


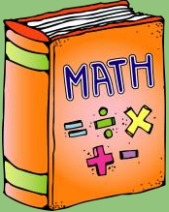





Year 5 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English-Reading 	Text: Fiction - The Wizards of Once by Cressida Cowell Reading Skill: Prediction	Text: Fiction - The Polar Bear Explorers' Club by Alex Bell Reading Skill: Inference	Text: Fiction - The Wolf Wilder by Katherine Rundell Reading Skill: Retrieval	Text: Fiction - The Wolves of Willoughby Chase by Joan Aiken Reading Skill: Word meaning	Text: Fiction - Whale Boy by Nicola Davies Reading Skill: Word choice	Text: Non-fiction - SeaWorld Decides to Stop Killer Whale Breeding Program by The Guardian Reading Skill: Relationship	Text: Fiction - Beetle Boy by M.G Leonard Reading Skill: Summarising	Text: Fiction - Beetle Boy by M.G Leonard Reading Skill: Summarising
English-Writing 	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing an informative leaflet about Fair Trade.	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing an informative leaflet about Fair Trade	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing a persuasive letter	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing a persuasive letter	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing a persuasive letter
English- GPS 	Grammar: fronted adverbials spelling rule: - dis and -mis prefix	Grammar: ISPACE openers. spelling rule: - in <i>prefix</i>	Grammar: direct speech spelling rule: - sion suffix	Grammar: apostrophes for contractions spelling rule: - ssion suffix	Grammar: apostrophes for possession spelling rule: - ation/-tion suffixes	Grammar: complex sentences spelling rule: 'ough' sound	Grammar: modal verbs spelling rule: - cious suffix	Grammar: present tense spelling rule: -dis and -mis prefix




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<p>Mathematics</p> 	<p>Maths unit: Multiplication and Division (A) Fractions</p> <p>Key Learning: Multiply by 10, 100 and 1,000.</p> <p>Divide by 10, 100 and 1,000.</p> <p>Identify multiples of 10, 100 and 1000.</p> <p>Unit fractions and equivalences</p>	<p>Maths unit: Fractions</p> <p>Key Learning: non-unit fractions and equivalences.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Conversions between improper fractions and mixed numbers.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Comparing and ordering fractions both less than and greater than 1.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Addition and subtraction of fractions with the same denominator.</p> <p>Adding fractions less than and greater than 1.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Adding to a mixed number.</p> <p>Adding mixed numbers. Subtracting fractions.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Subtracting from a mixed number (both breaking and not breaking the whole).</p> <p>Subtracting mixed numbers.</p>	<p>Maths unit: Multiplication and Division (B)</p> <p>Key Learning: Multiplying four by one digit numbers.</p> <p>Multiplying two by two digit numbers.</p>
<p>Science</p> 	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To compare and group materials according to whether they are solids, liquids or gases and name their properties.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To describe the properties of materials using scientific vocabulary.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To investigate the thermal insulation of different materials.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To compare and group materials based on their response to magnets.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To know that some materials dissolve in a liquid to make a solution.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To predict how I could separate mixtures.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To explain why some changes are irreversible.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To explain why some changes are irreversible.</p>



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<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To communicate information using semaphore</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To communicate messages using Morse code.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To use the Caesar cipher to create and crack codes.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To develop knowledge and use of ciphers to include substitution ciphers and frequency analysis.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To recognise the importance of passwords for online security.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To understand how passwords are kept secure online and learn about encrypted websites.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To Understanding the impact of online behaviour</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To Understanding the impact of online behaviour</p>
<p style="text-align: center;">History</p>  <p style="text-align: center;">Geography</p> 	<p>History unit: The Maya</p> <p>Key Learning: To be able to compare leaders of the Maya and the Anglo-Saxons.</p>	<p>History unit: The Maya</p> <p>Key Learning: To be able to describe how the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive.</p>	<p>History unit: The Maya</p> <p>Key Learning: To be able to compare the differences and similarities between the Maya civilisation and England between the 8th and 10th</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explain what trade is and some of the key places the UK trades with.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explain where some of our key food items come from.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To identify key trade routes on a map.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explore the environmental impact of trading goods.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explain what fair trade is and why it is important.</p>



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<p style="text-align: center;">Art</p> 	<p>Art Focus: Drawing</p> <p>Key Learning: To explore the purpose and effect of imagery.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To understand and explore decision making in creative processes.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist study Frida Carlos</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist study Frida Carlos</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To apply an understanding of drawing processes to revisit and improve ideas.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To apply an understanding of drawing processes to revisit and improve ideas.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To apply an understanding of drawing processes to revisit and improve ideas.</p>
<p style="text-align: center;">DT</p> 	<p>Digital World: Monitoring Devices Key Learning</p> <p>To carry out research to develop a design criteria. To write a program to monitor the ambient temperature including an alert. To generate creative and unique micro:bit case, stand and/or housing ideas. To learn about and practise 3D CAD skills.</p>							
<p style="text-align: center;">RE</p> 	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore the importance of the value of love and understand how Jesus taught his followers love.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore how Jesus' parables and stories about forgiveness teach Christians today</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore how Jesus' parables and stories about forgiveness teach Christians today</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore what Jesus' teachings tell us about some problems that people face today.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To understand why light is an important symbol for Christians.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore how light is used in the celebration of Christmas.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To further explore how light is used in the celebration of Christmas.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To further explore how light is used in the celebration of Christmas.</p>

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PSHE/RSE 	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To define some key qualities of friendship.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To demonstrate respect when responding to others.</p>	<p>PSHE Unit: Anti -Bullying Week</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To describe the benefits of living in a diverse society.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To understand that the information we see online, either text or images, is not always true or accurate.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: To reflect on how individual/group actions can impact on others in a positive or negative way.</p>
PE 	<p>PE Unit: Invasion games: football</p> <p>Key Learning: To use passing, dribbling and moving skills to keep possession and score.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: To understand the rules (laws) of the game and how they can apply this knowledge to play in mini games.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: To understand that defending starts as soon as possession of the ball is lost.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: To apply attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: To apply attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: I can continue to develop my knowledge of attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: I can continue to develop my knowledge of attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Invasion games: football</p> <p>Key Learning: I can set up and run a suggested sequence of learning into a level 1 tournament.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>

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<p style="text-align: center;">Music</p> 	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Listening and appraising the song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: To describe the style indicators of a song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Introducing instruments to our song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Improvising</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Composing</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Performing</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Evaluating</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Evaluating</p>
<p style="text-align: center;">MFL</p> 	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To understand different music types.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To apply knowledge of music words to what I can play.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To understand the masculine and feminine words.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To use tu and vu appropriately.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To understand the correct punctuation of du and ou.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To identify the correct term when reading.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To identify the correct term when writing.</p>	<p>MFL Unit: Je suis le musician (I am the music man)</p> <p>Key Learning: To apply knowledge of words and phrases to write a paragraph.</p>