Year 5

Class Teacher's Guidance to Parents

Term 2 Autumn 2026

Religious Education

We will be exploring the topic **Prophecy and Promise**. Children will learn about the importance of **King David** in the Old Testament and discover why he is such a significant figure in Christianity. Through stories such as **David's anointing, David and Goliath, and David's kingship**, we will explore themes of leadership, courage, trust and service.
We also investigate the promises God made to David and how Christians believe these promises were ultimately fulfilled in **Jesus Christ**. As the term progresses, we will learn about **Advent** as a season of hope and preparation. We study the **O Antiphons** and the hymn *O Come, O Come, Emmanuel*, exploring how Christians express their belief in God's promises through prayer, worship and music – much like David did.

PSHE: Using our Ten Ten resources, we will discuss how God is calling us in different ways. Other themes this term are Anti-Bullying, Road Safety and UK Parliament Week.

Science

Our topic this term is **materials**: comparing and grouping together everyday materials on the basis of their **properties**.

We will be learning that some materials will dissolve in liquid to form a solution, and describing how to recover a substance from a solution.
We will be learning that some changes result in the formation of new materials, and that this kind of change is not usually reversible (e.g. burning, rusting).
We will also be investigating which materials provide the best insulation and looking at the work of chemists who have created some of the materials we use in our everyday lives.

Modern Foreign Language (French)

Our learning is based on the theme **Je suis le musicien (I am the music man).** We will be exploring musical tastes and discussing the musical instruments the children play. As Christmas approaches, we will also be learning some traditional French Christmas carols.

Music

- We will be learning about **pulse**, **rhythm** and **notation.** We will be accompanying songs on the Anglo-Saxons with rhythmic percussion and writing rhythmic notation.
- Singing and performing Christmas songs and carols.

Computing

This term we will be learning about **video production**: planning, capturing, and editing video to produce a short film using Canva.

Arts and Design

In **Art**, we will be creating **illuminated letters** inspired by Anglo-Saxons manuscripts. The children will decorate their initials using patterns, symbols and vibrant colours.

We will also be **designing and making savoury biscuits** towards the end of the term.

English

We have a **non-fiction** focus this term: how to construct and express both sides of an argument in a discussion. We will learn how to hold a spoken debate and how to use the correct language to write it up clearly and engagingly.

We will also look at how to write **instructions** - what they are for and how to write them clearly – linking to our DT of making biscuits.

Class readers this term: Finishing the **Jamie Drake Equation** before moving on to **The Lion, the Witch and the Wardrobe** (C.S. Lewis)

On 1st December, we will be watching a performance of **Macbeth** by the Young Shakespeare Company.



Mathematics

- **Money**: using efficient strategies to add and subtract amounts of money and to find change.
- Understanding **negative numbers** including calculating intervals across zero and using negative numbers in graphing and coordinate contexts
- **Short multiplication**, including using estimation to support accurate calculation
- **Short division**
- Using **efficient strategies** of multiplication and division to solve problems

Geography

We continue our learning about volcanoes, looking at the dangers and benefits of living near a volcano. We link this to our **Catholic Social Teaching** by looking at how support is

Humanities (History)

Later in the term, we go back to our learning about Anglo-Saxons, focussing on the establishment of kings and kingdoms, King Alfred the Great and thinking about how/why the kingdoms eventually united.

Physical development

Swimming on Wednesdays (starting on Wednesday 11th November).
We do exercises daily in the classroom.

offered to those experiencing natural disasters and how we can help. We finish the topic by making our own volcano!		

Ways to support at home

Here are some activities that will support the learning in school:

English Have **family debates**, ensuring that there are ground rules followed. You have to listen to the person speaking and give clear reasons with evidence to support your argument if you can. Possible topics could include: • Should children choose their own bedtime? • Should families eat dinner together every night? • Should chocolate count as a vegetable because it comes from a plant? • Is it better to read a book or watch a film? • Should AI be allowed to help with homework? • Should children have their own mobile phones? • Are superheroes better than wizards? • Should pineapple be allowed on pizza? • Is summer better than winter? • Which makes a better pet: a dinosaur or a dragon? • Should animals be kept in zoos? • Is it ever OK to tell a lie? Continue **reading** for at least 20 minutes per evening.	**Science** • Get involved in **cooking**. Baking and cooking provide great opportunities to observe changes in materials. Discuss which changes can be reversed (melting chocolate) and which cannot (baking a cake or cooking an egg). • Investigate **dissolving**. When making drinks, compare what happens when substances such as sugar, salt, and hot chocolate powder are stirred into water. Which dissolve completely and which do not? • Explore **insulation**. On a cold day, talk about why we wear coats, hats, and gloves. Which materials help keep us warm and why? • Look for examples of reversible and irreversible changes. Can your child spot rust on metal objects, melting ice, drying puddles, or burnt toast? Discuss whether these changes can be undone. • Discuss inventions and new materials. Talk about materials used in everyday products, such as waterproof coats, trainers, food packaging, or sports equipment. Why might scientists and engineers have chosen these materials?
Maths Encourage children to look at the **prices** of items and add/subtract amounts. When adding amounts ending in 99p, remind them that they can round up to the next pound, then take that extra penny (or pennies) off at the end. They could also estimate the total of a smaller shop. As the **weather** gets colder, you could look out for if/when the temperature reaches the negative numbers. **Times tables!** As we go into multiplication and division, a strong recall of times tables enables the child to focus on the methods of short multiplication/division rather than having to concentrate on the multiplying/dividing of numbers themselves.	**Religious Education** • Reminding them that Christmas is about the gift of Jesus to us and not just about receiving presents. • Take them to see the baby Jesus at church during the Christmas season. • Your child could use their research skills to find out what shepherds did and were like in the ancient middle east – what qualities did they need? Why might shepherds have been chosen to be leaders in the Bible?