


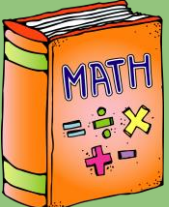







Year 5 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-Reading 	Text: Fiction - The Wizards of Once by Cressida Cowell Reading Skill: Prediction	Text: Fiction - The Polar Bear Explorers' Club by Alex Bell Reading Skill: Inference	Text: Fiction - The Wolf Wilder by Katherine Rundell Reading Skill: Retrieval	Text: Fiction - The Wolves of Willoughby Chase by Joan Aiken Reading Skill: Word meaning	Text: Fiction - Whale Boy by Nicola Davies Reading Skill: Word choice	Text: Non-fiction - SeaWorld Decides to Stop Killer Whale Breeding Program by The Guardian Reading Skill: Relationship	Text: Fiction - Beetle Boy by M.G Leonard Reading Skill: Summarising
English-Writing 	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Narrative - The Chocolate Tree by Linda Lowery and Richard Keep Reading Skill: Planning and writing a Maya folktale	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing an informative leaflet about Fair Trade.	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing an informative leaflet about Fair Trade	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing a persuasive letter	Text: Non-fiction - Food and Fair Trade by Paul Mason Reading Skill: Writing a persuasive letter
English- GPS 	Grammar: fronted adverbials spelling rule: -dis and -mis prefix	Grammar: ISPACE openers. spelling rule: -in prefix	Grammar: direct speech spelling rule: -sion suffix	Grammar: apostrophes for contractions spelling rule: -ssion suffix	Grammar: apostrophes for possession spelling rule: -ation/-tion suffixes	Grammar: complex sentences spelling rule: 'ough' sound	Grammar: modal verbs spelling rule: -cious suffix





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<p>Mathematics</p> 	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: Multiply by 10, 100 and 1,000.</p> <p>Divide by 10, 100 and 1,000.</p> <p>Identify multiples of 10, 100 and 1000.</p> <p>Identify multiples and factors.</p>	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: Multiply by 10, 100 and 1,000.</p> <p>Divide by 10, 100 and 1,000.</p> <p>Identify multiples of 10, 100 and 1000.</p> <p>Identify multiples and factors.</p>	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: Investigate prime numbers.</p> <p>Multiply and divide using derived facts.</p> <p>Use written methods to multiply and divide.</p> <p>Use a range of mental calculation strategies.</p>	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: Investigate prime numbers.</p> <p>Multiply and divide using derived facts.</p> <p>Use written methods to multiply and divide.</p> <p>Use a range of mental calculation strategies.</p>	<p>Maths unit: Perimeter and area</p> <p>Key Learning: Investigate the perimeter of rectangles.</p> <p>Investigate the area of rectangles.</p> <p>Investigate the perimeter and area of rectilinear shapes</p>	<p>Maths unit: Perimeter and area</p> <p>Key Learning: Investigate area of rectilinear shapes.</p> <p>Investigate the perimeter of rectilinear shapes.</p> <p>Estimate the area of non rectilinear shapes.</p>	<p>Maths unit: Perimeter and area</p> <p>Key Learning: Investigate area of rectilinear shapes.</p> <p>Estimate the area of non-rectilinear shapes.</p> <p>Solve problems involving rectilinear and non-rectilinear shapes and their perimeter and area. .</p>
<p>Science</p> 	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To predict how I could separate mixtures.</p>	<p>Science unit: Properties and changes of materials.</p> <p>Key Learning: To explain why some changes are irreversible.</p>	<p>Science unit: Earth and Space</p> <p>Key Learning: To be able to describe the planets in the solar system.</p>	<p>Science unit: Earth and Space</p> <p>Key Learning: To be able to describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>Science unit: Earth and Space</p> <p>Key Learning: To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p>Science unit: Earth and Space</p> <p>Key Learning: To be able to describe the movement of the Moon relative to the Earth.</p>	<p>Science unit: Earth and Space</p> <p>Key Learning: To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>



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<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To communicate information using semaphore</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To communicate messages using Morse code.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To use the Caesar cipher to create and crack codes.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To develop knowledge and use of ciphers to include substitution ciphers and frequency analysis.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To recognise the importance of passwords for online security.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To understand how passwords are kept secure online and learn about encrypted websites.</p>	<p>Computing unit: We are Cryptographers</p> <p>Key Learning: To Understanding the impact of online behaviour</p>
<p style="text-align: center;">History</p>  <p style="text-align: center;">Geography</p> 	<p>History unit: The Maya</p> <p>Key Learning: To be able to compare leaders of the Maya and the Anglo-Saxons.</p>	<p>History unit: The Maya</p> <p>Key Learning: To be able to describe how the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive.</p>	<p>History unit: The Maya</p> <p>Key Learning: To be able to compare the differences and similarities between the Maya civilisation and England between the 8th and 10th</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explain what trade is and some of the key places the UK trades with.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explain where some of our key food items come from.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To identify key trade routes on a map.</p>	<p>Geography unit: Fair Trade</p> <p>Key Learning: To explore the environmental impact of trading goods.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Drawing</p> <p>Key Learning: To explore the purpose and effect of imagery.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To understand and explore decision making in creative processes.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist study Frida Carlos</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Artist study Frida Carlos</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To apply an understanding of drawing processes to revisit and improve ideas.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: To apply an understanding of drawing processes to revisit and improve ideas.</p>

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DT 	Digital World: Monitoring Devices Key Learning To carry out research to develop a design criteria. To write a program to monitor the ambient temperature including an alert. To generate creative and unique micro: bit case, stand and/or housing ideas. To learn about and practise 3D CAD skills.						
RE 	Key Question: Why do some people think God exists? Key Learning: To explore the importance of the value of love and understand how Jesus taught his followers love.	Key Question: Why do some people think God exists? Key Learning: To explore how Jesus' parables and stories about forgiveness teach Christians today	Key Question: Why do some people think God exists? Key Learning: To explore how Jesus' parables and stories about forgiveness teach Christians today	Key Question: Why do some people think God exists? Key Learning: To explore what Jesus' teachings tell us about some problems that people face today.	Key Question: Why do some people think God exists? Key Learning: To understand why light is an important symbol for Christians.	Key Question: Why do some people think God exists? Key Learning: To explore how light is used in the celebration of Christmas.	Key Question: Why do some people think God exists? Key Learning: To further explore how light is used in the celebration of Christmas.
PSHE/RSE 	PSHE Unit: Valuing Difference Key Learning: To define some key qualities of friendship.	PSHE Unit: Valuing Difference Key Learning: To demonstrate respect when responding to others.	PSHE Unit: Anti -Bullying Week	PSHE Unit: Valuing Difference Key Learning: To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	PSHE Unit: Valuing Difference Key Learning: To describe the benefits of living in a diverse society.	PSHE Unit: Valuing Difference Key Learning: To understand that the information we see online, either text or images, is not always true or accurate.	PSHE Unit: Valuing Difference Key Learning: To reflect on how individual/group actions can impact on others in a positive or negative way.
PE 	PE Unit: Invasion games: Tag Rugby Key Learning: To use passing, dribbling and moving skills to	PE Unit: Invasion games: Tag Rugby Key Learning: To understand the rules (laws) of the game and how they	PE Unit: Invasion games: Tag Rugby Key Learning: To understand that defending starts as	PE Unit: Invasion games: Tag Rugby Key Learning: To apply attacking and defensive tactics.	PE Unit: Invasion games: Tag Rugby Key Learning: To apply attacking and defensive tactics.	PE Unit: Invasion games: Tag Rugby Key Learning: I can continue to develop my knowledge of	PE Unit: Invasion games: Tag Rugby Key Learning: I can continue to develop my knowledge of

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	<p>keep possession and score.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>can apply this knowledge to play in mini games.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>soon as possession of the ball is lost.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p></p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p></p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>	<p>attacking and defensive tactics.</p> <p>Or</p> <p>Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p>
<p>Music</p> 	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Listening and appraising the song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: To describe the style indicators of a song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Introducing instruments to our song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Improvising</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Composing</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Performing</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Evaluating</p>
<p>MFL</p> 	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To understand different music types.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To apply knowledge of music words to what I can play.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To understand the masculine and feminine words.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To use tu and vu appropriately.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To understand the correct punctuation of du and ou.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To identify the correct term when reading.</p>	<p>MFL Unit: Je suis le musicien (I am the music man)</p> <p>Key Learning: To identify the correct term when writing.</p>