


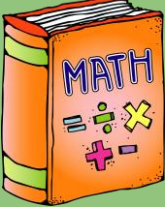






Year 5 Half-Termly Overview - Autumn 1

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





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<p style="text-align: center;">Mathematics</p> 	<p>Maths unit: Place Value</p> <p>Key Learning: To be able to represent numbers to 1,000,000.</p> <p>To be able to read and write numbers to 1,000,000.</p> <p>To be able to count in powers of ten.</p> <p>To be able to count 10, 100, 1,000, 10,000 and 100,000 more or less.</p> <p>To be able to partition numbers to 1,000,000.</p>	<p>Maths unit: Place Value</p> <p>Key Learning: To be able to use a number line to 1,000,000.</p> <p>To be able to compare and order numbers to 100,000.</p> <p>To be able to compare and order numbers to 1,000,000.</p> <p>To be able to round to the nearest 10, 100 or 1,000.</p>	<p>Maths unit: Place Value</p> <p>Key Learning: To be able to round within 100,000.</p> <p>To be able to round within 1,000,000.</p> <p>To be able to use mental strategies to calculate answers.</p> <p>To be able to add whole numbers with more than four digits.</p> <p>To be able to subtract whole numbers with more than four digits.</p>	<p>Maths unit: Addition and Subtraction</p> <p>Key Learning: To be able to round to check my answers.</p> <p>To be able to check strategies using the inverse.</p> <p>To be able to solve multi-step problems involving addition and subtraction.</p> <p>To be able to compare calculations.</p> <p>To be able to identify multiples.</p>	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: To be able to identify common multiples.</p> <p>To be able to identify factors.</p> <p>To be able to identify common factors.</p> <p>To be able to identify prime numbers.</p> <p>To be able to identify square numbers.</p>	<p>Maths unit: Multiplication and Division</p> <p>Key Learning: To be able to identify cube numbers.</p> <p>To be able to multiply by 10, 100 and 1,000.</p> <p>To be able to divide by 10, 100 and 1,000.</p> <p>To be able to multiply using different strategies.</p>
<p style="text-align: center;">Science</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>	<p>Science unit: Earth and Space</p> <p>Key Learning: Trip to the Royal Observatory Greenwich.</p>



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

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<p>DT</p> 	<p>DT Unit: Electrical Systems</p> <p>Key Learning:</p> <p>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. someone. 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>RE</p> 	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To be able to express our own ideas and opinions and define agnosticism, atheism and theism</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To be able to describe what we think God is and the qualities he has.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To understand the meaning of interpretation.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To understand why people believe or do not believe in God.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To understand if there is more bad than good in the world and whether God is responsible.</p>	<p>Key Question: Why do some people think God exists?</p> <p>Key Learning: To explore Jesus' teachings and understand what values mattered to him.</p>
<p>PSHE/RSE</p> 	<p>To nominate roles for the year ahead</p> <p>To deliver a speech and vote democratically to elect roles.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: To understand the benefits of negotiation and compromise.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: To understand what makes a healthy relationship.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: To identify characteristics of passive, assertive and aggressive behaviour.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: To recognise a range of emotional needs and why they are important.</p>	<p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: To understand that online communication can be misinterpreted.</p>
<p>PE</p> 	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To learn how to perform</p>	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To learn how to land</p>	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To learn how to dodge</p>	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To learn how to shoot.</p>	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To learn how to react</p>	<p>PE Unit: Invasion games: netball</p> <p>Key Learning: To play games and</p>

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	<p>a chest, shoulder and bounce pass.</p> <p>Or Swimming Discussion session to prepare for the unit ahead.</p>	<p>when receiving a ball.</p> <p>Or Swimming To practise using a range of strokes effectively.</p>	<p>into space.</p> <p>Or Swimming To practise using a range of strokes effectively.</p>	<p>quickly.</p> <p>Or Swimming To practise using a range of strokes effectively.</p>	<p>apply the basic principles suitable for attacking and defending.</p> <p>Or Swimming To practise using a range of strokes effectively.</p>	
<p>Music</p> 	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To describe the style indicators of a song.</p>	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To describe the structure of a song</p>	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To talk about the voices and instruments within a song.</p>	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To play instrumental parts accurately and in time as part of a performance.</p>	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>	<p>Music Unit: Livin' on a Prayer by Bon Jovi</p> <p>Key Learning: To contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>
<p>MFL</p> 	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To read carefully and show understanding of words, phrases and simple writing</p>	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To engage in conversations by asking and answer questions; express opinions and respond to others</p>	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To present ideas and information orally to a range of audiences.</p>	<p>MFL Unit: Vive le sport! (Our sporting lives)</p> <p>Key Learning: To appreciate stories, songs, poems and rhymes in French.</p>