

## YEAR 5 – YEARLY OVERVIEW OF LEARNING

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<b>Maths</b>	<ul style="list-style-type: none"> <li>Numbers to 1 million</li> <li>Negative numbers</li> <li>Addition &amp; subtraction of 4-d and 5-d numbers</li> <li>Line-graphs and tables</li> <li>Factors, multiples and primes</li> </ul>	<ul style="list-style-type: none"> <li>Counting in 10s, 100s, 1000s,</li> <li>Multiplication of 2-d numbers</li> <li>Short division</li> <li>Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>Combining all 4 operations</li> <li>Compare, order and simplify fractions</li> <li>Compare, order and find equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li>adding and subtracting fractions with different denominators</li> <li>rates and scaling by fractions</li> <li>introduction to percentages</li> </ul>	<ul style="list-style-type: none"> <li>4 operations with decimals</li> <li>2D and 3D representations of shapes</li> <li>Drawing measuring and comparing angles</li> </ul>	<ul style="list-style-type: none"> <li>Reflection and translation of shapes</li> <li>Converting metric and imperial units</li> <li>Converting units of time</li> <li>Exploring capacity and volume</li> </ul>
<b>English - Texts</b>	<ul style="list-style-type: none"> <li>The Man Who Walked Between the Towers - Mordicai Gerstein</li> <li>Robot Girl - Malorie Blackman</li> </ul>	<ul style="list-style-type: none"> <li>The Tempest - William Shakespeare, Helen Street and Charly Cheung</li> <li>Hidden Figures: The True Story of 4 Black Women and the Space Race -Margot Lee Shetterly</li> </ul>	<ul style="list-style-type: none"> <li>The Lost Thing - Shaun Tan (book and film)</li> <li>Unspoken - Henry Cole</li> </ul>	<ul style="list-style-type: none"> <li>The Lost Happy Endings - Carol Ann Duffy and Jane Ray</li> <li>Beowulf - Michael Morpurgo</li> </ul>	<ul style="list-style-type: none"> <li>Kaspar, Prince of Cats - Michael Morpurgo</li> <li>Otto, Autobiography of a Teddy-bear - Tomi Ungerer</li> </ul>	<ul style="list-style-type: none"> <li>Origami Yoda - Tom Angleberger</li> <li>Firebird - Saviour Pirotta</li> </ul>
<b>Writing</b>	Write for a range of purposes and audiences, confidently selecting appropriate organisation and structure. Describe settings, characters and atmosphere to consciously engage the reader. Select and use organisational and presentation devices that are relevant to the text type, eg. headings, bullet points. Begin to proof-read work to remove repetition or irrelevant details. Create paragraphs that are usually suitably linked. Proof-read work to assess effectiveness and make corrections and improvements.					
<b>Punctuation</b>	Use the full range of punctuation from previous year groups. Use commas to clarify meaning or to avoid ambiguity. Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion, including adverbials for time, place and number, eg. later, nearby, secondly. Use relative clauses beginning with a pronoun, eg. Professor Scriffle, who was an inventor, had made a breakthrough. Use brackets, dashes or commas to begin to indicate parenthesis. Use adverbs and modal verbs to indicate degrees of possibility, eg. surely, perhaps, should, ought.					
<b>Spelling</b>	In addition to learning some of the Year 5/6 words from the National Curriculum lists: Spell many verb prefixes correctly, eg. deactivate, overturn, misconduct. Convert nouns or adjectives into verbs using suffixes, eg. classify, criticise.					
<b>Reading</b>	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting some unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. Identify significant ideas, events and characters and discuss their significance. Recite poems by heart, eg. narrative verse, haiku. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action					

<b>Science</b>	<p align="center"><b><u>EARTH &amp; SPACE</u></b></p> <p><b>KQ: Would you ever want to live in space?</b></p> <ul style="list-style-type: none"> <li>-Describe the planets in the Solar system</li> <li>-Describe the movement of the Moon</li> <li>-Earth's rotation</li> <li>-Explain night/day</li> </ul>	<p align="center"><b><u>FORCES</u></b></p> <p><b>KQ: How could forces keep us safe?</b></p> <ul style="list-style-type: none"> <li>-Gravity and on water</li> <li>-Friction &amp; air resistance</li> <li>-Levers, pulleys &amp; gears</li> </ul>	<p align="center"><b><u>MATERIALS – PROPERTIES &amp; CHANGE</u></b></p> <p><b>KQ: What would you need to be a CSI investigator?</b></p> <ul style="list-style-type: none"> <li>-Dissolving/Separating</li> <li>-Reversible and irreversible change</li> <li>-Grouping</li> </ul>	<p align="center"><b><u>ANIMALS &amp; HUMANS</u></b></p> <p><b>KQ: How different will you be when you are as old as the Queen? -</b></p> <ul style="list-style-type: none"> <li>Physical changes over time (explain &amp; predict)</li> <li>-Human life stages</li> <li>-Puberty</li> </ul>	<p align="center"><b><u>LIVING THINGS &amp; HABITATS</u></b></p> <p><b>KQ: Do all species start as an egg?</b></p> <ul style="list-style-type: none"> <li>-Life cycles</li> <li>-Describe the process of animal and plant reproduction</li> </ul>
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<b>History</b>	<p align="center"><b><u>ANGLO SAXONS &amp; VIKINGS</u></b></p> <p><b>KQ: Who wore the horned helmets: Vikings or Anglo Saxons?</b></p> <ul style="list-style-type: none"> <li>• Invasions and settlements</li> <li>• Daily life</li> <li>• Christianity</li> <li>• Laws and justice</li> <li>• Story-telling traditions</li> </ul>		<p align="center"><b><u>ANCIENT GREECE</u></b></p> <p><b>KQ: How did the Ancient Greeks live on and on and on...?</b></p> <ul style="list-style-type: none"> <li>• Greek life</li> <li>• Famous Greeks</li> <li>• Art and culture</li> <li>• Myths</li> <li>• Religion</li> <li>• legacy</li> </ul>			

Geography		<p><b><u>CLIMATE ZONES</u></b>  <b>KQ: What's the difference between a belt and a biome?</b></p> <p>□ Human and physical comparison between contrasting vegetation belts, biomes and climate zones</p>		<p><b><u>GLOBES KQ:</u></b>  <b>Why are there lines on a globe?</b></p> <ul style="list-style-type: none"> <li>Globes, maps, atlases, on-line mapping tools</li> <li>Variety of maps and features (including OS maps)</li> <li>Grid references and keys</li> </ul>	<p><b><u>LOCAL FIELDWORK – RICHMOND PARK KQ:</u></b>  <b>Should cars be banned?</b></p> <ul style="list-style-type: none"> <li>Field study of the park</li> <li>Human and physical features</li> <li>Sketch maps, photographs and surveys</li> <li>Changes over time</li> </ul>	
	RE	<p><b><u>JESUS THE HEALER</u></b>  <b>KQ: What is a miracle?</b>          -Miracles performed by Jesus</p>	<p><b><u>CHRISTMAS</u></b>  <b>KQ: What is the true meaning of Christmas?</b>          -Importance          -Change of meaning over time          -Analysis of Christmas carols</p>	<p><b><u>COMMITMENT</u></b>  <b>KQ: Why is commitment important to religion?</b>          -Coming of age          -Making sacrifices          Marriage</p>	<p><b><u>FORGIVENESS</u></b>  <b>KQ: How is forgiveness demonstrated in different religions?</b>          -Yom Kippur          -Buddhist Eight Fold Path          -Ten Commandments</p>	<p><b><u>WORSHIP</u></b>  <b>KQ: Does everyone worship in the same way?</b>          -Music          -Prayer          -Art          -Freedom</p>

	<b>AUTUMN A</b>	<b>AUTUMN B</b>	<b>SPRING A</b>	<b>SPRING B</b>	<b>SUMMER A</b>	<b>SUMMER B</b>
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<p><b>Computing</b></p>	<p><b><u>ONLINE SAFETY KQ:</u></b>  <b>Can I believe everything I see?</b> -preventing and dealing with spam          -how photographs can be manipulated          -creating strong passwords</p>	<p><b><u>RADIO STATION KQ:</u></b> Can I believe everything I hear? -create and amend sound files          -enhance recordings using sound effects          -plan and record a radio ad</p>	<p><b><u>RESEARCH &amp; WEB DESIGN KQ:</u></b> What makes a good webpage?          -insert and format images in a webpage -consider bias and authority          -how to share a webpage</p>	<p><b><u>3D MODELLING KQ:</u></b> How can I change 2D into 3D?          -draw and manipulate 3D models          -use Sketchup tools and features</p>	<p><b><u>USING &amp; APPLYING KQ:</u></b> Can you design the ultimate bedroom for a 10-year old?          -research          -design          -plan          -present</p>	<p><b><u>SCRATCH – CREATING GAMES KQ:</u></b> How many points did you score?          -program an algorithm as a sequence of game instructions with actions and consequences -add sound &amp; point scoring</p>
<p><b>Art &amp; Design</b></p>	<p><b><u>FOOD</u></b>          (Sat Bains) <b>KQ:</b> Are there more than 3 ways with cauliflower?          -select &amp; prepare food          -use scales          -cut and shape          -decorate          -balanced diet</p>	<p><b><u>PAINTING</u></b>          (Frida Kahlo) <b>KQ:</b> How accurately can I paint myself?          -atmosphere and light effects -develop painting from a drawing          -foreground &amp; background</p>	<p><b><u>GRAPHIC DESIGN</u></b>          (Paula Scher) <b>KQ:</b> How can words make pictures?          -plan to print          -investigate ideas          -experiment with scale</p>	<p><b><u>SCULPTURE</u></b>          (Bernard Palissey) <b>KQ:</b> Can I make a picture out of clay?          -plan work carefully          -coil, pinch, join, impress -refine surface decoration          -incise, apply, glaze</p>	<p><b><u>CONSTRUCTION</u></b>          (Keith Newstead) <b>KQ:</b> How can you design something that moves?          -cut to 1mm          -join appropriately          -frameworks          -bradawl          -hand drill          -glue gun</p>	<p><b><u>DRAWING</u></b>          (Zaha Hadid) <b>KQ:</b> What is perspective drawing?          -select tools          -simple perspective          -hatching, shading          -sketches          -view finders          -observational drawing</p>
<p><b>PSCHE (Jigsaw)</b></p>	<p><b><u>BEING ME IN MY WORLD</u></b></p> <ul style="list-style-type: none"> <li>• My year ahead</li> <li>• Being me in Britain</li> <li>• Responsibilities</li> <li>• Rewards and consequences</li> <li>• Our learning charter</li> </ul>	<p><b><u>CELEBRATING DIFFERENCE</u></b></p> <ul style="list-style-type: none"> <li>• Different cultures</li> <li>• Racism</li> <li>• Rumours and name calling</li> <li>• Types of bullying</li> <li>• Does money matter?</li> </ul>	<p><b><u>DREAMS AND GOALS</u></b></p> <ul style="list-style-type: none"> <li>• When I grow up</li> <li>• Jobs and careers</li> <li>• My dream job</li> <li>• Other cultures</li> <li>• Supporting each other</li> <li>• Rallying support</li> </ul>	<p><b><u>HEALTHY ME</u></b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Food</li> </ul>	<p><b><u>RELATIONSHIPS</u></b></p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Getting on and falling out</li> <li>• Relationships</li> <li>• Technology</li> <li>• Social media</li> </ul>	<p><b><u>CHANGING ME</u></b></p> <ul style="list-style-type: none"> <li>• Self &amp; body image</li> <li>• Puberty</li> <li>• Conception</li> <li>• Looking ahead to Year 6</li> </ul>

<b>FRENCH</b>	<p><b><u>SALUT GUSTAVE</u></b></p> <ul style="list-style-type: none"> <li>Greetings and personal information</li> <li>Sisters and brothers</li> <li>Saying what people have</li> <li>Saying what people are like</li> </ul>	<p><b><u>A L'ECOLE</u></b></p> <ul style="list-style-type: none"> <li>School objects</li> <li>Likes and dislikes at school</li> <li>Asking the time</li> <li>Saying the timings of the school day</li> </ul>	<p><b><u>LA NOURRITURE</u></b></p> <ul style="list-style-type: none"> <li>Asking for food items</li> <li>Describing how to make a sandwich</li> <li>Expressing opinions about food</li> <li>Healthy and Unhealthy food</li> </ul>	<p><b><u>EN VILLE</u></b></p> <ul style="list-style-type: none"> <li>Places in town</li> <li>Asking and giving directions</li> <li>Saying where you are going</li> <li>Giving the time</li> </ul>	<p><b><u>EN VACANCES</u></b></p> <ul style="list-style-type: none"> <li>Talking about holiday plans</li> <li>Expressing opinions about holidays</li> <li>Asking and saying where you're going on holiday</li> </ul>	<p><b><u>CHEZ MOI</u></b></p> <ul style="list-style-type: none"> <li>Descriptions of rooms</li> <li>Saying what people do at home</li> <li>Saying what people do and where they do it</li> </ul>
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<b>PE – Indoor  (Outdoor in summer)</b>	<p><b><u>INVASION</u></b></p> <p><b>Dodgeball</b> Hand-eye coordination One handed overarm throw Dodging Catching</p>	<p><b><u>FITNESS &amp; HALL ATHLETICS</u></b></p> <p><b>Sportshall athletics</b> Standing long jump, standing triple jump, vertical jump, push throw, relay, foam javelin, speed bounce)</p> <p><b>Fitness</b> Strength Balance Speed Flexibility</p>	<p><b><u>GYMNASTICS</u></b></p> <p><b>Proficiency Award 4</b> <b>Floor exercise</b> Round off, side scale, backward roll straddle, full turn, cartwheel, handstand forward roll, bridge or splits - <b>Vault</b> Squat and through - <b>Wall Apparatus</b></p>	<p><b><u>DANCE</u></b></p> <p><b>Stimulus: Hip-Hop</b> 8 beat count Isolation Breakdancing Freestyle <b>Cypher</b></p>	<p><b><u>NET/SWIMMING</u></b></p> <p><b>Tennis</b> <b>Club visit</b></p> <p><b>Swimming 25m</b></p>	<p><b><u>ORIENTEERING/ADVENTURE</u></b></p> <p><b>Camping</b> <b>Map Reading</b> <b>Photo Orienteering</b> <b>Symbol recognition</b> <b>Compass</b></p>
<b>PE -  Outdoor</b>	<p><b><u>INVASION</u></b></p> <p><b>Rugby 5:1 Football</b> Rules and Tactics</p>	<p><b><u>INVASION</u></b></p> <p><b>2:4 Football: Hockey</b> Rules and Tactics</p>	<p><b><u>INVASION</u></b></p> <p><b>5:1 Netball: Handball</b> Rules and Tactics</p>	<p><b><u>INVASION</u></b></p> <p><b>3:3 Handball: Lacrosse</b> Rules and Tactics</p>	<p><b><u>STRIKE &amp; FIELD/SWIMMING</u></b></p> <p><b>2:4 Danish Longball: Cricket</b> Rules and Tactics</p> <p><b>Swimming 25m</b></p>	<p><b><u>FESTIVAL OF SPORT PRACTISE</u></b></p> <p>Throwing, Catching, Jumping Strength, Stamina, Daily Mile Sprint, Coordination, Agility</p>
<b>21<sup>st</sup> Century Skills</b>	<b>Reason critically</b>	<b>Argue effectively</b>	<b>Think creatively</b>	<b>Work collaboratively</b>	<b>Behave responsibly</b>	<b>Learn effectively</b>

<p><b>The teaching and learning of these skills and attributes is woven throughout the year in all lessons and wider school life.</b></p>	<ul style="list-style-type: none"> <li>• Consider reliability of evidence</li> <li>• Detect bias, opinion and stereotype</li> <li>• Justify opinions and conclusions</li> <li>• Experiment with problem-solving options</li> </ul>	<ul style="list-style-type: none"> <li>• Express a reasoned case</li> <li>• Begin to develop/change position through reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Pose questions that do not have straightforward answers</li> <li>• Challenge routine methods</li> <li>• See opportunities in mistakes and failures</li> <li>• Learn from others' ideas and experiences</li> <li>• Begin to develop value judgements about own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Take on different roles in a group</li> <li>• Take responsibility for part of a task</li> <li>• Help others with their learning</li> <li>• Respond to feedback</li> <li>• Compromising</li> <li>• Accepting and acting on group decisions</li> <li>• Manage own and others' disagreements</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices</li> <li>• Recognise the consequences of own choices on others</li> <li>• Anticipate the feelings of others</li> <li>• Respect the beliefs, attitudes and opinions of others</li> <li>• Begin to recognise and challenge injustice</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate own learning</li> <li>• Compare approaches with others</li> <li>• Become self-directed and more independent</li> <li>• Seek help from a variety of sources</li> <li>• Be confident in knowledge of personal strengths and weaknesses</li> <li>• Identify and act on barriers to learning</li> </ul>
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