


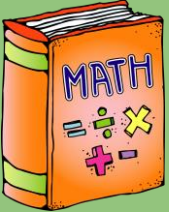








Year 5 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	<p>Text: Non-fiction - Beetle Boy: The Beetle Collector's Handbook by M.G. Leonard</p> <p>Reading Skill: Word meaning</p>	<p>Text: Non-fiction - Beetle Boy: The Beetle Collector's Handbook by M.G. Leonard</p> <p>Reading Skill: Word meaning</p>	<p>Text: Fiction - The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Reading Skill: Inference</p>	<p>Text: Fiction - The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Reading Skill: Inference</p>	<p>Text: Who are Refugees and Migrants? And Other Big Questions by Michael Rosen and Annemarie Young</p> <p>Reading Skill: Progress check</p>	<p>Text: Who are Refugees and Migrants? And Other Big Questions by Michael Rosen and Annemarie Young</p> <p>Reading Skill: Progress check</p>
English- Writing 	<p>Text: I Don't Like Books. Never. Ever. The End by Emma Perry and Sharon Davey</p> <p>Key focus: To plan and write the continuation of a narrative.</p>	<p>Text: The Highwayman by Alfred Noyes</p> <p>Key focus: To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p>Text: The Highwayman by Alfred Noyes</p> <p>Key focus: To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p>Text: Treason by Berlie Doherty</p> <p>Key focus: To write a poem based on the sea, that conveys a mood.</p>	<p>Text: Treason by Berlie Doherty</p> <p>Key focus: To write a character description of Henry VIII.</p>	<p>Text: Treason by Berlie Doherty</p> <p>Key focus: To write a diary entry in the persona of either Margery or William from Treason.</p>
English- GPS 	<p>Grammar: To use the correct punctuation for direct speech.</p> <p>spelling rule: Homophones</p>	<p>Grammar: To write in the first person.</p> <p>spelling rule: -ant, -ance, -ancy</p>	<p>Grammar: To write consistently in the past tense.</p> <p>spelling rule: -ent, -ence, -ency</p>	<p>Grammar: To write in the present tense for effect (when writing poetry).</p> <p>spelling rule: -able, -ably</p>	<p>Grammar: To use relative clauses to add information about nouns.</p> <p>spelling rule: -ible, -ibly</p>	<p>Grammar: To use a range of cohesive devices within and across paragraphs.</p> <p>spelling rule: Homophones</p>



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<p>Mathematics</p> 	<p>Maths unit: Decimals and percentages Key Learning: Investigating equivalent fractions and decimals (tenths).</p> <p>Investigating equivalent fractions and decimals (hundredths).</p> <p>Representing equivalent fractions and decimals.</p>	<p>Maths unit: Decimals and percentages Key Learning: Representing thousandths as decimals.</p> <p>Representing thousandths on a place value chart.</p> <p>Ordering and comparing decimals.</p> <p>Ordering and comparing decimals with up to 3 decimal places.</p>	<p>Maths unit: Decimals and percentages Key Learning: Rounding decimals to the nearest whole.</p> <p>Rounding decimals to the nearest tenth.</p> <p>Representing percentages.</p> <p>Representing percentages as fractions and decimals.</p>	<p>Maths unit: Area and perimeter Key Learning: Finding and representing equivalent fractions, decimals and percentages.</p> <p>Measuring the perimeter of rectangles</p> <p>Measuring the perimeter of rectilinear shapes</p> <p>Calculating the perimeter of polygons.</p>	<p>Maths unit: Area and perimeter Key Learning: Calculating the area of rectangles</p> <p>Calculating the area of compound shapes.</p> <p>Estimating the area of irregular shapes.</p> <p>Draw line graphs.</p> <p>Reading and interpreting line graphs.</p>	<p>Maths unit: Statistics Key Learning: Reading and interpreting tables.</p> <p>Reading and interpreting two-way tables.</p> <p>Reading and interpreting timetables.</p>
<p>Science</p> 	<p>Science unit: Forces Key Learning: To identify the effect of water resistance</p>	<p>Science unit: Forces Key Learning: To identify the effect of water resistance</p>	<p>Science unit: Forces Key Learning: To identify and classify gears, pulleys and levers.</p>	<p>Science unit: Forces Key Learning: To identify and classify gears, pulleys and levers.</p>	<p>Science unit: observation over time. Key Learning: To investigate which materials are best to grow cress on.</p>	<p>Science Week: Observation over time Key Learning: To investigate which materials are best to grow cress on.</p>
<p>Computing</p> 	<p>Computing unit: We are Web Developers Key Learning: To understand the components of the school's network.</p>	<p>Computing unit: We are Web Developers Key Learning: To understand how messages are routed across a network.</p>	<p>Computing unit: We are Web Developers Key Learning: To understand how web pages are written in HTML.</p>	<p>Computing unit: We are Web Developers Key Learning: To plan a website about online safety.</p>	<p>Computing unit: We are Web Developers Key Learning: To create content collaboratively for a website.</p>	<p>Computing unit: We are Web Developers Key Learning: To add relevant links and media to pages.</p>



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<p style="text-align: center;">History</p>  <p style="text-align: center;">Geography</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: 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>History unit: Crime and punishment</p> <p>Key Learning: Royal Courts of Justice school trip</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: To explain how the police force has developed over time, referring to what has changed and what has stayed the same.</p>	<p style="text-align: center;">Science Week</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Artist Study</p> <p>Key Learning: Cai Guo-qiang</p>	<p>Art Focus: Artist Study</p> <p>Key Learning: Cai Guo-qiang</p>	<p>Art Focus: What is installation art?</p> <p>Key Learning: To identify and compare features of art installations.</p>	<p>Art Focus: Space and scale</p> <p>Key Learning: To investigate the effect of space and scale when creating 3D art.</p>	<p>Art Focus: Space and scale</p> <p>Key Learning: To investigate the effect of space and scale when creating 3D art.</p>	<p>Art Focus: Space and scale</p> <p>Key Learning: To problem-solve when constructing 3D artworks.</p>
<p style="text-align: center;">DT</p> 	<p>DT Unit: Structures - Bridges</p> <p>Key Learning:</p> <p>To use triangles to create a truss bridge that can support a load.</p> <p>To explore and identify ways to make a structure stronger by reinforcing it with supporting shapes.</p> <p>To use a saw safely to cut wood accurately.</p> <p>To evaluate ideas and products against a design criteria.</p> <p>To consider the views of others to improve work.</p>					
<p style="text-align: center;">RE</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>Key Question: If God is everywhere, why go to a place of worship?</p> <p>Key Learning: To reflect upon the significance of music in religious worship and ceremonies.</p>	<p>Key Question: If God is everywhere, why go to a place of worship?</p> <p>Key Learning: To explain what praying is and why people pray.</p>	<p>Key Question: If God is everywhere, why go to a place of worship?</p> <p>Key Learning: To explain the significant role that churches play in the community.</p>	<p>Key Question: If God is everywhere, why go to a place of worship?</p> <p>Key Learning: To explain the significance of the cross in Christianity.</p>	<p style="text-align: center;">Science Week:</p>

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PSHE/RSE 	<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>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To explain the work that different voluntary groups do.</p>	<p>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To recognise the difference between rights, responsibilities and duties.</p>	<p>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To recognise what influences decision making when spending money.</p>	<p>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To describe what the law is, the reason for laws and who is responsible for making the laws.</p>	<p>PSHE Unit: Rights and Responsibilities</p> <p>Key Learning: To identify the risks associated with borrowing and lending money.</p>
PE 	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To refine passing and moving to create attacking opportunities.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To hold a simple map using both hands.</p>	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To explore different passes that can be used to outwit defenders.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To know how to set/orientate a simple map and keep it set whilst on the move.</p>	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To explore different passes that can be used to outwit defenders.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To know how to set/orientate a simple map using the start and known features.</p>	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To refine defending as a team.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To understand STAR orienteering.</p>	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To create and apply defending tactics, develop officiating.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To apply the skills of setting, folding and thumbing the map whilst orienteering.</p>	<p>PE Unit: Invasion games: tag rugby</p> <p>Key Learning: To participate in a tournament, applying the skills learned over the unit.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Orienteering</p> <p>Key Learning: To become more knowledgeable on the sport of orienteering.</p>

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Music 	<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>Music Unit: The Fresh Prince Of Bel Air - Old School Hip Hop</p> <p>Key Learning: To identify the style indicators of the song.</p>	<p>Music Unit: The Fresh Prince Of Bel Air - Old School Hip Hop</p> <p>Key Learning: To compare the style indicators of two Old-School Hip-Hop songs.</p>	<p>Music Unit: The Fresh Prince Of Bel Air - Old School Hip Hop</p> <p>Key Learning: Improvising</p>	<p>Music Unit: The Fresh Prince Of Bel Air - Old School Hip Hop</p> <p>Key Learning: Composing</p>	<p>Music Unit: The Fresh Prince Of Bel Air - Old School Hip Hop</p> <p>Key Learning: Performing</p>
MFL 	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To identify and group nouns.</p>	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To identify the meaning of verbs in sentences.</p>	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To represent a beach scene from a description given.</p>	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To write a poem about the beach.</p>	<p>MFL Unit: Scène de plage (Beach scene)</p> <p>Key Learning: To present ideas and information orally.</p>