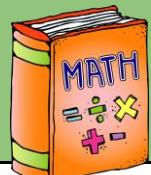




## Year 5 Half-Termly Overview - Spring 1



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text:</b> Fiction - The Wolf Wilder by Katherine Rundell  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Fiction - The Wolf Wilder by Katherine Rundell  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Fiction - The Wolves of Willoughby Chase by Joan Aiken  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Fiction - The Wolves of Willoughby Chase by Joan Aiken  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Fiction- Whale boy By Nicola Davies  <b>Reading Skill:</b> Word choice	<b>Text:</b> Fiction- Whale boy By Nicola Davies  <b>Reading Skill:</b> Word choice
<b>English-Writing</b> 	<b>Text:</b> Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk  <b>Key focus:</b> To plan and write an autobiography.	<b>Text:</b> Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk  <b>Key focus:</b> To plan and write an autobiography.	<b>Text:</b> Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk  <b>Key focus:</b> To plan and write an autobiography.	<b>Text:</b> Nelson Mandela: Long Walk to Freedom by Nelson Mandela and Chris Van Wyk  <b>Key focus:</b> To plan and write an autobiography.	<b>Text:</b> Edward Lear – The Jumblies/ limericks  <b>Key focus:</b> To plan and write a piece of poetry.	<b>Text:</b> Edward Lear – The Jumblies/ limericks  <b>Key focus:</b> To plan and write a piece of poetry.
<b>English-GPS</b> 	<b>Grammar:</b> Using tenses accurately  <b>spelling rule:</b> -tious suffix	<b>Grammar:</b> Using cohesive devices, notably time conjunctions  <b>spelling rule:</b> -cial suffix	<b>Grammar:</b> Using apostrophes (for possession and omission)  <b>spelling rule:</b> -tial suffix	<b>Grammar:</b> Using dialogue accurately to show characterisation and advance the action  <b>spelling rule:</b> Homophones	<b>Grammar:</b> Using formal language accurately.  <b>spelling rule:</b> Homophones	<b>Grammar:</b> Using commas to clarify meaning.  <b>spelling rule:</b> Homophones
<b>Mathematics</b> 	<b>Maths unit:</b> Fractions and decimals  <b>Key Learning:</b> Recognise different interpretations of	<b>Maths unit:</b> Fractions and decimals  <b>Key Learning:</b> Read and write fractions as decimals	<b>Maths unit:</b> Fractions and decimals  <b>Key Learning:</b> Recognise mixed numbers and	<b>Maths unit:</b> Angles  <b>Key Learning:</b> Classify, compare and order angles	<b>Maths unit:</b> Angles  <b>Key Learning:</b> Measure and draw reflex angles	<b>Maths unit:</b> Beginning fractions and percentages  <b>Key Learning:</b>

## Year 5 Half-Termly Overview - Spring 1

	fractions Represent fractions Identify, name and write equivalent fractions Equivalent tenths and hundredths	Relate thousandths to tenths and hundredths Compare and order fractions Compare and order fractions and decimals	improper fractions Read, write and order numbers with up to three decimal places Round decimals Solve problems involving fractions and division	Measure angles using a protractor Draw angles using a protractor Know that angles at a point are equal to $360^\circ$	Identify angles at a point on a straight line total $180^\circ$ Investigate angles at a point within shapes Investigate angles within shapes	Add and subtract fractions with the same denominator Add and subtract fractions with denominators that are multiples of the same number Add and subtract fractions, including improper fractions
<b>Science</b> 	<b>Science unit:</b> Forces  <b>Key Learning:</b> To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects.	<b>Science unit:</b> Forces  <b>Key Learning:</b> To be able to identify the effect of friction between moving surfaces.	<b>Science unit:</b> Forces  <b>Key Learning:</b> To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables.	<b>Science unit:</b> Forces  <b>Key Learning:</b> To be able to identify the effect of air resistance.	<b>Science unit:</b> Forces  <b>Key Learning:</b> To be able to identify the effect of water resistance.	<b>Science unit:</b> Forces  <b>Key Learning:</b> To identify and classify gears, pulleys and levers.
<b>Computing</b> 	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> Recap on prior learning and introduce topic	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> To identify how and why data is collected from space.	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> To read and calculate numbers using binary code.	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> To identify computer architecture of the Mars Rovers	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> To Use simple operations to calculate bit patterns	<b>Computing unit:</b> Data handling: Mars Rover  <b>Key Learning:</b> To represent binary as text.

## Year 5 Half-Termly Overview - Spring 1

<b>History</b> 	<b>History unit:</b> Crime and Punishment  <b>Key Learning:</b> To be able to use a timeline to show how crime and punishment has changed overtime.	<b>History unit:</b> Crime and Punishment  <b>Key Learning:</b> To be able to explain how Roman law has impacted today's justice system.	<b>History unit:</b> Crime and Punishment  <b>Key Learning:</b> To be able to interpret sources to understand more about crime and punishment in Anglo-Saxon times.	<b>History unit:</b> Crime and Punishment  <b>Key Learning:</b> To be able to identify the changes in crime and punishment that occurred during the Tudor period and explain why.	<b>History unit:</b> Crime and punishment  <b>Key Learning:</b> To interpret sources of evidence about the Pendle Witch Trials and explore their reliability.	<b>History unit:</b> Crime and punishment  <b>Key Learning:</b> To use primary and secondary sources to evaluate crime and punishment in the Victorian era.
	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> Artist Study: Njideka Akunyili Crosby	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To create portrait line drawings.	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To experiment with different materials and techniques.	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To apply knowledge and skills to create a mixed media portrait.	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To apply knowledge and skills to create a mixed media portrait.	<b>Art Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To evaluate the effectiveness of artistic choices made during the creative process.
<b>RE</b> 	<b>Key Question:</b> If God exists everywhere, why go to a place of worship?  <b>Key Learning:</b> To compare Christian churches.	<b>Key Question:</b> If God exists everywhere, why go to a place of worship?  <b>Key Learning:</b> To compare Hindu worship at home and at the mandir.	<b>Key Question:</b> If God exists everywhere, why go to a place of worship?  <b>Key Learning:</b> To compare Hindu worship at home and at the mandir.	<b>Key Question:</b> If God exists everywhere, why go to a place of worship?  <b>Key Learning:</b> To compare Jewish synagogues.	<b>Key Question:</b> If God exists everywhere, why go to a place of worship?  <b>Key Learning:</b> To explore the importance of people in a place of worship.	<b>Key Question:</b> If God is everywhere, why go to a place of worship?  <b>Key Learning:</b> To explain what places of worship mean to believers.

## Year 5 Half-Termly Overview - Spring 1

<b>PSHE/RSE</b>  <p><b>PSHE Unit:</b> Keeping Myself Safe <b>Key Learning:</b> To explain what habits are the effect of having them.</p>	<p><b>PSHE Unit:</b> Keeping Myself Safe <b>Key Learning:</b> To explain strategies to deal with both face-to-face and online bullying.</p>	<p><b>PSHE Unit:</b> Keeping Myself Safe <b>Key Learning:</b> To explain strategies to deal with both face-to-face and online bullying.</p>	<p><b>PSHE Unit:</b> Keeping Myself Safe <b>Key Learning:</b> To understand what a dare is and how to respond appropriately.</p>	<p><b>PSHE Unit:</b> Keeping Myself Safe <b>Key Learning:</b> To understand the risks and effects of smoking and the impact it can have on health.</p>	<p><b>PSHE Unit:</b> Rights and Responsibilities <b>Key Learning:</b> To recognise bias reporting and know that I need to think critically about the things I read.</p>
<b>PE</b>  <p><b>PE Unit:</b> Basketball <b>Key Learning:</b> The focus of the learning is to develop dribbling to keep control and possession of the ball.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To explore the social divide and prejudices that existed in the 19th century through movement.</p>	<p><b>PE Unit:</b> Basketball <b>Key Learning:</b> The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To demonstrate a greater understanding of the prejudices in society in the 19th century and portray this through movement and characterisation.</p>	<p><b>PE Unit:</b> Basketballs <b>Key Learning:</b> The focus of the learning is to develop shooting, applying this into game situations.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To create movements that represent a variety of different circus performers.</p>	<p><b>PE Unit:</b> Basketball <b>Key Learning:</b> The focus of the learning is for pupils to refine their attacking skills, demonstrating a clear understanding of when, where and why they apply these skills during a game.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To distinguish between the different performers through clear movements and expression.</p>	<p><b>PE Unit:</b> Basketball <b>Key Learning:</b> The focus of the learning is for pupils to refine their defending (marking) skills by applying defensive tactics during a game to prevent attacking opportunities.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To consolidate performances utilising props and apparatus to extend characterisation and expression.</p>	<p><b>PE Unit:</b> Basketball <b>Key learning:</b> The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>PE Unit (2):</b> Dance: The Circus <b>Key Learning:</b> To consolidate performances utilising props and apparatus to extend characterisation and expression.</p>

## Year 5 Half-Termly Overview - Spring 1

	Or <b>PE Unit (2):</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.	Or <b>PE Unit (2):</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.	Or <b>PE Unit (2):</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.	Or <b>PE Unit (2):</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.	Or <b>PE Unit (2):</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.	Or <b>PE Unit (2)</b> Swimming  <b>Key Learning:</b> To practise using a range of strokes effectively.
<b>Music</b> 	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Introduction to YuStudio and Spooky Story Concepts	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Melody Creation and Storyboarding.	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Drums, Bass and Rhythmic Development	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Story Writing and Integrating Music	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Recording, Mixing and Adding FX	<b>Music Unit:</b> Sounds Dramatic  <b>Key Learning:</b> Performance, Sharing and Reflection
<b>MFL</b> 	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> Recap on prior learning and introduce topic.	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> To build numbers and prices confidently in French.	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> To name different foods in French and notice patterns in sounds.	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> To be able to join in with and perform a short repetitive story using voice actions to communicate to an audience.	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> To be able to use vocabulary to describe a quantity of different food nouns.	<b>MFL Unit:</b> Shopping in France  <b>Key Learning:</b> To be able to explore and understand an authentic French text.