








## Year 5 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<p><b>Text:</b> Fiction - The Boy at the Back of the Class by Onjali Q. Rauf</p> <p><b>Reading Skill:</b> Inference</p>	<p><b>Text:</b> Who are Refugees and Migrants? And Other Big Questions by Michael Rosen and Annemarie Young</p> <p><b>Reading Skill:</b> Progress check</p>	<p><b>Text:</b> Fiction - The Jamie Drake Equation by Christopher Edge</p> <p><b>Reading Skill:</b> Retrieval</p>	<p><b>Text:</b> Poetry - Once Upon A star by James Carter</p> <p><b>Reading Skill:</b> Word Meaning</p>	<p><b>Text:</b> Harry Houdini by Laura Lodge</p> <p><b>Reading Skill:</b> Retrieval</p>	<p><b>Text:</b> The Nowhere Emporium by Ross MacKenzie</p> <p><b>Reading Skill:</b> Inference</p>
<b>English- Writing</b> 	<p><b>Text:</b> I Love Reading by Mariajo Ilustrajo.</p> <p><b>Key focus:</b> To plan and write the continuation of a narrative.</p>	<p><b>Text:</b> The Highwayman by Alfred Noyes</p> <p><b>Key focus:</b> To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p><b>Text:</b> The Highwayman by Alfred Noyes</p> <p><b>Key focus:</b> To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p><b>Text:</b> Treason by Berlie Doherty</p> <p><b>Key focus:</b> To write a poem based on the sea, that conveys a mood.</p>	<p><b>Text:</b> Treason by Berlie Doherty</p> <p><b>Key focus:</b> To write a character description of Henry VIII.</p>	<p><b>Text:</b> Treason by Berlie Doherty</p> <p><b>Key focus:</b> To write a diary entry in the persona of either Margery or William from Treason.</p>
<b>English- GPS</b> 	<p><b>Grammar:</b> To use the correct punctuation for direct speech.</p> <p><b>spelling rule:</b> Homophones</p>	<p><b>Grammar:</b> To write in the first person.</p> <p><b>spelling rule:</b> -ant, -ance, -ancy</p>	<p><b>Grammar:</b> To write consistently in the past tense.</p> <p><b>spelling rule:</b> -ent, -ence, -ency</p>	<p><b>Grammar:</b> To write in the present tense for effect (when writing poetry).</p> <p><b>spelling rule:</b> -able, -ably</p>	<p><b>Grammar:</b> To use relative clauses to add information about nouns.</p> <p><b>spelling rule:</b> -ible, -ibly</p>	<p><b>Grammar:</b> To use a range of cohesive devices within and across paragraphs.</p> <p><b>spelling rule:</b> Homophones</p>

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<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Fractions and percentages</p> <p><b>Key Learning:</b> Adding and subtracting fractions with the same denominator</p> <p>Adding and subtracting fractions with denominators that are multiples of the same number</p> <p>Adding and subtracting fractions, including improper fractions</p> <p>Multiplying a fraction by a whole number</p>	<p><b>Maths unit:</b> Fractions and percentages</p> <p><b>Key Learning:</b> Multiplying a mixed number by a whole number</p> <p>Fractions of quantities</p> <p>Solving problems involving fractions of a quantity</p> <p>Relating percentage to 'number of parts per hundred'</p>	<p><b>Maths unit:</b> Fractions and percentages</p> <p><b>Key Learning:</b> Relating percentages, decimals and fractions</p> <p>Using percentage to describe proportions of a set of any size</p> <p>Identifying percentage of amounts</p> <p>Using percentage to compare</p>	<p><b>Maths unit:</b> Transformations</p> <p><b>Key Learning:</b> Translating shapes and identifying congruency</p> <p>Describing positions on a 2-D grid as coordinates</p> <p>Using coordinates in all four quadrants to describe translation</p>	<p><b>Maths unit:</b> Transformations</p> <p><b>Key Learning:</b> Using coordinates in all four quadrants to describe translation of polygons</p> <p>Identifying, describing and representing position on a grid following reflection</p> <p>Identifying, describing and representing position using coordinates following reflection</p>	<p><b>Maths unit:</b> Transformations</p> <p><b>Key Learning:</b> Reflecting shapes across the x- or y-axis</p> <p>Exploring reflections and translations</p>
<p><b>Science</b></p> 	<p><b>Science unit:</b> Forces</p> <p><b>Key Learning:</b> To identify the effect of water resistance</p>	<p><b>Science unit:</b> Forces</p> <p><b>Key Learning:</b> To identify the effect of water resistance</p>	<p><b>Science unit:</b> Forces</p> <p><b>Key Learning:</b> To identify and classify gears, pulleys and levers.</p>	<p><b>Science unit:</b> Forces</p> <p><b>Key Learning:</b> To identify and classify gears, pulleys and levers.</p>	<p><b>Science unit:</b> Forces</p> <p><b>Key Learning:</b> To identify and classify gears, pulleys and levers.</p>	<p><b>Science Week:</b> Changing and adapting</p> <p><b>Key Learning:</b> To make observations of changes over time</p>
<p><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To understand the components of the school's network.</p>	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To understand how messages are routed across a network.</p>	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To understand how web pages are written in HTML.</p>	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To plan a website about online safety.</p>	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To create content collaboratively for a website.</p>	<p><b>Computing unit:</b> We are Web Developers</p> <p><b>Key Learning:</b> To add relevant links and media to pages.</p>



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<p style="text-align: center;"><b>History</b></p>  <p style="text-align: center;"><b>Geography</b></p>	<p><b>History unit:</b> Crime and punishment</p> <p><b>Key Learning:</b> To use primary and secondary sources to evaluate crime and punishment in the Victorian era.</p>	<p><b>History unit:</b> Crime and punishment</p> <p><b>Key Learning:</b> To explain how the police force has developed over time, referring to what has changed and what has stayed the same.</p>	<p><b>History unit:</b> Crime and punishment</p> <p><b>Key Learning:</b> What are crime and punishment like today compared with the past?</p>	<p><b>History unit:</b> Crime and punishment</p> <p><b>Key Learning:</b> End of unit assessment Post learning task and mind map Pre unit Geography</p>	<p><b>Geography unit:</b> North America</p> <p><b>Key Learning:</b> What are the key features of the UK and my region? (Recap)</p>	<p><b>Geography unit:</b> North America</p> <p><b>Key Learning:</b> What is the geography of the North American continent? (Countries, capital cities, oceans, biomes)</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Artist Study</p> <p><b>Key Learning:</b> Cai Guo-qiang</p>	<p><b>Art Focus:</b> Artist Study</p> <p><b>Key Learning:</b> Cai Guo-qiang</p>	<p><b>Art Focus:</b> What is installation art?</p> <p><b>Key Learning:</b> To identify and compare features of art installations.</p>	<p><b>Art Focus:</b> Space and scale</p> <p><b>Key Learning:</b> To investigate the effect of space and scale when creating 3D art.</p>	<p><b>Art Focus:</b> Space and scale</p> <p><b>Key Learning:</b> To investigate the effect of space and scale when creating 3D art.</p>	<p><b>Art Focus:</b> Space and scale</p> <p><b>Key Learning:</b> To problem-solve when constructing 3D artworks.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Structures - Bridges</p> <p><b>Key Learning:</b></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 design criteria.</p> <p>To consider the views of others to improve work.</p>					
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Key Learning:</b> To explain what places of worship, mean to believers.</p>	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Key Learning:</b> To reflect upon the significance of music in religious worship and ceremonies.</p>	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Key Learning:</b> To explain what praying is and why people pray.</p>	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Key Learning:</b> To explain the significant role that churches play in the community.</p>	<p><b>Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Key Learning:</b> To explain the significance of the cross in Christianity.</p>	<p><b>Science Week:</b></p>

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<b>PSHE/RSE</b>  	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To recognise bias reporting and know that I need to think critically about the things I read.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To explain the work that different voluntary groups do.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To recognise the difference between rights, responsibilities and duties.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To recognise what influences decision making when spending money.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To describe what the law is, the reason for laws and who is responsible for making the laws.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities</p> <p><b>Key Learning:</b> To identify the risks associated with borrowing and lending money.</p>
<b>PE</b>  	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of the learning is to develop our understanding of how we can win a game of tennis using a racket.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To hold a simple map using both hands.</p>	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of the learning is to continue to develop racket technique, exploring a new shot, the volley.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To know how to set/orientate a simple map and keep it set whilst on the move.</p>	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of learning is to develop the volley thinking about where we hit the ball and why we are hitting it there.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To know how to set/orientate a simple map using the start and known features.</p>	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of the learning is to look at how players can control the game from the beginning (serve) by thinking about how and where to serve.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To understand STAR orienteering.</p>	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of the learning is to look at how the game changes when we play in pairs (doubles).</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To apply the skills of setting, folding and thumbing the map whilst orienteering.</p>	<p><b>PE Unit:</b> Racquet Sports</p> <p><b>Key Learning:</b> The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Orienteering</p> <p><b>Key Learning:</b> To become more knowledgeable on the sport of orienteering.</p>

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