


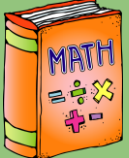







Year 5 Half-Termly Overview - Spring 1



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English-Reading 	Text: Fiction - Beetle Boy by M.G. Leonard Reading Skill: Summarising	Text: Fiction - Beetle Boy by M.G. Leonard Reading Skill: Summarising	Text: Non-Fiction - Beetle Boy: The Beetle Collector's Handbook, by M.G. Leonard Reading Skill: Retrieval	Text: Non-Fiction - Beetle Boy: The Beetle Collector's Handbook, by M.G. Leonard Reading Skill: Retrieval	Text: Fiction - The Wolf Wilder by Katherine Rundell Reading Skill: Retrieval	Text: Fiction - The Wolf Wilder by Katherine Rundell Reading Skill: Retrieval
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.	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: Using formal language accurately. spelling rule: Homophones	Grammar: Using commas to clarify meaning. spelling rule: Homophones
Mathematics 	Maths unit: Fractions and decimals Key Learning: Recognise different	Maths unit: Fractions and decimals Key Learning: Read and write fractions as decimals	Maths unit: Fractions and decimals Key Learning: Recognise mixed	Maths unit: Angles Key Learning: Classify, compare and order angles	Maths unit: Angles Key Learning: Measure and draw reflex angles	Maths unit: Fractions and percentages Key Learning: Add and subtract fractions

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	<p>interpretations of fractions</p> <p>Represent fractions</p> <p>Identify, name and write equivalent fractions</p> <p>Equivalent tenths and hundredths</p>	<p>Relate thousandths to tenths and hundredths</p> <p>Compare and order fractions</p> <p>Compare and order fractions and decimals</p>	<p>numbers and improper fractions</p> <p>Read, write and order numbers with up to three decimal places</p> <p>Round decimals</p> <p>Solve problems involving fractions and division</p>	<p>Measure angles using a protractor</p> <p>Draw angles using a protractor</p> <p>Know that angles at a point are equal to 360°</p>	<p>Identify angles at a point on a straight line total 180°</p> <p>Investigate angles at a point within shapes</p> <p>Investigate angles within shapes</p>	<p>with the same denominator</p> <p>Add and subtract fractions with denominators that are multiples of the same number</p> <p>Add and subtract fractions, including improper fractions</p>
<p>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>Science unit: Forces</p> <p>Key Learning: To identify and classify gears, pulleys and levers.</p>
<p>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>	<p>Computing unit: We are Architects</p> <p>Key Learning: To assess and evaluate the effectiveness of others' virtual galleries.</p>

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<p>History</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>History unit: Crime and punishment</p> <p>Key Learning: To interpret sources of evidence about the Pendle Witch Trials and explore their reliability.</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: To use primary and secondary sources to evaluate crime and punishment in the Victorian era.</p>
<p>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: 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>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>	<p>Key Question: If God is everywhere, why go to a place of worship?</p> <p>Key Learning: To explain what places of worship mean to believers.</p>

<p>PSHE/RSE</p> 	<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>	<p>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To recognise bias reporting and know that I need to think critically about the things I read.</p>
<p>PE</p> 	<p>PE Unit: Gymnastics</p> <p>Key Learning: The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.</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>PE Unit: Gymnastics</p> <p>Key Learning: The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</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>PE Unit: Gymnastics</p> <p>Key Learning: Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence</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>PE Unit: Gymnastics</p> <p>Key Learning: The focus of the learning is to apply "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.</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>PE Unit: Gymnastics</p> <p>Key Learning: The focus of the learning is to apply "excellent gymnastics" to complete pupils' sequences.</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>PE Unit: Gymnastics</p> <p>Key learning: The focus of the learning is to perform their completed sequences</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>

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	<p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>Or</p> <p>PE Unit (2): Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>Or</p> <p>PE Unit (2) Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>
<p>Music</p> 	<p>Music Unit: Make you feel my love by Adele</p> <p>Key Learning: Listening and appraising the song.</p>	<p>Music Unit: Make you feel my love by Adele</p> <p>Key Learning: To describe the style indicators of a Pop ballad.</p>	<p>Music Unit: Make you feel my love by Adele</p> <p>Key Learning: Improvising</p>	<p>Music Unit: Make you feel my love by Adele</p> <p>Key Learning: Composing</p>	<p>Music Unit: Make you feel my love by Adele</p> <p>Key Learning: Performing</p>	<p>Music Unit: The Fresh Prince of Bel Air - Old School Hip Hop</p> <p>Key Learning: Listening to and appraising the song</p>
<p>MFL</p> 	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To learn the letters of the French alphabet.</p>	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To be able to give directions.</p>	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To tell what time a journey started.</p>	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To practise the 'r'; sounds in French.</p>	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To write details about a journey to school.</p>	<p>MFL Unit: En route pour l'école (On the way to school)</p> <p>Key Learning: To practice describing their way to school in French orally.</p>