


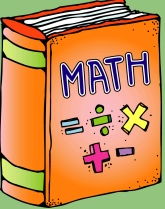








Year 5 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English-Reading 	Text: Fiction - Mischievous Tom by Mark Twain Reading Skill: Retrieval	Text: Fiction - Whale Boy by Nicola Davies Reading Skill: Word Choice	Text: Fiction - Whale Boy by Nicola Davies Reading Skill: Word Choice	Text: Non-fiction - SeaWorld Decides to Stop Killer Whale Breeding Program Reading Skill: Relationship	Text: Fiction - Beetle Boy by M.G. Leonard Reading Skill: Fiction
English-Writing 	Text: Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk Key focus: To plan and write an autobiography.	Text: Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk Key focus: To plan and write an autobiography.	Text: Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk Key focus: To plan and write an autobiography.	Text: Journey to Jo'burg by Beverley Naidoo Key focus: To write a diary entry in the persona of a character to retell events.	Text: Journey to Jo'burg by Beverley Naidoo Key focus: To plan and write a formal letter.
English- GPS 	Grammar: Using tenses accurately spelling rule: -tious suffix	Grammar: Using cohesive devices, notably time conjunctions spelling rule: -cial suffix	Grammar: Using apostrophes (for possession and omission) spelling rule: -tial suffix	Grammar: Using dialogue accurately to show characterisation and advance the action spelling rule: Homophones	Grammar: Editing and uplevelling spelling rule: Homophones
Mathematics 	Maths unit: Multiplication and Division (B) Key Learning: Subtracting two mixed numbers.	Maths unit: Multiplication and Division (B) Key Learning: Multiplying four digits by two digits.	Maths unit: Multiplication and Division (B) Key Learning: Using division efficiently.	Maths unit: Fractions (B) Key Learning: Multiplying a mixed number by an integer.	Maths unit: Fractions (B) Key Learning: Using fractions as operators. Reading and writing decimals to two decimal places.



Year 5 Half-Termly Overview - Spring 1

	<p>Multiplying up to four digits by one digit.</p> <p>Multiplying two digits by two digits.</p> <p>Multiplying three digits by two digits.</p>	<p>Solving problems involving multiplication.</p> <p>Dividing a four digit number by a one digits number.</p> <p>Dividing with remainders.</p>	<p>Solving problems with multiplications and division.</p> <p>Multiplying a unit fraction by an integer.</p> <p>Multiplying a non-unit fraction by an integer.</p>	<p>Calculating a fraction of a quantity.</p> <p>Calculating a fraction of an amount.</p> <p>Calculating the whole from a given value.</p>	
<p style="text-align: center;">Science</p> 	<p>Science unit: Forces</p> <p>Key Learning: To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects.</p>	<p>Science unit: Forces</p> <p>Key Learning: To be able to identify the effect of friction between moving surfaces.</p>	<p>Science unit: Forces</p> <p>Key Learning: To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables.</p>	<p>Science unit: Forces</p> <p>Key Learning: To be able to identify the effect of air resistance.</p>	<p>Science unit: Forces</p> <p>Key Learning: To be able to identify the effect of water resistance.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are Architects</p> <p>Key Learning: To explore existing art galleries and identify their features and characteristics</p>	<p>Computing unit: We are Architects</p> <p>Key Learning: To create a virtual gallery using SketchUp.</p>	<p>Computing unit: We are Architects</p> <p>Key Learning: To add furniture to a virtual gallery.</p>	<p>Computing unit: We are Architects</p> <p>Key Learning: To hang art in a virtual gallery.</p>	<p>Computing unit: We are Architects</p> <p>Key Learning: To create a virtual tour of a gallery.</p>

Year 5 Half-Termly Overview - Spring 1



<p style="text-align: center;">History</p>  <p style="text-align: center;">Geography</p> 	<p>Geography unit: Fairtrade</p> <p>Key Learning: To be able to identify some key places that Britain has traded with over time.</p>	<p>History unit: Crime and Punishment</p> <p>Key Learning: To be able to use a timeline to show how crime and punishment has changed overtime.</p>	<p>History unit: Crime and Punishment</p> <p>Key Learning: To be able to explain how Roman law has impacted today's justice system.</p>	<p>History unit: Crime and Punishment</p> <p>Key Learning: To be able to interpret sources to understand more about crime and punishment in Anglo-Saxon times.</p>	<p>History unit: Crime and Punishment</p> <p>Key Learning: To be able to identify the changes in crime and punishment that occurred during the Tudor period and explain why.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Painting and Mixed Media</p> <p>Key Learning: Artist Study: Maggie Scott</p>	<p>Art Focus: Painting and Mixed Media</p> <p>Key Learning: To explore how a drawing can be developed.</p>	<p>Art Focus: Painting and Mixed Media</p> <p>Key Learning: To combine materials for effect.</p>	<p>Art Focus: Painting and Mixed Media</p> <p>Key Learning: To develop ideas towards an outcome by experimenting with materials and techniques.</p>	<p>Art Focus: Painting and Mixed Media</p> <p>Key Learning: To apply knowledge and skills to create a mixed media self-portrait.</p>
<p style="text-align: center;">RE</p> 	<p>Key Question: If God exists everywhere, why go to a place of worship?</p> <p>Key Learning: To compare Christian churches.</p>	<p>Key Question: If God exists everywhere, why go to a place of worship?</p> <p>Key Learning: To compare Hindu worship at home and at the mandir.</p>	<p>Key Question: If God exists everywhere, why go to a place of worship?</p> <p>Key Learning: To compare Hindu worship at home and at the mandir.</p>	<p>Key Question: If God exists everywhere, why go to a place of worship?</p> <p>Key Learning: To compare Jewish synagogues.</p>	<p>Key Question: If God exists everywhere, why go to a place of worship?</p> <p>Key Learning: To explore the importance of people in a place of worship.</p>

Year 5 Half-Termly Overview - Spring 1

PSHE/RSE 	<p>PSHE Unit: Keeping Myself Safe</p> <p>Key Learning: . To explain what habits are the effect of having them.</p>	<p>PSHE Unit: Keeping Myself Safe</p> <p>Key Learning: To explain strategies to deal with both face-to-face and online bullying.</p>	<p>PSHE Unit: Keeping Myself Safe</p> <p>Key Learning: To explain strategies to deal with both face-to-face and online bullying.</p>	<p>PSHE Unit: Keeping Myself Safe</p> <p>Key Learning: To understand what a dare is and how to respond appropriately.</p>	<p>PSHE Unit: Keeping Myself Safe</p> <p>Key Learning: To understand the risks and effects of smoking and the impact it can have on health.</p>
PE 	<p>PE Unit: Basketball</p> <p>Key Learning: To refine dribbling and passing skills.</p> <p>PE Unit (2): Dance: The Circus</p> <p>Key Learning: To explore the social divide and prejudices that existed in the 19th century through movement.</p> <p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: To apply how to defend in order to prevent attacking opportunities.</p> <p>PE Unit (2): Dance: The Circus</p> <p>Key Learning: To demonstrate a greater understanding of the prejudices in society in the 19th century and portray this through movement and characterisation.</p> <p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: To develop shooting skills when pressure is applied.</p> <p>PE Unit (2): Dance: The Circus</p> <p>Key Learning: To create movements that represent a variety of different circus performers.</p> <p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: To create successful attacking opportunities through successful passing and dribbling.</p> <p>PE Unit (2): Dance: The Circus</p> <p>Key Learning: To distinguish between the different performers through clear movements and expression.</p> <p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: To apply defensive tactics to prevent attacking opportunities</p> <p>PE Unit (2): Dance: The Circus</p> <p>Key Learning: To consolidate performances utilising props and apparatus to extend characterisation and expression.</p> <p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>



Year 5 Half-Termly Overview - Spring 1

Music 	Music Unit: Make you feel my love by Adele Key Learning: Listening and appraising the song.	Music Unit: Make you feel my love by Adele Key Learning: To describe the style indicators of a Pop ballad.	Music Unit: Make you feel my love by Adele Key Learning: Improvising	Music Unit: Make you feel my love by Adele Key Learning: Composing	Music Unit: Make you feel my love by Adele Key Learning: Performing
MFL 	MFL Unit: En route pour l'école (On the way to school) Key Learning: To learn the letters of the French alphabet.	MFL Unit: En route pour l'école (On the way to school) Key Learning: To be able to give directions.	MFL Unit: En route pour l'école (On the way to school) Key Learning: To tell what time a journey started.	MFL Unit: En route pour l'école (On the way to school) Key Learning: To practise the 'r'; sounds in French.	MFL Unit: En route pour l'école (On the way to school) Key Learning: To write and orally share details about a journey to school.