


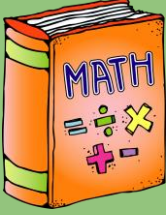








## Year 5 Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text:</b> Fiction - The Jamie Drake Equation by Christopher Edge  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Poetry - Once Upon a Star by James Carter  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Non-fiction information text - Harry Houdini by Laura Lodge  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Non-fiction information text - Harry Houdini by Laura Lodge  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Fiction - The Nowhere Emporium by Ross MacKenzie  <b>Reading Skill:</b> Inference	<b>Text:</b> Non-fiction information text - Plague! by John Farndon  <b>Reading Skill:</b> Retrieval
<b>English-Writing</b> 	<b>Text:</b> Holes  <b>Key focus:</b> To write an informal letter.	<b>Text:</b> Holes  <b>Key focus:</b> To write an informal letter.	<b>Text:</b> Holes  <b>Key focus:</b> To plan and write a formal persuasive letter.	<b>Text:</b> Holes  <b>Key focus:</b> To plan and write a formal persuasive letter.	<b>Text:</b> Holes  <b>Key focus:</b> To plan and write a formal persuasive letter.	<b>Text:</b> Holes  <b>Key focus:</b> To write an adaptation of a narrative story.
<b>English- GPS</b> 	<b>Grammar:</b> Vocabulary and word classes.  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Informal writing: using contractions and vocabulary choices.  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Using a range of cohesive devices within and across paragraphs.  <b>Spelling rule:</b> Adding suffixes to words ending in -fer	<b>Grammar:</b> Using semi-colons to mark the boundary between two main clauses.  <b>Spelling rule:</b> Adding suffixes to words ending in -fer	<b>Grammar:</b> Subject-verb agreement  <b>Spelling rule:</b> Silent letters	<b>Grammar:</b> Using powerful adjectives and verbs.  <b>Spelling rule:</b> -ate, -ise and -ify word endings
<b>Mathematics</b> 	<b>Maths unit:</b> Statistics  <b>Key Learning:</b> Reading and interpreting tables.	<b>Maths unit:</b> Geometry: shape  <b>Key Learning:</b> Reading and interpreting timetables.	<b>Maths unit:</b> Geometry: shape  <b>Key Learning:</b> Measuring angles in degrees.	<b>Maths unit:</b> Geometry: shape  <b>Key Learning:</b> Calculating angles around a point.	<b>Maths unit:</b> Geometry: position and direction decimals  <b>Key Learning:</b> Identifying properties of 3D shapes.	<b>Maths unit:</b> Geometry: position and direction decimals  <b>Key Learning:</b> Translating shapes from given coordinates.



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	Reading and interpreting two-way tables.	Understanding and using degrees.  Classifying angles.  Estimating angles.	Drawing lines and angles accurately.  Calculating angles on a straight line.	Calculating missing lengths and angles in shapes.  Identifying regular and irregular polygons.	Reading and plotting coordinates on a grid.  Problem solving with coordinates.  Translating shapes.	Identifying lines of symmetry in 2D shapes.  Reflecting with coordinates.  Using known facts to add and subtract decimals within 1.
<b>Science</b> 	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> Pre-learning task and investigation of our new topic's knowledge organiser.	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> To describe the human life cycle.	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> To understand how a foetus develops in the womb.	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> To describe what happens when I am a teenager.	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> To describe what happens when I become a senior.	<b>Science unit:</b> Animals including humans  <b>Key Learning:</b> Post learning task and consolidation of learning.
<b>Computing</b> 	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To plan an interactive adventure game.	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To create text describing the locations or situations in a game.	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To locate appropriate images for an adventure game.	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To create hyperlinks between the slides of the game.	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To record and add audio to a game.	<b>Computing unit:</b> We are Adventure Gamers.  <b>Key Learning:</b> To review and give feedback on others' adventure games.
<b>Geography</b> 	<b>Geography unit:</b> North America  <b>Key Learning:</b> To identify and show the location of key	<b>Geography unit:</b> North America  <b>Key Learning:</b> To compare Canada, USA and Mexico using	<b>Geography unit:</b> North America  <b>Key Learning:</b> To use maps and atlases to identify the regions	<b>Geography unit:</b> North America  <b>Key Learning:</b> To explain and compare the main economic activity	<b>Geography unit:</b> North America  <b>Key Learning:</b> To name the physical features of a river and	<b>Geography unit:</b> North America  <b>Key Learning:</b> To name the features of a mountain and compare



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	geographical features and landmarks within the UK and my region.	geographical vocabulary	and states of the USA	in different states in the Western United States.	compare the Colorado River with the Thames.	the Rocky Mountains with mountains in the UK.
<b>Art</b> 	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> Artist Study: Friedensreich Hundertwasser	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> Artist Study: Friedensreich Hundertwasser	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> To apply an understanding of architecture to design a building. To extend design ideas through research and sketchbook use.	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> To apply observational drawing skills to interpret forms accurately.	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> To apply composition skills to develop a drawing into print.	<b>Art Focus:</b> Craft and Design  <b>Key Learning:</b> To explore and evaluate the intention of a design.
<b>DT</b> 	<b>DT Unit:</b> Food - What could be healthier? <b>Key Learning:</b> To explain how ingredients are reared and processed. To make adaptations to design a recipe. To evaluate nutritional content. To practise food preparation skills. To design a product label. To follow and make an adapted recipe.					
<b>RE</b> 	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key Learning:</b> To describe the five pillars of Islam and make connections with Muslim beliefs.	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key Learning:</b> To describe the key belief of Shahadah and how it affects the life of Muslims.	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key learning:</b> Inset day	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key Learning:</b> Bank holiday	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key Learning:</b> To explore the significance of prayer to Muslims.	<b>Key Question:</b> What does it mean to be a Muslim in Britain?  <b>Key Learning:</b> To explain how Zakat (charity) is important to Muslims.

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<p><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key Learning:</b> To explain what is meant by being part of a community.</p>	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key Learning:</b> To identify people who are responsible for helping me keep healthy and safe.</p>	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key Learning:</b> Inset day</p>	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key learning:</b> To identify strengths and talents.</p>	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key Learning:</b> To recognise the importance of first aid.</p>	<p><b>PSHE Unit:</b> Being My Best</p> <p><b>Key Learning:</b> To explain when first aid may be needed and how to respond in certain situations.</p>
<p><b>PE</b></p> 	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To develop an understanding of how a game of tennis can be won using a racket. Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To explore what makes an effective team with the focus on cooperation and</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To continue to develop racket technique, exploring a new shot (the volley). Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To explore what makes an effective team with the focus on communication.</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To develop the volley shot, thinking about where we hit the ball and why we are hitting it there. Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To explore what makes an effective team with the focus on collaboration and</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To explore how to control the game from the beginning (serve) by thinking about how and where to serve. Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To learn why motivating each other is important when working in a team.</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To explore how the game changes when played in pairs (doubles). Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To explore what makes an effective team with the focus on collaboration and</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> To bring together the sequence of learning to participate in a tournament. Or</p> <p><b>PE Unit:</b> Swimming</p> <p><b>Key Learning:</b> To practise using a range of strokes effectively.</p> <p><b>PE Unit (2):</b> Problem solving</p> <p><b>Key Learning:</b> To explore what makes an effective team with the focus on collaboration and communication.</p>

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	responsibility.		communication.		communication.	To learn why motivating each other is important when working in a team in an unfamiliar environment.
<b>Music</b> 	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> Listening and appraising the song.	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> To identify the structure of the song.	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> To recognise the style indicators of Motown when listening to songs of the genre.	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> Improvising	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> Composing	<b>Music Unit:</b> Dancing in The Streets by Martha and The Vandellas.  <b>Key Learning:</b> Performing
<b>MFL</b> 	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To recognise and act out different weather phrases.	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To identify the different months of the year and organise these to the correct season.	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To practise the 'i' sounds in French.	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To listen and respond to a French song about Spring.	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To create a song or poem inspired by Spring.	<b>MFL Unit:</b> Le retour du printemps (The return of spring)  <b>Key Learning:</b> To perform a song or poem inspired by Spring.