

Year 5 - Overview 2022

	Autumn	Spring	Summer
English - Writing	<p>Literacy To understand the features of and how to create character descriptions, poetry, narrative pieces, diaries and newspaper reports through the following activities for a desired audience:</p> <ul style="list-style-type: none"> • All About Me • Superheroes – creating a superhero and including it in descriptive work, narrative writing and newspaper reports. Superhero Day – wanted poster, creating comics and activities. • Voices in the Park - writing based on empathy and character descriptions. Persuasive letter writing. • Story Openings – action, dialogue, description • The Hobbit – character exploration, descriptive work, diaries and narrative writing. <p>Reports – non-chronological reports Non-fiction writing – linked to history topic <i>crime and punishment</i> and science</p> <p>Speaking and Listening - to understand how to structure and deliver a five-minute presentation on a famous person.</p>	<p>Literacy To understand the features of and how to create character descriptions, narrative pieces, a motivational speech and diaries through the following activities for a desired audience:</p> <ul style="list-style-type: none"> • Shakespeare – ‘The Life of Shakespeare’ comprehension, headlines – type of paper, retell of summary of story, character synopsis, becoming a character, agony aunt letters, review of film and comparison with play, drama, poetry (rap) • Shackleton’s Journey – explore the story, poetry, characters, application for job to be a member of Shackleton’s crew, speech writing and a diary. • Non-fiction writing – explanation text based on humanities and science topics 	<p>Literacy To understand the features of and how to create character descriptions, narrative pieces, diaries have debates through the following activities for a desired audience:</p> <ul style="list-style-type: none"> • Kensuke’s Kingdom – character exploration, descriptive work, diaries and narrative writing. • King Kong –story and character exploration, themes, letter, diary and narrative writing • Myths and Legends – Narrative and character work • Poetry – learn and recite classic poems
Reading	<p>Voices in the Park by Anthony Browne The Hobbit by JRR.Tolkien</p>	<p>Romeo and Juliet by William Shakespeare Shackleton’s journey by William Grill</p>	<p>Kensuke’s Kingdom by Michael Morpurgo King Kong by Anthony Browne</p>
	<p><u>Comprehension skills covered in Guided reading sessions, comprehension lessons, individual readers and cross curricular texts.</u></p> <p>Read for fluency and expression. Recount main themes /events. Comment on structure of text; both fiction and non-fiction.</p>		<p><u>Grammatical awareness (explicitly focused upon from Easter onwards in preparation for year 6)</u></p> <p>Identify speech marks in reading and understand purpose.</p>

	<p>Listen to, discuss and express views about a wide range of text types. Predict and make inferences on the basis of what has been read. Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning. Read books structured in different ways. Explain the meaning of words in context. Ask questions to improve understanding of text. Infer characters feelings, thoughts and motives from their actions. Summarise ideas from different points across a text. Identify themes and conventions in a wide range of books. Discuss words & phrases which interest. Summarise main points of argument or discussion. Make up own mind about issues and justify views. Make comparisons between texts with reasons. Recognise how time connectives help to move a story on. Refer to text to support opinions & predictions. Give a view about writer’s choice of words, structure etc and some can discuss if they can suggest alternatives.</p> <p style="text-align: center;"><u>Deduction</u></p> <p>Know if a text refers to present or past. Read on to search for meaning of unfamiliar words. Recognise how words and phrases can signal time. Retrieve and record information from non-fiction texts. Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.</p>	<p>Recognise plurals and collective nouns. Recognise pronouns and how they are used. Identify & discuss how adjectives and verbs bring reading to life. Identify how language structure & presentation contribute to meaning. Recognise prepositions in text. Recognise clauses within sentences and identify how they are connected. Recognise and unpicks complex sentences. Identify connectives with multiple purposes.</p>	
<p>Maths</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Understanding place value and applying this to addition and subtraction calculation strategies involving 5-digit numbers. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> Add and subtract 2-3-4-digit numbers mentally; choose a strategy for solving mental additions or subtractions and to solve word problems. 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Read and write numbers with up to 6 digits and understand the place value of each digit. Place 6-digit numbers on a number line. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Rehearse mental addition strategies for decimals and whole numbers Solve missing number sentences 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths. Write dates using roman numerals <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> Add mentally 2-place decimal numbers in the context of money using rounding Add several small amounts of money using mental methods

<ul style="list-style-type: none"> • Add and subtract 0.1 and 0.01 <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply and divide by 0 and 100 • Use mental multiplication strategies to multiply by 20, 25 and 9. • Find factors of a given number <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> • Understanding place value in decimal numbers. • Multiply and divide numbers with up to two decimal places by 10 and 100. • Compare and place fractions on a line • Find equivalent fractions and reduce them to their simplest form. • Express remainders as a fraction and solve division word problems. <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Revise converting 12-hour clock times to 24-hour clock times. • Find a time a given number of minute or hours and minutes later. • Calculate time intervals using 24-hour clock format. • Measure lengths in mm and convert to cm. <p>Find perimeter in cm and convert cm to m.</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Use a protractor to measure and draw angles in degrees • Use terms and classify angles • Identify and name parts of a circle including diameter, radius and circumference • Use angle facts to solve problems related to turn. 	<ul style="list-style-type: none"> • Use mental strategies to solve multi-step word problems. <p><u>Multiplication and division.</u></p> <ul style="list-style-type: none"> • Identify prime numbers • Revise finding factors of numbers • Find squares and square roots of square numbers • Finding patterns and making and testing rules • Multiply and divide by 10/100/1000 using a place-value grid. <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> • Round two place decimal numbers to nearest tenth and whole number • Place mixed numbers on lines • Convert improper fractions to mixed numbers and vice versa • Write improper fractions as mixed numbers • Multiply proper fractions by whole numbers. <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Convert from grams to kilograms and vice versa • Give approximate values of miles in kilometres and vice versa. <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Know properties of equilateral, isosceles, scalene and right-angled triangles. • Know that angles in a triangle have a total of 180 degrees. • Understand what a polygon is. • Recognise quadrilaterals 	<ul style="list-style-type: none"> • Mentally subtract amounts of money including giving change • Calculate the difference between two amounts using counting up • Solve word problems, including 2-step problems, choosing an appropriate method • Add 5-digit numbers using written column addition • Subtract 5-digit numbers using written method • Check answers to subtractions using written column addition • Solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers • Use long multiplication to multiply 2-digit and 3-digit numbers by teens and numbers. • Multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations. • Identify factors and multiples, find factor pairs. • Using short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers • Use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers. <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> • Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers
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<p>History</p>	<p><u>Crime and punishment</u></p> <ul style="list-style-type: none"> • What do you know? • Overview of topic and timeline • Crime and punishment in Roman period – curse tablets • Crime and punishment in Anglo Saxon and Viking Period - link to Robin Hood • Crime and punishment in the medieval and Tudor periods – visit to Galleries of Justice • crime and punishment in the early modern period – Stuarts to 1800 • Crime and punishment in Victorian Period • Review all periods and compare to today 	<p>Linked to Shackleton- race to Poles Shakespearean times</p>	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Where is Greece • Greek life • The Greek gods • Five Greek states – diary before games • Greek pot • Greek top trumps • Achievements
<p>Geography</p>	<p><u>North America</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains • human geography, including: types of settlement and land use • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To know where North America is in the world and what countries make it up. • To understand some of the key topographical features of the countries in North America • To identify climate zones and weather conditions and how they have influenced population settlement. • To identify biomes and vegetation belt 	<p><u>Arctic and Antarctic (shorter study)</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes • human geography, including: types of settlement and land use. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Local study – temperatures</u></p> <ul style="list-style-type: none"> • Comparison of temperature between UK and Polar regions. Measure compare and collate information in a graph. 	<p>Mars work – satellite images</p> <p><u>North America</u></p> <ul style="list-style-type: none"> • Earthquakes, volcanoes, tectonic plates use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.

	<ul style="list-style-type: none"> • To identify areas of population density and the reasons for it • To identify areas of interest within North America • To compare North America with the United Kingdom • World Week –investigation of North American countries 		
<p>Science</p>	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night • Describe the solar system (link to literacy Mars work) • Compare Earth to Mars • Scientists to consider – Ptolemy, Alhazen and Copernicus <p><u>Forces</u></p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Focus on gears 	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • demonstrate that dissolving, mixing and changes of state are reversible changes • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Scientists to consider – Galileo and Newton</p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • describe the changes as humans develop from birth to old age - human timeline • Puberty – changes in humans from child to adult • Compare gestation of animals to humans, length and mass of a baby as it grows, scatter graph <p><u>All Living Things</u></p> <ul style="list-style-type: none"> • explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird - think about birth, time to adulthood, reproduction, gestation and life expectancy • describe the life process of reproduction in some plants and animals – • flowering plants- asexual plants • Think about unusual/ uncommon lifecycles – fairy wasp • Compare local plant and animal to arctic/Antarctic plant or animal <p>Scientists to consider – David Attenborough and Jane Goodall</p>

<p>DT</p>	<p><u>Structures – Bridges</u></p> <ul style="list-style-type: none"> • Investigate famous bridges, link to North America • Design and build a bridge and test it to ‘destruction’ by adding weights until the bridge collapses. • Draw up a specification for their design and how to improve it. • Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes, suggesting alternative methods of making if the first attempts fail. • Select appropriate tools and techniques. • Weigh and measure according to plan. Record data of length and height. • Record the weight each trial will support. • Evaluate the structure and seek evaluation from others. 		<p><u>Mechanisms – Gears</u> <u>Links with science.</u></p> <ul style="list-style-type: none"> • Investigate how do they work, what do we use them for. • Design and test in real situation – bikes. • Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes. • Skills – using scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Food Technology</p>	<p><u>Rock Cakes – link with Science (reversible and irreversible changes.</u></p> <ul style="list-style-type: none"> • Know and understand the practise needed in terms of food hygiene and kitchen safety when using the equipment. • Discuss how the properties of certain foods can affect the final product. • Select the appropriate methods and equipment for measuring – the ingredients and time. • Understand that once the ingredients are cooked, they cannot be reversed back to their original form. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Mixing ingredients together by rubbing the mixture with hands. 	<p><u>Potatoes – grown, link with science.</u></p> <ul style="list-style-type: none"> • Know and understand the different parts of a potato plant • Prepare the ground using compost to form a bed. • Understand the process of chitting and how this helps the potatoes to grow faster and produce a bigger crop. • Know what time of year is beneficial for successful growth. • Use gardening tools safely and harvest potatoes without damaging them. • Preparing different types of food made from using the potato. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Growing and harvesting potatoes 	<p><u>Greek meal – link with healthy eating and geography.</u></p> <ul style="list-style-type: none"> • Children to research different types of Greek food • Child to create a menu • Starter e.g. – bread and tzatziki • Main – Greek salad • Desert – fruit kebabs. • Discuss food groups and talk about nutrition. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Cutting, mixing, chopping • Creating different meals

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	<ul style="list-style-type: none"> Knowing how to use scales in order to weigh out the ingredients. Knowing how to crack an egg. Keeping time management of the product. 	<ul style="list-style-type: none"> Know how to cut potatoes safely Children to investigate the possible end products. 	
Art	Art- use of sketchbooks throughout to practise and collect ideas. Language appropriate to skill and techniques. Can comment on ideas, methods etc in their own work and the work of others including famous artists.		
	<ul style="list-style-type: none"> Over and above – self-portraits-layout of face and figure- artist Clarence Holbrook Carter- water colour/skin tones/background –block paints/brush strokes/selecting paintbrushes All About Me Book Art Portraits Sonia Delaney- circles exploring line and colour- using compasses/measuring choice hot and cold colours or complimentary colours Haunted house silhouettes –look at various artists who have painted haunted house silhouettes- how have they conveyed the scariness –background verses foreground. Using a graduated wash for background and solid painting of silhouette. North American topic –day of dead mask – symmetry-pattern-cross curricular-water colours Calendars- seasonal trees – stippling –mixing paint on paper- colours associated with seasons 	<ul style="list-style-type: none"> Mexican owls –chalk/oil pastels/blending/background verses foreground/cross curricular ICT – Van Gogh picture-observation- drawing and painting using colour magic. Art linked to Shakespeare-drawing /shading/cross curricular- Shakespeare portrait. Art linked to Shackleton –collage and seascapes. 	<ul style="list-style-type: none"> Painting using artists eg: Ted Harrison/ B.H.Brody – colour mixing –pastels and brusho Use Brody technique and Greek landscape pictures to create their own piece or art – can they explain their decisions? Pastels using artists eg; Doug Hyde – Shading and blending- characters- sketches –different grades of pencil-shading techniques Perspective – sketching outside –look at perspective by range of artists. Use squared paper as guide line then do their own. Street scene –Harry Potter Sculpture - 3D –clay- cross curricular – mythical creature pots.
RE	<p>What does it mean to be a Muslim in Britain today?</p> <p>In this topic the children will build on their previous work and study Islamic beliefs in greater depth. We will discuss the importance of the Mosque and how Muslims worship there. We will learn about the importance of fasting to the Muslim community and about the different celebrations at the end of Ramadan.</p>	<p>The Christian Gospels and the teachings of Jesus</p> <p>We will look in greater depth at the features and teachings of the Christian Gospels. We will discuss how the Christian community might interpret these Biblical texts both collectively and individually.</p>	<p>What means most to Humanists and Christians?</p> <p>In this unit, we will be discussing both rules and rule breaking. We will talk in more depth about moral codes and the links to a person’s conscience. We will learn about agreements and disagreements between Humanists and Christians. Later in this topic, we will study Christianity more closely. We</p>

			<p>will discuss the importance of the Lord's Prayer. We will read the story</p> <p>of the unforgiving servant and what lessons the Christian community take from this parable.</p>
ICT	<ul style="list-style-type: none"> • Use PowerPoint to create a presentation incorporating sound, video and transitions • E safety • Identify parts of computer • Poetry – feelings poems- combine text and graphic • Research humanities and create a presentation • Bridge poster 	<ul style="list-style-type: none"> • Use and edit images with Shakespeare work- mood boards and character recast • E – safety • Space – NASA Mars website investigation- (eg- take a mars adventure) • Paint programme to create Van Gogh picture • Ipad Garageband- Shakespeare raps- creating backing track and lyrics. 	<ul style="list-style-type: none"> • Coding • Spreadsheets and data handling • Research and interactive history investigation • Ipad- independent research
Spanish	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Can I name school timetable, subjects? • Talk/write about your day at school. • Can I Tell the time to the hour? • Can I consolidate my knowledge of numbers to 20 (out of order)? • Can I count in 10s up to 100? 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Can I describe the weather? • Listen to a weather forecast • Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Recap transport. • Read a postcard • Order ice creams and food/drink at a restaurant.
PE	<ul style="list-style-type: none"> • Fitness- circuits • Develop flexibility and control gymnastics • Compare performances • Play competitive games applying basic principles – football, hockey, netball 	<ul style="list-style-type: none"> • Speed, agility and quickness sessions • Develop flexibility in dance • Apparatus – develop flexibility and control • Play competitive games – football, tennis, tag rugby • Practise running, catching and jumping • Swimming 	<ul style="list-style-type: none"> • Develop flexibility in gymnastics • Play competitive games – cricket, rounders • Athletics skills • Practise throwing, running, jumping and catching.

<p>Music</p>	<ul style="list-style-type: none"> • Young Voices – Children to learn a set programme of songs and perform these as part of a substantial choir to a live audience. • Music appreciation – children to listen to classical pieces of music and discuss and record the instruments that they hear, the textures of the piece of music and what possible story the music is telling. <p>Skills:</p> <ul style="list-style-type: none"> • Sing with increasing control of breathing, posture and sound projection • Sing songs in tune with expression and rehearse with others. • Maintain a complex part in a large ensemble or a choral group with multiple parts. • Understand rhythm, pitch, timbre and textures in classical pieces of music. 	<ul style="list-style-type: none"> • Young Voices – perform the songs that the children have learnt as part of a substantial choir to a live audience. • Shakespeare raps- children use GarageBand to produce a backing track and voice record their rap over the top, creating a piece of music to share with the class. Looking at musical vocabulary and timings. 	<ul style="list-style-type: none"> • Music and literacy – Children to listen to a variety of film soundtracks and to explore how the instrumentals tell the story in a particular clip. Musical appreciation and performing their own composition to a scene in Jurassic Park.
<p>RSE</p>	<ul style="list-style-type: none"> • Class rules include: discussions about respectful relationships and how to create caring friendships • School council representatives- democratic voting system to select representatives for the year group and class. • Families and people who care for me- characteristics of healthy family life, commitment to each other and times of difficulty • Caring friendships and Mental well-being: Literacy – Inside Out and All about me 	<ul style="list-style-type: none"> • Shackleton speech – relationship respect • Mental wellbeing- Normal part of daily life in the same way as physical health, judge feeling and behaviour • Physical health and fitness- importance of a healthy lifestyle, effects of a poor diet and risks associated with it, healthy eating. • <u>E-safety- being safe-</u> Online relationships and Internet safety: whole school Internet Safety Day, rules and principles for keeping safe online. • Being safe- Water Safety linked with assembly before Easter holiday when many of our children go abroad 	<ul style="list-style-type: none"> • Getting to know our bodies- Puberty – mental well being – Science, life cycles. • Girl and Boys talk – being safe, menstrual cycle, change • Physical health and fitness: Sports day, emphasise importance of regular exercise. • Physical health and fitness- Healthy eating – what we need to do to maintain a healthy routine • Sleep – good sleep • Economics

	<ul style="list-style-type: none">• Being safe- personal space, boundaries, respond safely and appropriately to adults, asking for advice, worries.• Personal safety: Road safety• Stranger Danger – walking home, who do they talk to, respond safety <p>Health and prevention- Hygiene and germs, personal hygiene, how things spread.</p>		
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