


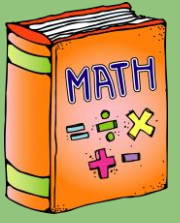






## Year 5 Half-Termly Overview – Summer 2

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


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

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

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