


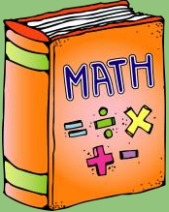






## Year 5 Half-Termly Overview - Autumn 1



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English-Reading</b> 	<b>Text:</b> Picture book - Incredible You by Rhys Brisenden and Nathan Reed  Poetry	<b>Text:</b> Fiction - Matilda Joins Crunchem Hall by Roald Dahl  Retrieval	<b>Text:</b> Fiction - Dragonology by Dugald Steer  Retrieval	<b>Text:</b> Fiction - How to Train Your Dragon by Cressida Cowell  Make comparisons within the text	<b>Text:</b> Non-fiction - Life in Tudor Britain by Anita Ganeri  Summarising	<b>Text:</b> Non-fiction - Love Letter from Mary Tudor to Her Husband, Philip of Spain by Brian Moses  Word meaning	<b>Text:</b> Fiction - The House with Chicken Legs by Sophie Anderson  Inference
<b>English-Writing</b> 	<b>Text:</b> Picture book - Incredible You by Rhys Brisenden and Nathan Reed  Poetry	<b>Text:</b> Picture book - Incredible You by Rhys Brisenden and Nathan Reed  Poetry	<b>Text:</b> Non-fiction - The History Detectives Investigates: Mayan Civilization by Clare Hibbert  Non-chronological report	<b>Text:</b> The History Detectives Investigates: Mayan Civilization by Clare Hibbert  Non-chronological report	<b>Text:</b> The History Detectives Investigates: Mayan Civilization by Clare Hibbert  Non-chronological report	<b>Text:</b> The Rain Player by David Wisniewski  Character description	<b>Text:</b> The Rain Player by David Wisniewski  Writing instructions
<b>English- GPS</b> 	<b>Grammar:</b> To use similes and expanded noun phrases.	<b>Grammar:</b> To use similes and expanded noun phrases.  <b>Spelling rule:</b> 'k' sound spelt ch	<b>Grammar:</b> To use tenses accurately and consistently.  <b>Spelling rule:</b> 'sh' spelt ch	<b>Grammar:</b> To use brackets, dashes or commas to show parenthesis.  <b>Spelling rule:</b> -gue endings	<b>Grammar:</b> To use organisational devices and presentation devices to structure texts.  <b>Spelling rule:</b> -que endings	<b>Grammar:</b> To use a range of conjunctions to link sentences.  <b>Spelling rule:</b> s sound spelt sc	<b>Grammar:</b> To link ideas within and across paragraphs using a wide range of cohesive devices.  <b>Spelling rule:</b> Homophones

<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Reasoning with large whole integers</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Read, write, order and compare numbers up to one million</li> <li>•Round numbers within one million to the nearest multiple of powers of ten</li> <li>•Read Roman numerals up to M</li> </ul>	<p><b>Maths unit:</b> Reasoning with large whole integers</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Read, write, order and compare numbers up to one million</li> <li>•Round numbers within one million to the nearest multiple of powers of ten</li> <li>•Read Roman numerals up to M</li> </ul>	<p><b>Maths unit:</b> Integer addition and subtraction</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Use rounding to estimate</li> <li>•Use a range of mental calculation strategies to add and subtract integers</li> <li>•Illustrate and explain the written method of column addition and subtraction</li> <li>•Select efficient calculation strategies</li> </ul>	<p><b>Maths unit:</b> Integer addition and subtraction</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Use rounding to estimate</li> <li>•Use a range of mental calculation strategies to add and subtract integers</li> <li>•Illustrate and explain the written method of column addition and subtraction</li> <li>•Select efficient calculation strategies</li> </ul>	<p><b>Maths unit:</b> Line graphs and timetables</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Complete, read and interpret data presented in line graphs</li> <li>•Read and interpret timetables including calculating intervals</li> </ul>	<p><b>Maths unit:</b> Line graphs and timetables</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>•Complete, read and interpret data presented in line graphs</li> <li>•Read and interpret timetables including calculating intervals</li> </ul>	<p><b>Maths unit:</b> Maths mastery revision/consolidation lessons.</p>
<p><b>Science</b></p> 	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To compare and group materials according to whether they are solids, liquids or gases and name their properties.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To describe the properties of materials using scientific vocabulary.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To investigate the thermal insulation of different materials.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To compare and group materials based on their response to magnets.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To know that some materials dissolve in a liquid to make a solution.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To predict how I could separate mixtures.</p>	<p><b>Science unit:</b> Properties and changes of materials.</p> <p><b>Key Learning:</b> To explain why some changes are irreversible.</p>



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<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To play and analyse games.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To create a background, sprites and sound effects/music for a game.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To create a prototype of a game in Scratch.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To debug programs and improve a game.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To test and improve a game.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To write a set of instructions for a game.</p>	<p><b>Computing unit:</b> We are Game Developers</p> <p><b>Key Learning:</b> To play and critique the game.</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to create a timeline of the Maya and answer questions about it.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to explain why the Maya civilisation were successful and how they adapted to life in the rainforest.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to use sources of evidence to explain how we know about the Maya.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to explain how the Maya were ruled and identify differences and similarities in the layers of hierarchy.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to describe the Anglo-Saxon Heptarchy and how this compared to the Maya hierarchy.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able to use sources of information to form conclusions about the Maya city-states and Anglo-Saxon kingdoms.</p>	<p><b>History unit:</b> The Maya</p> <p><b>Key Learning:</b> To be able describe how the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive.</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> Exploring expressive drawing techniques</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> Focussing on symbolism and convey meaning through drawing.</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> Artist study Diego Rivera</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> Similarities &amp; differences between art styles &amp; consider how to represent this through drawing</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> the effect of light &amp; dark on an object &amp; apply this to drawings</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> understand the impact &amp; effect to create a powerful image</p> <p>Develop an idea &amp; apply drawing techniques</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> Exploring expressive drawing techniques</p>

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<b>DT</b>  	<p><b>DT Unit: Electrical Systems</b>  <b>Key Learning:</b>            To identify simple circuit components (battery, bulb and switch) and explain their function.            Explain the difference between a series and parallels circuit.            Recognise the role of a motor.            Remove and replace different parts of a product.            Develop design criteria with consideration for the target user.            Explain the steps to assemble a product.            Provide suggestions to improve a peer’s set of instructions after testing how effective they are at guiding</p> <p><b>Outcome:</b>            An electrical doodler</p>						
<b>RE</b>  	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To be able to express our own ideas and opinions and define agnosticism, atheism and theism</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To be able to describe what we think God is and the qualities he has.</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To understand the meaning of interpretation.</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To understand why people believe or do not believe in God.</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To understand if there is more bad than good in the world and whether God is responsible.</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To explore Jesus’ teachings and understand what values mattered to him.</p>	<p><b>Key Question:</b>            Why do some people think God exists?</p> <p><b>Key Learning:</b>            To explore the importance of the value of love and understand how Jesus taught his followers love.</p>
<b>PSHE/RSE</b>	<p>To nominate roles for the year ahead</p> <p><b>Key Learning:</b>            To deliver a speech and vote democratically to elect roles.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To understand the benefits of negotiation and compromise.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To understand what makes a healthy relationship.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To identify characteristics of passive, assertive and aggressive behaviour.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To recognise a range of emotional needs and why they are important.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To understand that online communication can be misinterpreted.</p>	<p><b>PSHE Unit:</b>            Me and My Relationships</p> <p><b>Key Learning:</b>            To understand what conflict is and ways to resolve it.</p>

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<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> Discussion session to prepare for the unit ahead.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to introduce the concept of orienteering.</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:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils to orientate a map, locate points on the map.</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:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.</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:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.</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:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to bring the orienteering topic together into a competition.</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:</b> Orienteering</p> <p><b>Key Learning:</b> To practise all of the skills learnt.</p> <p>Or</p> <p>Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p>
<p style="text-align: center;"><b>Music</b></p> 	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To describe the style indicators of a song.</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To describe the structure of a song</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To talk about the voices and instruments within a song.</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To play instrumental parts accurately and in time as part of a performance.</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>	<p><b>Music Unit:</b> Livin' on a Prayer by Bon Jovi</p> <p><b>Key Learning:</b> To contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>



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<p><b>MFL</b></p> 	<p><b>MFL Unit:</b> Bon appetit, bonne sante (healthy eating)</p> <p><b>Key Learning:</b> To listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b>MFL Unit:</b> Bon appetit, bonne sante (healthy eating)</p> <p><b>Key Learning:</b> To read carefully and show understanding of words, phrases and simple writing</p>	<p><b>MFL Unit:</b> Bon appetit, bonne sante (healthy eating)</p> <p><b>Key Learning:</b> To say carefully and show understanding of words, phrases and simple writing words.</p>	<p><b>MFL Unit:</b> Vive le sport! (Our sporting lives)</p> <p><b>Key Learning:</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p><b>MFL Unit:</b> Vive le sport! (Our sporting lives)</p> <p><b>Key Learning:</b> To engage in conversations by asking and answer questions; express opinions and respond to others</p>	<p><b>MFL Unit:</b> Vive le sport! (Our sporting lives)</p> <p><b>Key Learning:</b> To present ideas and information orally to a range of audiences.</p>	<p><b>MFL Unit:</b> Vive le sport! (Our sporting lives)</p> <p><b>Key Learning:</b> To appreciate stories, songs, poems and rhymes in French.</p>
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