


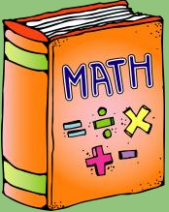






Year 5 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English- Reading 	<p>Text: SeaWorld Decides to Stop Killer Whale Breeding Program</p> <p>Reading Skill Relationship</p>	<p>Text: Fiction - The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Reading Skill: Inference</p>	<p>Text: Fiction - The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Reading Skill: Inference</p>	<p>Text: Fiction - The Jamie Drake Equation by Christopher Edge</p> <p>Reading Skill: Retrieval</p>	<p>Text: Fiction - The Jamie Drake Equation by Christopher Edge</p> <p>Reading Skill: Retrieval</p>
English- Writing 	<p>Text: Elizabeth- The Magic Box Henry- In Flanders Field Victoria- Tin can Band</p> <p>Key focus: To explore and perform a poem looking at different aspects of a performance.</p>	<p>Text: The Highwayman by Alfred Noyes</p> <p>Key focus: To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p>Text: The Highwayman by Alfred Noyes</p> <p>Key focus: To write a diary entry in the persona of either Tim or Bess from the poem.</p>	<p>Text: Treason by Berlie Doherty</p> <p>Key focus: To write a poem based on the sea, that conveys a mood.</p>	<p>Text: Treason by Berlie Doherty</p> <p>Key focus: To write a character description of Henry VIII.</p>
English- GPS 	<p>Grammar: To use the correct punctuation for direct speech.</p> <p>spelling rule: Homophones</p>	<p>Grammar: To write in the first person.</p> <p>spelling rule: -ant, -ance, -ancy</p>	<p>Grammar: To write consistently in the past tense.</p> <p>spelling rule: -ent, -ence, -ency</p>	<p>Grammar: To write in the present tense for effect (when writing poetry).</p> <p>spelling rule: -able, -ably</p>	<p>Grammar: To use relative clauses to add information about nouns.</p> <p>spelling rule: -ible, -ibly</p>





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<p>Mathematics</p> 	<p>Maths unit: Fractions and percentages</p> <p>Key Learning: Adding and subtracting fractions with the same denominator</p> <p>Adding and subtracting fractions with denominators that are multiples of the same number</p> <p>Adding and subtracting fractions, including improper fractions</p> <p>Multiplying a fraction by a whole number</p>	<p>Maths unit: Fractions and percentages</p> <p>Key Learning: Multiplying a mixed number by a whole number</p> <p>Fractions of quantities</p> <p>Solving problems involving fractions of a quantity</p> <p>Relating percentage to 'number of parts per hundred'</p>	<p>Maths unit: Fractions and percentages</p> <p>Key Learning: Relating percentages, decimals and fractions</p> <p>Using percentage to describe proportions of a set of any size</p> <p>Identifying percentage of amounts</p> <p>Using percentage to compare</p>	<p>Maths unit: Transformations</p> <p>Key Learning: Translating shapes and identifying congruency</p> <p>Describing positions on a 2-D grid as coordinates</p> <p>Using coordinates in all four quadrants to describe translation</p>	<p>Maths unit: Transformations</p> <p>Key Learning: Using coordinates in all four quadrants to describe translation of polygons</p> <p>Identifying, describing and representing position on a grid following reflection</p> <p>Identifying, describing and representing position using coordinates following reflection</p>
<p>Science</p> 	<p>Science unit: Forces</p> <p>Key Learning: To identify the effect of water resistance</p>	<p>Science unit: Forces</p> <p>Key Learning: To identify the effect of water resistance</p>	<p>Science unit: Forces</p> <p>Key Learning: To identify and classify gears, pulleys and levers.</p>	<p>Science unit: Forces</p> <p>Key Learning: To identify and classify gears, pulleys and levers.</p>	<p>Science Week: Changing and adapting</p> <p>Key Learning: To make observations of changes over time</p>



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<p style="text-align: center;">Computing</p> 	<p>Computing unit: Programming: BBC Micro:bit</p> <p>Key Learning: To explore the micro:bit and understand how to connect and test simple programs on a physical device.</p>	<p>Computing unit: Programming: BBC Micro:bit</p> <p>Key Learning: To plan and create a simple animation.</p>	<p>Computing unit: Programming: BBC Micro:bit</p> <p>Key Learning: To create a program for the micro:bit using input, variables and conditions.</p>	<p>Computing unit: Programming: BBC Micro:bit</p> <p>Key Learning: To create a real-world program using a sensor, input and a conditional statement</p>	<p>Computing unit: Programming: BBC Micro:bit</p> <p>Key Learning: To evaluate and improve a program through testing and debugging.</p>
<p style="text-align: center;">History</p>  <p style="text-align: center;">Geography</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: To use primary and secondary sources to evaluate crime and punishment in the Victorian era.</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: To explain how the police force has developed over time, referring to what has changed and what has stayed the same.</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: What are crime and punishment like today compared with the past?</p>	<p>History unit: Crime and punishment</p> <p>Key Learning: End of unit assessment Post learning task and mindmap Pre unit Geography</p>	<p>Geography unit: North America</p> <p>Key Learning: What are the key features of the UK and my region? (Recap)</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Sculpture and 3D – Interactive installations</p> <p>Key Learning: To understand who Yayoi Kusama is and explore her use of repetition and pattern.</p>	<p>Art Focus: Sculpture and 3D – Interactive installations</p> <p>Key Learning: To analyse large-scale sculptural work and experiment with pattern combinations.</p>	<p>Art Focus: Sculpture and 3D – Interactive installations</p> <p>Key Learning: To design a large-scale flower sculpture inspired by Kusama.</p>	<p>Art Focus: Sculpture and 3D – Interactive installations</p> <p>Key Learning: To construct a stable large-scale flower sculpture.</p>	<p>Art Focus: Sculpture and 3D – Interactive installations</p> <p>Key Learning: To create an interactive installation in the style of Yayoi</p>

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DT 	DT Unit: Structures - Bridges Key Learning: To use triangles to create a truss bridge that can support a load. To explore and identify ways to make a structure stronger by reinforcing it with supporting shapes. To use a saw safely to cut wood accurately. To evaluate ideas and products against a design criteria. To consider the views of others to improve work.				
RE 	Key Question: If God is everywhere, why go to a place of worship? Key Learning: To explain what places of worship, mean to believers.	Key Question: If God is everywhere, why go to a place of worship? Key Learning: To reflect upon the significance of music in religious worship and ceremonies.	Key Question: If God is everywhere, why go to a place of worship? Key Learning: To explain what praying is and why people pray.	Key Question: If God is everywhere, why go to a place of worship? Key Learning: To explain the significant role that churches play in the community.	Key Question: If God is everywhere, why go to a place of worship? Key Learning: To explain the significance of the cross in Christianity.
PSHE/RSE 	PSHE Unit: Rights and Responsibilities Key Learning: To recognise bias reporting and know that I need to think critically about the things I read.	PSHE Unit: Rights and Responsibilities Key Learning: To explain the work that different voluntary groups do.	PSHE Unit: Rights and Responsibilities Key Learning: To recognise the difference between rights, responsibilities and duties.	PSHE Unit: Rights and Responsibilities Key Learning: To recognise what influences decision making when spending money.	PSHE Unit: Rights and Responsibilities Key Learning: To describe what the law is, the reason for laws and who is responsible for making the laws.
PE 	PE Unit: Dodgeball Key Learning: To develop pupils' understanding of why we might block a ball thrown towards us during a game	PE Unit: Dodgeball Key Learning: To consolidate pupils' catching and understanding of why we need to catch during a game.	PE Unit: Dodgeball Key Learning: To consolidate pupils' understanding and application of where we throw and why we	PE Unit: Dodgeball Key Learning: To explore basic attacking tactics applying them into game situations.	PE Unit: Dodgeball Key Learning: To explore basic defensive tactics applying them into game situations.

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	<p>Or Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Gymnastics: Flight</p> <p>Key Learning: To apply 'excellent gymnastics' when exploring jumps to generate flight.</p>	<p>Or Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Gymnastics: Flight</p> <p>Key Learning: To develop an understanding of jumping while applying 'excellent gymnastics'.</p>	<p>need to throw with accuracy and power.</p> <p>Or Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Gymnastics: Flight</p> <p>Key Learning: To consolidate an understanding of jumping while applying 'excellent gymnastics'.</p>	<p>Or Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Gymnastics: Flight</p> <p>Key Learning: To consolidate an understanding of using jumps on the apparatus to form sequences in canon and unison.</p>	<p>Or Swimming</p> <p>Key Learning: To practise using a range of strokes effectively.</p> <p>PE Unit (2): Gymnastics: Flight</p> <p>Key Learning: To refine an understanding of using jumps on the apparatus to form sequences in canon and unison that include a change of level and direction.</p>
<p>Music</p> 	<p>Music Unit: Decoding sound and notation</p> <p>Key Learning: To listen carefully to different pieces of music and identify their key features, purpose, and emotional impact.</p>	<p>Music Unit: Decoding sound and notation</p> <p>Key Learning: To read and play notated melodies accurately using classroom instruments</p>	<p>Music Unit: Decoding sound and notation</p> <p>Key Learning: To explore musical contrasts such as dynamics, tempo changes, and note articulation.</p>	<p>Music Unit: Decoding sound and notation</p> <p>Key Learning: To compare pieces of music, discussing similarities and differences in style and structure</p>	<p>Music Unit: Decoding sound and notation</p> <p>Key Learning: To work collaboratively to perform melodies and instrumental parts with control and expression</p>
<p>MFL</p> 	<p>MFL Unit: French- Speaking world.</p> <p>Key Learning:</p>	<p>MFL Unit: French- Speaking world.</p> <p>Key Learning:</p>	<p>MFL Unit: French- Speaking world.</p> <p>Key Learning:</p>	<p>MFL Unit: French- Speaking world.</p> <p>Key Learning:</p>	<p>MFL Unit: French- Speaking world.</p> <p>Key Learning:</p>



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	To recognise, read and respond to directional language.	To read and give directions in French	Key Learning: To identify features of countries in the French-speaking world. and basic language structures.	To investigate climate data from the French-speaking world using authentic materials.	To ask and answer questions about different countries in the French-speaking world.
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