


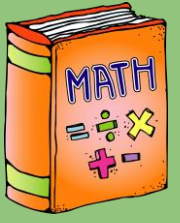





Year 5 Half-Termly Overview – Summer 2


| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---|--|--|---|---|
| English- Reading  | Text: Fiction- The Last Chance Hotel, by Nicki Thornton Reading Skill: Inference | Text: Fiction- The Last Chance Hotel, by Nicki Thornton Reading Skill: Inference | Text: Fiction- The London Mystery, by Siobhan Dowd Reading Skill: Inference | Text: Fiction- The London Mystery, by Siobhan Dowd Reading Skill: Summarising | Text: Non-fiction information text- Laws Affecting Women, by Emmeline Pankhurst Reading Skill: Summarising | Text: Non-fiction information text- Laws Affecting Women, by Emmeline Pankhurst Reading Skill: Summarising |
| English- Writing  | Text: The song of Hiawatha Key focus: To plan and write a poem using a range of descriptive language techniques. | Text: The song of Hiawatha Key focus: To plan and write a poem using a range of descriptive language techniques. | Text: Snow White in New York Key focus: To write a setting and character description. | Text: Snow White in New York Key focus: To plan and write a fairy tale style narrative. | Text: Snow White in New York Key focus: To plan and write a fairy tale style narrative. | Text: Snow White in New York Key focus: To plan and write a fairy tale style narrative. |
| English- GPS  | Grammar: Semi-colons Spelling rule: Homophones | Grammar: Modal verbs Spelling rule: Homophones | Grammar: Present perfect tense Spelling rule: Silent letters | Grammar: Past perfect tense Spelling rule: Hyphenated words | Grammar: Present perfect tense Spelling rule: I before e | Grammar: Present perfect tense Spelling rule: I before e exceptions |
| Mathematics  | Maths unit: Decimals Key Learning: To be able to add and subtract decimals. | Maths unit: Decimals Key Learning: To be able to add and subtract decimals. To be able to multiply decimals. | Maths unit: Decimals and Negative numbers Key Learning: To be able to multiply and divide decimals. To be able to count through 0. | Maths unit: Negative numbers and converting units. Key Learning: To be able to compare and order negative numbers. To be able to use kilograms, kilometres, millilitres and millimetres. | Maths unit: Converting units and volume. Key Learning: To be able to convert between metric and imperial measures. To be able to convert units of time. To be able to calculate different equations using cubic centimetres. | Maths unit: Volume Key Learning: To be able to estimate volume and capacity. |

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| <p style="text-align: center;">Science</p>  | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to discuss the seven life processes.</p> | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to explain how mammals reproduce.</p> | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to explain how animals reproduce.</p> | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to understand reproduction in plants</p> | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.</p> | <p>Science unit: Living things and their Habitats.</p> <p>Key Learning: To be able to explain the life cycle of plants.</p> |
| <p style="text-align: center;">Computing</p>  | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To experiment with virtual and augmented reality.</p> | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To create and upload 360 degrees photograph to street view.</p> | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To use QR codes to link digital content to physical objects.</p> | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To navigate and interact with VR scenes in CoSpaces</p> | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To create a static scene in CoSpaces</p> | <p>Computing unit: We are VR designers.</p> <p>Key Learning: To program interaction with objects in CoSpaces</p> |
| <p style="text-align: center;">Geography</p>  | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To be able to name the features of a mountain and compare the Rocky Mountains with mountains in the UK.</p> | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To identify different climate zones and describe their conditions.</p> | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To explain what a vegetation belt is and what we can learn from them.</p> | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To create a case study fact file about Mount St Helens.</p> | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To locate and identify key settlements and compare population and population densities.</p> | <p>Geography unit: My region and the western United States.</p> <p>Key Learning: To use statistics to make fair comparisons between the geography of my region and the Western United States.</p> |
| <p style="text-align: center;">Art</p>  | <p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Friedensreich - extend research on buildings</p> | <p>Art Focus: Craft and Design</p> <p>Key Learning: To apply an understanding of architecture to design a building.</p> | <p>Art Focus: Craft and Design</p> <p>Key Learning: To apply an understanding of architecture to design a building. To design a building,</p> | <p>Art Focus: Craft and Design</p> <p>Key Learning: To apply an understanding of architecture to design a building. To design a building, following a brief</p> | <p>Art Focus: Craft and Design</p> <p>Key Learning: To apply composition skills to develop a drawing into print. To select an interesting area from my house</p> | <p>Art Focus: Craft and Design</p> <p>Key Learning: To evaluate my composition and print.</p> |

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| | | | following a brief | | drawing using cropping methods. | |
| <p>DT</p>  | <p>DT Unit: Mechanical Systems</p> <p>Key Learning:</p> <ul style="list-style-type: none"> - To be able to identify and evaluate different mechanisms in pop up books. <ul style="list-style-type: none"> - To be able to design a pop-up book. - To be able to follow my design brief to make a pop-up book. - To be able to use layers and spacers to cover the working of the mechanisms. <ul style="list-style-type: none"> - To be able to create a high-quality product for a target user. <p>Outcome: Pop-up book – Fairy Tales</p> | | | | | |
| <p>RE</p>  | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To explain how Zakat (charity) is important to Muslims.</p> | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To explain why Sawm (fasting) is important to Muslims.</p> | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To explain why Hajj (pilgrimage to Mecca) is important to Muslims.</p> | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To discuss what is important to Muslims.</p> | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To discuss what is important to Muslims and what is important to themselves.</p> | <p>Key Question: What does it mean to be a Muslim in Britain?</p> <p>Key Learning: To discuss what is important to Muslims and what is important to themselves.</p> |
| <p>PSHE/RSE</p>  | <p>PSHE Unit: Being My Best</p> <p>Key Learning: To recognise the importance of first aid. To explain when first aid may be needed and how to respond in certain situations.</p> | <p>PSHE Unit: Growing and Changing</p> <p>Key Learning: To use a range of words and phrases to describe the intensity of different feelings.</p> | <p>PSHE Unit: Growing and Changing</p> <p>Key Learning: To be able to identify when I need help and can identify trusted adults in my life who can help me.</p> | <p>PSHE Unit: Growing and Changing</p> <p>Key Learning: To understand and explain why puberty happens.</p> | <p>PSHE Unit: Growing and Changing</p> <p>Key Learning: To understand the key facts of the menstrual cycle.</p> | <p>PSHE Unit: Growing and Changing</p> <p>Key Learning: To understand the changes that happen during puberty.</p> |

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| <p style="text-align: center;">PE</p>  | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to refine pupils' understanding of batting, applying simple batting tactics into mini games.</p> | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to refine pupils' understanding of bowling, applying simple bowling tactics into mini games.</p> | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to refine pupils' fielding skills; catching, stopping and throwing.</p> | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to apply pupils' knowledge and understanding of fielding to create and apply tactics to prevent the batters from scoring runs.</p> | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to refine batting, creating and applying batting tactics into game scenarios.</p> | <p>PE Unit: Cricket</p> <p>Key Learning: To be able to bring together all of their skills into a mini game.</p> |
| | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to consolidate pupils' knowledge, understanding and ability to sprint effectively.</p> | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to consolidate pupils' knowledge, understanding and ability to sprint setting their own personal best.</p> | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to consolidate running as part of a team.</p> | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to develop pupils' understanding of throwing for distance.</p> | <p>PE Unit: Athletics</p> <p>Key Learning: The focus of the learning is to explore and develop an understanding of how to hurdle safely, applying the correct technique.</p> |
| <p style="text-align: center;">Music</p>  | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Listen & Appraise</p> | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Consolidate & Perform</p> | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Consolidate & Perform</p> | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Consolidate & Perform</p> | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Consolidate & Perform</p> | <p>Music Unit: Reflect, Rewind & Replay</p> <p>Key Learning: Consolidate & Perform</p> |
| <p style="text-align: center;">MFL</p>  | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To form sentences to explain where places are.</p> | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To use adjectives to describe nouns.</p> | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To understand how a regular -er verb changes.</p> | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To identify verbs, nouns and adjectives in sentences.</p> | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To identify feminine and masculine words.</p> | <p>MFL Unit: Les Planetes (The Planets)</p> <p>Key Learning: To practise the "u" sound in French.</p> |