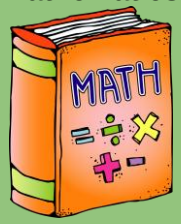
Year 5 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Reading 	**Text:** Poem - Love Letter from Mary Tudor to her Husband, by Brian Moses **Reading Skill:** Word Meaning	**Text:** Poem - Love Letter from Mary Tudor to her Husband, by Brian Moses **Reading Skill:** Word Meaning	**Text:** Fiction - The House with Chicken Legs, by Sophie Anderson **Reading Skill:** Inference	**Text:** Fiction - The House with Chicken Legs, by Sophie Anderson **Reading Skill:** Inference	**Text:** Fiction - The Wizards of Once, by Cressida Cowell **Reading Skill:** Prediction	**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
English- Writing 	**Text:** Narrative - The Chocolate Tree by Linda Lowery and Richard Keep **Reading Skill:** To plan and write a Maya folktale.	**Text:** Narrative - The Chocolate Tree by Linda Lowery and Richard Keep **Reading Skill:** To plan and write a Maya folktale.	**Text:** Narrative - The Chocolate Tree by Linda Lowery and Richard Keep **Reading Skill:** To plan and write a Maya folktale.	**Text:** Non-fiction - Food and Fair Trade by Paul Mason **Reading Skill:** To write an informative leaflet about Fair Trade.	**Text:** Non-fiction - Food and Fair Trade by Paul Mason **Reading Skill:** To write an informative leaflet about Fair Trade.	**Text:** Non-fiction - Food and Fair Trade by Paul Mason **Reading Skill:** To write a persuasive letter.	**Text:** Non-fiction - Food and Fair Trade by Paul Mason **Reading Skill:** To write a persuasive letter.
English- GPS 	**Grammar:** fronted adverbials **spelling rule:** Numeral bases	**Grammar:** ISPACE openers. **spelling rule:** Numeral bases	**Grammar:** direct speech **spelling rule:** Numeral bases	**Grammar:** apostrophes for contractions **spelling rule:** aut/auto	**Grammar:** apostrophes for possession **spelling rule:** fact/fect/face/fice	**Grammar:** complex sentences **spelling rule:** fact/fect/face/fice	**Grammar:** modal verbs **spelling rule:** fact/fect/face/fice

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Mathematics 	**Maths unit:** Multiplication and Division **Key Learning:** Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Identify multiples of 10, 100 and 1000. Identify multiples and factors.	**Maths unit:** Multiplication and Division **Key Learning:** Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Identify multiples of 10, 100 and 1000. Identify multiples and factors.	**Maths unit:** Multiplication and Division **Key Learning:** Investigate prime numbers. Multiply and divide using derived facts. Use written methods to multiply and divide. Use a range of mental calculation strategies.	**Maths unit:** Multiplication and Division **Key Learning:** Investigate prime numbers. Multiply and divide using derived facts. Use written methods to multiply and divide. Use a range of mental calculation strategies.	**Maths unit:** Perimeter and area **Key Learning:** Investigate the perimeter of rectangles. Investigate the area of rectangles. Investigate the perimeter and area of rectilinear shapes	**Maths unit:** Perimeter and area **Key Learning:** Investigate area of rectilinear shapes. Investigate the perimeter of rectilinear shapes. Estimate the area of non rectilinear shapes.	**Maths unit:** Perimeter and area **Key Learning:** Investigate area of rectilinear shapes. Estimate the area of non rectilinear shapes. Solve problems involving rectilinear and non rectilinear shapes and their perimeter and area. .
Science 	**Science unit:** Earth and Space **Key Learning:** To use a model to understand how our position in the solar system impacts life on Earth.	**Science unit:** Earth and Space **Key Learning:** To conduct research to explore the objects that orbit the Sun (part 1).	**Science unit:** Earth and Space **Key Learning:** To conduct research to explore the objects that orbit the Sun (part 2).	**Science unit:** Earth and Space **Key Learning:** To use a model to explore how we get night and day.	**Science unit:** Earth and Space **Key Learning:** To observe how shadows change throughout the day.	**Science unit:** Earth and Space **Key Learning:** Revision of key learning from the unit.	**Science unit:** Earth and Space **Key Learning:** Revision of key learning from the unit.

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Computing 	**Computing unit:** Online Safety **Key Learning:** To understand how apps can access personal information and how to alter the permissions.	**Computing unit:** Programming: Music **Key Learning:** I can create a program that plays music from a given genre.	**Computing unit:** Programming: Music **Key Learning:** I can plan a soundtrack program for a specific film genre.	**Computing unit:** Programming: Music **Key Learning:** I can program a soundtrack for a specific genre in Scratch.	**Computing unit:** Programming: Music **Key Learning:** I can debug and evaluate a soundtrack program.	**Computing unit:** Programming: Music **Key Learning:** I can debug and evaluate a soundtrack program.	**Computing unit:** Programming: Music **Key Learning:** I am aware of the positive and negative aspects of online communication.
History  **Geography** 	**History unit:** The Maya **Key Learning:** To be able to describe how the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive.	**History unit:** The Maya **Key Learning:** To be able to compare the differences and similarities between the Maya civilisation and England between the 8th and 10th centuries	**Geography unit:** Fair Trade **Key Learning:** To explain what trade is and some of the key places the UK trades with.	**Geography unit:** Fair Trade **Key Learning:** To explain where some of our key food items come from.	**Geography unit:** Fair Trade **Key Learning:** To identify key trade routes on a map.	**Geography unit:** Fair Trade **Key Learning:** To explore the environmental impact of trading goods.	**Geography unit:** Fair Trade **Key Learning:** To present data collected, discuss results and what we can conclude from them. Post Task.

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Art 	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos To explore the purpose and effect of imagery.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos To understand and explore decision making in creative processes.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos Discuss how artists create work with the intent to create an impact on the viewer.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos Discuss how artists create work with the intent to create an impact on the viewer.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos To apply an understanding of drawing processes to revisit and improve ideas.	**Art Focus:** Drawing **Key Learning:** Artist study Frida Carlos To apply an understanding of drawing processes to revisit and improve ideas.
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 (part 1)	**Key Question:** Why do some people think God exists? **Key Learning:** To explore how Jesus' parables and stories about forgiveness teach Christians today (part 2).	**Key Question:** Why do some people think God exists? **Key Learning:** To explain what Jesus' teachings tell us about some of the problems that people face today.	**Key Question:** Why do some people think God exists? **Key Learning:** To recount the nativity story.	**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.

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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:** Netball The focus of the learning is, on using passing and moving skills, Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to allow pupils to explore the function of other passes. Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to develop pupils' ability to effectively use a range of passes. Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to develop pupils' knowledge and understanding of defending and how this is applied during a game, to prevent attacking opportunities. Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to develop pupils' ability to apply a range of attacking and defensive tactics into their games. Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. Swimming **Key Learning:** To practise using a range of strokes effectively.	**PE Unit:** Netball The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. With a focus on officiating and managing a team. Swimming **Key Learning:** To practise using a range of strokes effectively.

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Music 	**Music Unit:** Classroom Jazz **Key Learning:** Listening and appraising the song.	**Music Unit:** Classroom Jazz **Key Learning:** To describe the style indicators of a song.	**Music Unit:** Classroom Jazz **Key Learning:** Introducing instruments to our song.	**Music Unit:** Classroom Jazz **Key Learning:** Improvising	**Music Unit:** Classroom Jazz **Key Learning:** Composing	**Music Unit:** Classroom Jazz **Key Learning:** Performing	**Music Unit:** Classroom Jazz **Key Learning:** Evaluating
MFL 	**MFL Unit:** Space exploration- in French **Key Learning:** Pre-task	**MFL Unit:** Space exploration- in French **Key Learning:** To identify keywords, phrases and ideas from spoken French.	**MFL Unit:** Space exploration- in French **Key Learning:** To apply knowledge of noun and adjective agreement to create metaphors in French.	**MFL Unit:** Space exploration- in French **Key Learning:** To make comparisons in French.	**MFL Unit:** Space exploration- in French **Key Learning:** To develop understanding of the rules of adjectival agreement.	**MFL Unit:** Space exploration- in French **Key Learning:** To form questions in order to ask for information about alien planets.	**MFL Unit:** Space exploration- in French **Key Learning:** Post-task