

Advent Term 2026

Religious Education To Know You More Clearly



God said to Moses, "I am who I am."
He said further, "Thus you shall say to the Israelites, 'I am has sent me to you.'"
15 God also said to Moses, "Thus you shall say to the Israelites, 'The Lord, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you'."

Year 5 Branch 1 – Creation and Covenant



Hear -The first section for each unit is the 'Hear' section. **Scripture MUST BE the starting point and foundation of learning.** Catholic children's bibles should be used to share this scripture. The scripture for this branch is predominantly based on Exodus - The Burning Bush (Ex 3:1-15) The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40)



Believe – This section details the **Catholic belief** and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children.

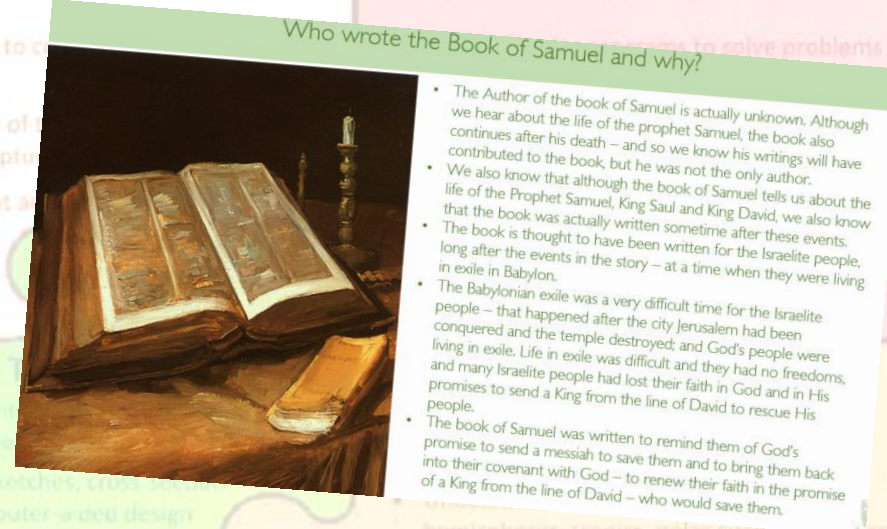
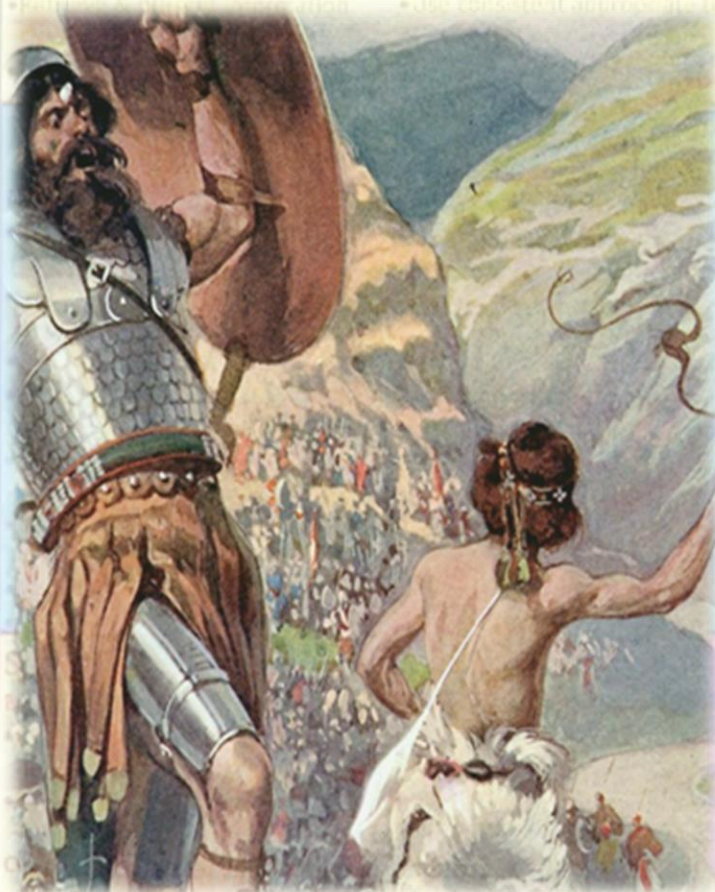


Live- Activities to help the children to understand **how Catholics respond to the scripture** and belief and to enable them to better understand it and how they are also invited to live it out in their own lives.



Celebrate – Explore ways in which Catholics **respond to the scripture and teaching through their prayer and liturgy** - an invitation for the children to express their own wonder and awe and learn to pray, praise and celebrate their faith.-

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Who wrote the Book of Samuel and why?

- The Author of the book of Samuel is actually unknown. Although we hear about the life of the prophet Samuel, the book also continues after his death – and so we know his writings will have contributed to the book, but he was not the only author.
- We also know that although the book of Samuel tells us about the life of the Prophet Samuel, King Saul and King David, we also know that the book was actually written sometime after these events.
- The book is thought to have been written for the Israelite people, long after the events in the story – at a time when they were living in exile in Babylon.
- The Babylonian exile was a very difficult time for the Israelite people – that happened after the city Jerusalem had been conquered and the temple destroyed; and God's people were living in exile. Life in exile was difficult and they had no freedoms, and many Israelite people had lost their faith in God and in His promises to send a King from the line of David to rescue His people.
- The book of Samuel was written to remind them of God's promise to send a messiah to save them and to bring them back into their covenant with God – to renew their faith in the promise of a King from the line of David – who would save them.

Year 5 Branch 2 – Prophecy and Promise

Hear -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's bibles should be used to share this scripture. The scripture for this branch is predominantly based on The Book of Samuel - Scripture passages that speak of David's life and importance: • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king • 2 Samuel 7: 8-15 God's covenant with David • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23, Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).

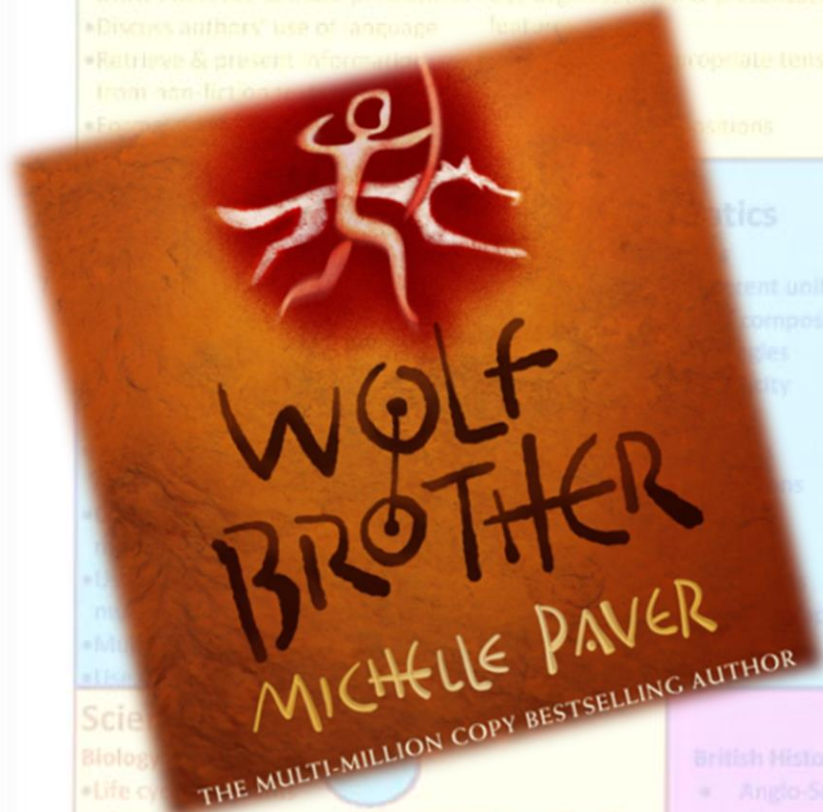
Believe – This section details the Catholic belief and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children.

Live- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives.

Celebrate – This section explores ways in which Catholics respond to the scripture and teaching through their prayer and liturgy. It also offers an invitation for the children to express their own wonder and awe and learn to pray, praise and celebrate their faith -

Vocabulary – the key words for the children to learn, use and understand in this topic are:-
Samuel, David, anointing, antiphon, psalm, Advent, Rosary

English



Wolf Brother is an exciting adventure set 6,000 years ago during the time of the hunter gatherers. Torak, of wolf clan is the main character, and this story is told from both human and animal perspectives. There are strong themes in this story, including bravery, loyalty and a deep respect for the forest and its inhabitants.

This term, we will be writing in role and compiling a script. We will make notes to develop our initial ideas, drawing on our reading of this text. We will draft and write by selecting appropriate grammar and vocabulary for narrative pieces. We will describe settings, characters and atmosphere, using dialogue to convey character and advance action.

This text will support our learning in History as our topic this term is Stone Age to Iron Age.

For interactive grammar activities, click on this link: <http://www.topmarks.co.uk/Interactive.aspx?cat=47>

Mathematics

We will begin our learning in Maths by exploring Roman numerals to 1,000, and the symbols D (500) and M (1,000).

We will build on Year 4 learning, and explore numbers up to 100,000. Children will be introduced to the ten-thousands column in a place value chart and begin to understand the multiples of 10,000, working to be secure with the place value of numbers to 1,000,000.

Children will recap and build on their learning from previous years to mentally calculate sums and differences by partitioning. Children will also count forwards and backwards in multiples of powers of 10 to answer questions such as $1,050 - 100$ without the need for a formal written method.

Children should already be familiar with the idea of multiples from previous learning. They should understand that a multiple of a number is any number that is in its times-table. Building on this knowledge, children will find sets of multiples of given numbers and make generalisations about them. This will enable children to understand and use rules of divisibility.

Children will be revise equivalent fractions from previous learning. We will learn how unit fractions can be expressed in other forms., moving on to find fractions equivalent to non-unit fractions.

TTh	Th	H	T	O
●●●●	●●●● ●●●● ●●	●●●● ●●●●	●●●● ●●	

Find the sum of the digits of all the numbers in the 9 times-table up to 10×9

What do you notice?

Find the digit sums of these multiples of 9

1	2	3
4	5	6
7	8	9

1	2	3
4	5	6
7	8	9

1	2	3
4	5	6
7	8	9

1	2	3
4	5	6
7	8	9

History

Stone Age to Iron Age

Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans. Such a long period is difficult for children to imagine, but enabling the children to create a visual time-line should help!

We will investigate how the new stone age was different from the old stone age and what new technologies evolved during this time. We will consider the relevance of Skara Brae when studying this era and how reliable it is as a historical source. We will consider why were clay pots so important to early people and how new discoveries and inventions improved the lives of early man. Moving on to the Bronze Age, we will learn about religion and how transportation impacted life for humans. We will then learn how life in Britain was shaped by tribal kingdoms during the Iron Age.

We will consider how historians know what they know about this era, and our learning will enable us to answer the following question:

Some believe that this era was one of the most innovative periods in history – do you agree?



Science

Properties and changes of materials

We will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. We will discover that some materials will dissolve in liquid to form a solution, and then investigate how to recover a substance from a solution. We will use our knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Forces

We will identify forces such as push and pull, to help us explain gravity as a force that pulls objects down – using Isaac Newton's discoveries in our explanations. We will also investigate the effects of friction, air and water resistance on moving objects and investigate different mechanisms.



For interactive science activities, click on the link below <https://www.bbc.co.uk/bitesize/topics/z6bqkmn>

Computing

E-safety

Children will discuss the positive and negative impact of technology on their own life in and out of school. They will learn about making safe choices when using technology, learning how to use it in ways which minimises risk, for example: responsible use of online discussions, keeping password safe and controlling the information they share.

Microsoft Excel

Children are given an understanding of spreadsheets and how they can be used. In the first five lessons, a different spreadsheet template is provided in which children learn skills in formatting and entering specific formulas. Lessons 4 and 5 include investigative skills in using the spreadsheet to solve specific problems. Examples include number calculations, sports league tables, test scores, and budget planning. The final lesson allows an open-ended task for pupils to design their own spreadsheet, with ideas and direction provided for particular purposes. This final lesson can also be used for some pupils to return to or complete any previous spreadsheet tasks which may not have been finished.

PE

The children will be developing their football skills, focusing on ball familiarisation, tackling, creating options when passing and playing in small sided games.

They will also work on their netball skills working on their ability to dodge and fake in order to create space, showing greater awareness of marking when playing in the game.

In gymnastics they children will develop their basic skills as outline by Key Steps Three Gymnastics and work on flight, and then create a group sequence.

Year 5 PE is on Tuesday and Wednesday.

Music

In Year 5, children begin the Autumn term with **Shaping Music**, where they will explore how musical elements such as rhythm, pitch and structure can be used creatively. They will improvise over a groove and compose their own short pieces using music technology, developing their understanding of musical structure and notation.

In **Unlocking Vocal Potential**, children will develop their singing voices, focusing on pitch, phrasing, musical style and performing as part of an ensemble. They will also experience singing in unison and in two or three parts, building confidence, listening skills and performing.

Additional Information

Homework

Handwriting, My Maths and Reading Eggs homework will be assigned on Fridays and will be monitored the following Wednesday. Spelling lists will be given out on Friday. We also expect children to be practicing their times tables they can use Times Tables Rock Stars to do this.

In addition to the above, we would expect children to complete at least 5 reading entries every week and ask adults to record their acknowledgement of this by signing reading diaries at the end of each week.

Dates to Remember

Meet the Teacher: Thursday 17th September 14.50-15.10

School Photographer: Thursday 5th November

Flu Immunisations: Wednesday 7th October

INSET: 21st, 22nd and 23rd October

Half term: Monday 26th October –Friday 30st October

Parents' Evenings: Tuesday 18th and Thursday 20th November

Party Day: Tuesday 15th December

End of term: Friday 18th December at 12:15pm

Swimming: Thursdays during Advent Term beginning on 17th September