • Adding the suffix tial • Adding the suffix cial Grammar	

	- Children will choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Children will use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Children will use fronted adverbials, remembering the comma after the fronted adverbials - Children will know the grammatical difference between plural and possessive s. - Children will use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] - Children will learn the term 'relative pronoun', which refers to pronouns such as 'who', 'which', 'where', 'when', 'whose' and 'that' - Children should be able to identify and use a relative pronoun. - Children should know the difference between relative, personal and possessive pronouns. - Children will use modal verbs to indicate degrees of possibility [for example, might, should, will, must] - Children will use adverbs to express time and cause - Children will express time, place and cause using adverbs [for example, then, next, soon, therefore] - Children will use adverbs to indicate degrees of possibility [for example, perhaps, surely]	KS2 Reading Workshop – Thursday 15th October – 2.45pm Online Parents' Evening – Tuesday 20th October – 1.30pm onwards RISE Theatre – Treasures Within Day – Thursday 22nd October Half Term – week beginning Monday 26th October – Friday 30th October PTA Autumn Festival – Saturday 31st October – 12.00-3.00pm Year 5 Class Mass – Monday 2nd November – 10.00am at Church Children In Need MUFTI Day Friday 13th November Anti-Bullying Week – week beginning Monday 16th November KS2 Carol Service – Tuesday 15th December – 5.00pm at Church Class Christmas Parties – Thursday 17th December End of term – Friday 18th December – 1.15pm
Mathematics	Children will focus on Number & Place Value, Addition & Subtraction, Multiplication & Division, and Fractions. They will use concrete resources (dienes, counters, place value grids), pictorial representations (bar models, part-whole models), and progress towards formal written methods. These approaches will support fluency, reasoning, and problem-solving. Number & Place Value - Read Roman numerals to 1,000 (M) and recognise years in Roman numerals. - Read, write, order and compare numbers up to 1,000,000. - Determine the value of digits; count in powers of 10 up to 1,000,000. - Round numbers to the nearest 10, 100, 1,000, 10,000, and 100,000. - Solve related number and practical problems. Addition & Subtraction - Add and subtract large numbers mentally and using written methods (columnar). - Solve multi-step problems, choosing efficient methods.	

	• Use rounding to check accuracy of calculations. Multiplication & Division • Identify multiples, factors, factor pairs, common multiples and factors. • Understand and use prime numbers, prime factors, and composite numbers. • Recall prime numbers up to 19; recognise square and cube numbers and their notation. • Multiply and divide numbers mentally, by 10, 100, and 1,000, and solve problems involving these. Fractions • Identify and write equivalent fractions (including tenths and hundredths). • Recognise and convert between mixed numbers and improper fractions. • Compare and order fractions with related denominators. Add and subtract fractions with the same or related denominators.	
Science	Forces <u>Knowledge:</u> By the end of the topic, children will know: • Forces are pushes or pulls that can change speed, direction, or shape. • Magnets can attract or repel; opposite poles attract, like poles repel. • Air and water resistance slow objects; streamlined shapes reduce resistance. • Friction occurs when surfaces touch; it gives grip, slows movement, and produces heat (rough = more friction, smooth = less). • Gravity pulls objects towards Earth, stopping them floating away. <u>Skills:</u> Children will learn to: • Explain unsupported objects falling due to gravity. • Identify the effects of air resistance, water resistance, and friction. • Recognise how levers, pulleys, and gears make forces more effective. • Plan and carry out scientific enquiries, controlling variables where necessary. • Take accurate measurements and record results using tables, graphs, and diagrams. • Use results to predict, set up further tests, and identify scientific evidence. • Present findings clearly, with explanations and conclusions.	

	Earth and Space <u>Knowledge:</u> By the end of the topic, children will know: • Earth rotates anti-clockwise on its axis every 24 hours, causing day and night. • Time zones exist because different parts of Earth experience daylight at different times. • Earth's tilt causes seasons and affects daylight at the poles. • Earth orbits the Sun in 365¼ days (leap years every 4 years). • Shadows change size and direction as Earth rotates. • The Moon orbits Earth in ~28 days, rotates once per orbit, and shows phases depending on its position. • The Moon's gravity causes tides. • There are 8 planets orbiting the Sun; inner planets are rocky, outer planets are gas/ice giants. • The Solar System also contains moons, asteroids, meteoroids, and comets. • The Solar System is part of the Milky Way galaxy, which lies within the universe. <u>Skills:</u> Children will learn to: • Describe the movement of Earth, Moon, and planets relative to the Sun. • Explain day, night, and the apparent movement of the Sun. • Recognise Sun, Earth, and Moon as spherical bodies. • Plan and carry out scientific enquiries, using evidence to support or refute ideas. Present findings clearly with explanations and conclusions	
P.E.	<u>Cross Country</u> <u>Knowledge:</u> • Understand the importance of stamina, pacing, and endurance in long-distance running. • Know how warming up and cooling down support performance and reduce injury. • Recognise the role of determination, resilience, and self-motivation in cross-country events. <u>Skills:</u> • Develop running stamina by sustaining effort over longer distances. • Practise pacing strategies to maintain energy throughout a race.	

	• Improve running technique, posture, and breathing. • Set personal goals and evaluate performance to improve over time. <u>PE – Handball</u> <u>Knowledge:</u> • Understand the basic rules, scoring system, and positions in handball. • Know the importance of teamwork, communication, and spatial awareness in attack and defence. • Recognise the role of fair play and respect for opponents. <u>Skills:</u> • Develop ball-handling skills: throwing, catching, passing, and shooting accurately. • Apply attacking and defending tactics in small-sided games. • Improve movement off the ball to create space and support teammates. • Work collaboratively as part of a team, showing good communication and tactical awareness.	
Music	<u>Instrumental Skills & Ensemble Playing</u> <u>Knowledge:</u> • Learn to play a variety of instruments: keyboards, chime bars, boomwhackers, bongos, and percussion. • Understand ensemble performance, building confidence, listening, and musicality. <u>Skills:</u> • Identify and play a range of instruments. • Recognise an accompaniment as music supporting the melody. • Play in tune with performance tracks. • Respond to different tempos and perform at faster speeds with accuracy. <u>Ukulele</u> <u>Knowledge:</u> • Learn chord progressions and how different playing techniques create variety. • Understand tablature and how to perform from it. • Explore scales on string instruments. <u>Skills:</u> • Read and perform songs from tablature across multiple strings. • Play two or more chords, progressing to four or more. • Understand and perform strumming patterns.	

	• Play scales on the ukulele. • Compose an original melody on the ukulele.	
Computing	Creating Media – Stop Motion Animation <u>Knowledge:</u> • Stop motion animation is made one frame at a time with small changes between photos. • Decomposition (breaking down ideas into smaller steps) is key to planning animations. • Editing improves and refines stop motion projects. <u>Skills:</u> • Break down stories into frames/images to plan an animation. • Use software to create, edit, and animate. • Apply decomposition to tell stories effectively through animation. Data Handling – Mars Rover <u>Knowledge:</u> • The Mars Rover collects data by taking photos and analysing rock samples. • Computers use binary code to store and transmit data. • RAM is the computer's working memory and affects data processing. • Bit patterns and binary operations underpin computer calculations. <u>Skills:</u> • Understand how external devices can be programmed by computers. • Explore how RAM size impacts performance. • Use and understand vocabulary: data, transmit, binary, ASCII. • Read binary up to 8 characters; perform simple binary calculations. • Recognise how binary messages transmit information. • Explain how data is collected in remote/dangerous locations and used to learn about them. • Explore how technology has developed new forms of communication.	
Foundation Subjects	History: What did the Greeks ever do for us? <u>Knowledge:</u> By the end of the topic, children will know key features of Greek society, including democracy, education, beliefs, and inventions. They will have learnt that historical periods and empires have distinct characteristics, reasons for expansion, and causes of decline, that sources must be evaluated for reliability (audience, purpose, creator, accuracy) and that different interpretations exist. They will also have developed an understanding of the achievements of the Ancient Greeks	

(e.g. philosophy, architecture, technology, trade) and their lasting impact on the modern world. Finally, they will come to know that societies across time share similarities and differences in culture, beliefs, and organisation.

Skills:

- How to use centuries, AD and BC, and place Ancient Greece on a timeline alongside other civilisations.
- Sequence events and periods on a timeline with secure chronological understanding.
- Compare and make connections across societies, events, and changes in history.
- Explain reasons for continuity and change using appropriate vocabulary.
- Recognise, analyse, and evaluate primary and secondary sources for reliability and usefulness.
- Form historically valid questions and use evidence to support claims.
- Compare interpretations and viewpoints to develop balanced historical conclusions.
- Construct organised accounts and explanations of past events using cause and effect.

Geography: What is life like in the Alps?

Knowledge:

By the end of the topic, children will know the names and locations of many countries and major cities in Europe and the Americas, key physical and human features in countries studied, Similarities and differences between the UK and a European mountain region. They will also explore why tourists visit mountain regions, the location and characteristics of the world's vegetation belts, climate zones, and biomes. They will come to understand that climate and human activity can impact land use, settlement, and trade, some of the causes and impacts of climate change, issues that affect people locally and globally, and how humans can influence environments positively and negatively and how different methods are used to collect geographical data.

Skills:

- Use maps, atlases, globes, OS maps, and digital mapping to locate countries, cities, and features.
- Apply longitude, latitude, scale bars, and map keys confidently.
- Identify patterns in climate zones, biomes, and vegetation belts.

- Compare and explain similarities and differences between environmental regions.
- Conduct fieldwork using a range of data collection methods (sketch maps, surveys, interviews, graphs, digital tools).
- Present geographical findings using written, visual, and digital formats.
- Draw conclusions and answer enquiry questions using evidence.

Art and Design: Drawing Depth, Emotion and Movement

Knowledge:

Formal elements:

- Shape can place key elements in a composition.
- Line can guide the viewer's eye and suggest movement.
- Pattern adds expressive detail (e.g. Chila Kumari Singh Burman's sculptures).
- Texture can be created on different materials.

Artists:

- Artists are influenced by culture, politics, and technology.
- Interpretation depends on the viewer's life experience.
- Choice of medium affects how art impacts the viewer.

Purpose:

- Art can express emotion and ideas about identity.

Skills:

Drawing depth, emotion & movement:

- Use expressive lines and marks to capture movement or feeling.
- Refine tonal shading, blending smoothly and using cross-hatching for depth and texture.
- Plan compositions considering balance, symmetry/asymmetry, and foreground/midground/background.

Generating ideas & sketchbooks:

- Develop ideas independently through research and recording.
- Use sketchbooks confidently for observation, experimentation, and refinement.

Making:

- Work with a range of media with control, experimenting with techniques used by other artists.
- Create sustained pieces, applying tone, texture, line, colour, and form.

Evaluating & analysing:

- Discuss processes and outcomes in their own and others' work.

- Judge how effectively art expresses emotion and provokes thought.
- Use knowledge of tools, materials, and processes to suggest improvements and alternative approaches.

Design and Technology: Mechanical Systems: Making a Pop-Up Book

Knowledge:

By the end of the topic, children will know:

- Mechanisms control and change movement.
- Sliders, pivots, and folds can create paper-based mechanisms.
- A design brief outlines what is to be designed and made.
- Designers often hide mechanisms to improve appearance.

Skills:

Children will learn to:

- Design a pop-up book that combines different mechanisms and structures.
- Identify mechanisms, inputs, and outputs accurately.
- Develop ideas through storyboarding.
- Follow a design brief to make a neat, accurate product.
- Create movement using sliders, pivots, folds, layers, and spacers.
- Evaluate their own and others' work, suggesting improvements.

Modern foreign Languages: Italian

- Greetings
- Introducing yourself
- Days of the week
- Months of the year
- Questions about personal and general information
- Places for holidays
- The four seasons
- The Italian alphabet
- The family
- Classroom language
- Restaurant menus
- Numbers to 100
- Christmas in Italy