

Yearly Overview

Year 5

2018-2019

	<u>Autumn</u>	
	First Half	Second Half
Topic	Business and Enterprise	Crime and Punishment
Hook	Careers morning.	Crime scene
Challenges	Healthy food tuck shop.	Create a "Horrible History" style video
Links to British Values	<ul style="list-style-type: none"> - To understand how to show and apply the qualities of mutual respect. - To understand how to accept others views and build on teamwork skills. 	<ul style="list-style-type: none"> - To understand the rule of law - To understand how to apply individual liberty - To understand how to show and apply the qualities of mutual respect
Trips and theme day	Careers morning.	Crime scene day Remembrance day Guy Fawkes
Texts	The viewer The Memorial	Rose Blanche
English objectives: Writing (including GPS):	<u>To inform</u> <ul style="list-style-type: none"> - To understand how to use a wide range of devices to build cohesion within and across paragraphs. - To understand how to use further organisational and presentational devices to structure texts and to guide the reader. - To understand the audience for and purpose of the writing using other writing examples. - To understand how to note and develop initial ideas drawing on research. 	<u>To inform:</u> (Newspaper report on crime scene) <ul style="list-style-type: none"> - To distinguish between statements of fact and opinion. - Identifying the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for their own - Using further organisation and presentational devices to guide the reader
Reading:	<u>To entertain</u> <ul style="list-style-type: none"> - To understand how to identify and discuss themes. - To can understand how to discuss and evaluate how authors use language and the impact on the reader. - To understand how to draft and write narratives. <u>To discuss</u> <ul style="list-style-type: none"> - I can participate in discussions about a book. 	<u>To persuade:</u> (Guy Fawkes) <ul style="list-style-type: none"> - To select appropriate grammar and vocabulary (understanding how such choices can change and enhance meaning) - To use a wide range of devices to build cohesion within and across paragraphs. - To use modal verbs or adverbs to indicate degrees of possibility. <u>To entertain</u> (Narrative based on the story of Rose Blanche) <ul style="list-style-type: none"> - To identify and discuss themes and conventions within a text. - To draw inferences (characters thoughts, feelings and motives). - To describe settings, characters and atmosphere.

Yearly Overview

Year 5

2018-2019

	<ul style="list-style-type: none">- I can understand how to perform my own work with confidence, changing the tone of my voice. <p><u>To persuade</u></p> <ul style="list-style-type: none">- To understand the audience for and purpose of the writing using other writing examples.- To understand how to evaluate and edit the effectiveness of their own and others writing.- To understand how to draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.	<ul style="list-style-type: none">- To use dialogue to convey character and advance the action.- To use expanded noun phrases.- To use a range of sentence starters to engage the reader. <p><u>To discuss</u> (Jews/Nazis)</p> <ul style="list-style-type: none">- To ask relevant questions to improve understanding.- To consider and evaluate different viewpoints, building on the contributions of others.- To be able to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.- To articulate and justify answers, arguments and opinions.- To use commas to clarify meaning or avoid ambiguity.- To draft and write in organised paragraphs (structure)
Maths	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none">- Read, write, order and compare numbers to a million and determine the value of each digit.- To count forwards and backwards in ten.- To understand how to count forwards and backwards with positive and negative whole numbers including through 0.- To understand how to round to the nearest 10, 100 and 1000.- To understand how to round to the nearest 100, 000 and million.- To understand how to read roman numerals to a thousand and recognise years written.- To understand how to solve word problems. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">- Add and subtract whole numbers with more than 4 digits use a formal written method.- Add and subtract numbers mentally with large numbers.- I can use rounding to check the accuracy of my answers.- To understand how to answer multi step problems in context using	<p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none">- To multiply and divide whole and decimal numbers by 10, 100 and 1000.- Recognise and use squared and cube numbers.- Solve problems involving addition, subtraction, multiplication and division- Solve problems including scaling by fractions and problems involving simple rates. <p><u>Fractions:</u> compare and order fractions whose denominators are all multiples of the same number</p> <ul style="list-style-type: none">□ identify, name and write equivalent fractions of a given fraction, represented visually (including tenths and hundredths)□ recognise mixed numbers and improper fractions and convert from one form to the other□ add and subtract fractions with the same denominator and denominators that are multiples of the same number

Yearly Overview

Year 5

2018-2019

	the correct operations.	<ul style="list-style-type: none"> ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ☐ read and write decimal numbers as fractions ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ☐ round decimals with two decimal places to the nearest whole number and to one decimal place ☐ read, write, order and compare numbers with up to three decimal places ☐ solve problems involving number up to three decimal places ☐ recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ☐ solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.
Science	<p><u>Properties and changes of state</u></p> <ul style="list-style-type: none"> - To understand how to compare and group everyday materials. - To understand how solids, liquids and gases may be separated. - To understand that materials can be classified as soluble or insoluble. - To understand reversible and irreversible changes. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> - To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - To identify the effects of air resistance, water resistance and friction, that act between moving surfaces - To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Geography		
History		<p>(Punishments across the eras.) (Historical figures- Guy Fawkes) (Historical landmarks - Tower of London/London Dungeons). (WW2 - Rose Blanche)</p> <ul style="list-style-type: none"> - To identify periods of change in history (London events over time in chronological order.

Yearly Overview

Year 5

2018-2019

		<ul style="list-style-type: none"> - To seek out and analyse a range of evidence in order to justify claims about the past. - To make comparisons between time periods studied (punishments) - To use appropriate historical vocabulary to communicate including, dates, time periods, era, chronology, decade). - To be able to give a broad overview of life in Britain at different times throughout history.
Art and Design		<ul style="list-style-type: none"> - To learn about an artist and their influential work (Banksy) - To create a piece of art work inspired by another artist (Banksy). - To improve mastery techniques using a range of materials.
Design and Technology	<ul style="list-style-type: none"> - To understand how to design a product with the user in mind. - To understand how to make products through stages of prototypes. - To understand how to ensure products have a high quality finish. - To evaluate the design of products. 	
Music		
Computing	<ul style="list-style-type: none"> - To understand how to use search technology effectively. - To present information clearly for an audience, using appropriate presentational devices and tools. - To create graphs and charts to present data (Excel) - To refine internet searches to get more accurate results. 	
Physical Education	Dance/Tag Rugby/Football To develop practical skills in order to participate, compete and lead a healthy lifestyle.	
French	Presenting myself • Count to 20. • Say name and age in French. • Say hello, goodbye, ask how somebody is feeling and answer. • Where I live in French. • If I am French or English (introducing concept of gender and agreement).	What is in the classroom? • Recognise and repeat from memory simple classroom objects using the correct gender. • Say what is in a pencil case. • Recognise and respond to simple classroom commands and praise.
PSHE including SRE	Being me in my world (transition to upper school)	Celebrating difference (link to mutual respect, British values).

Yearly Overview

Year 5

2018-2019

	Spring	
	First Half	Second Half
Topic	Africa	WWII
Hook	Africa day (rotation of activities - African drumming, dancing and mask making).	"A day in the life of an evacuee" (air raid shelters, bunkers, rationing)
Challenges	Present an African afternoon to parents/carers.	To create a museum to present a range of information, including artefacts, about WWII (invite Governors)
Links to British Values	<ul style="list-style-type: none"> - To understand and appreciate tolerance of different cultures and religions - To understand how to show and apply the qualities of mutual respect - To understand the rule of law - To consider the rights of all 	<ul style="list-style-type: none"> - To understand how to show and apply the qualities of mutual respect - To understand the rule of law - To consider the rights of all - To demonstrate appreciation of special forces
Trips and theme day	Africa day	"A day in the life of an evacuee"
Texts	Journey to Jo'burg	Noor Inayat Kahn
English objectives: Writing (including GPS):	<u>To inform (Biography of Nelson Mandela)</u> <ul style="list-style-type: none"> - To understand the audience for and purpose of the writing using other writing examples. - To understand how to use a wide range of devices to build cohesion within and across paragraphs. - To understand how to note and develop initial ideas drawing on research. - To use relative clauses to add further detail and information. 	<u>To inform: (recipes for rationing)</u> -To understand how to use 'a' and 'an' accurately. -To understand how to use subordinate clauses and a range of connectives. -To understand how to use compound sentences and a range of conjunctions. <u>To persuade: (Letter to government to persuade them to allow females to join special forces - from WWII perspective)</u> - To select appropriate grammar and vocabulary (understanding how such choices can change and enhance meaning)
Reading:	<u>To entertain (Folktale)</u>	

Yearly Overview

Year 5

2018-2019

	<ul style="list-style-type: none"> - To understand how to identify and discuss themes and conventions. - To make inferences based on a characters thoughts, feelings and motives. - To understand, discuss and evaluate how authors use language impacts the reader. - To understand how to draft and write narratives. - To use a range of adverbials to engage the reader. <p><u>To discuss (Review of the Apartheid law)</u></p> <ul style="list-style-type: none"> - To participate in discussions about a book. - To ask questions in order to improve understanding of a text. - To organise/structure writing into paragraphs. - To maintain a formal and impersonal tone. <p><u>To persuade (Tourism - visit Africa)</u></p> <ul style="list-style-type: none"> - To understand the audience for and purpose of the writing using other writing examples. - To understand how to draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. - To use short sentences for emphasis. - To use expanded noun phrases. 	<ul style="list-style-type: none"> - To be able to write in a consistent formal tone. - To use a wide range of devices to build cohesion within and across paragraphs. - To use imperative and modal verbs to convey urgency. <p><u>To entertain (poem from the perspective of a WWII soldier)</u></p> <ul style="list-style-type: none"> - To identify and discuss themes and conventions within a text. - To understand how texts may be structured in different ways. - To prepare poetry to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience. - To draw inferences (characters thoughts, feelings and motives). - To use figurative language. - To use expanded noun phrases. <p><u>To discuss (The role of men and women in WWII comparisons)</u></p> <ul style="list-style-type: none"> - To consider and evaluate different viewpoints, building on the contributions of others. - To be able to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - To articulate and justify answers, arguments and opinions. - To use commas to clarify meaning or avoid ambiguity. - To draft and write in organised paragraphs (structure) - To use adverbials to provide cohesion across a text. - To use a range of conjunctions correctly.
<p>Maths</p>	<p><u>Measurement:</u> convert between different units of metric measure centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p>	<p><u>Geometry:</u> identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o)</p>

Yearly Overview

Year 5

2018-2019

	<p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²)</p> <p>estimate the area of irregular shapes</p> <p>estimate volume and capacity</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><u>Maths across the curriculum:</u> Statistics - changes in population of Africa over time.</p>	<p>identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and a turn (total 180o) and other multiples of 90o</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p><u>Maths across the curriculum:</u> Fractions of amounts - link to rationing.</p>
Science	<p><u>Living things and their habitats.</u></p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>To describe the life process of reproduction in some plants and animals (understand pollination).</p> <p>LO: To understand the significance of David Attenborough.</p>	<p><u>Animals including humans</u> (Science Objectives Covered in PSHE Sex Ed Week)</p>
Geography	<p>To be able to name and locate the continents</p> <p>To be able to name and locate areas of origin of the main ethnic groups in Africa</p> <p>To know that globes are divided into lines of latitude and longitude</p> <p>To understand how the physical features of a location can affect the human activity (e.g. leisure and tourism in a hot country)</p> <p>To use aerial photographs to match features on a map and to describe a place in more detail</p> <p>To compare and contrast places studied using the physical and human features (e.g. continents, countries, climate, temperature and economy)</p> <p>To compare two different locations using data (e.g. rainfall, population, landscape)</p>	

Yearly Overview

Year 5

2018-2019

History	Study of historical figure (Nelson Mandela)	<ul style="list-style-type: none"> - To use sources of evidence to deduce information about the past. - To understand that no single source of evidence gives the full answer to questions about the past. - To show an awareness of the concept of propaganda. - To be able to describe the main changes in a period of history. - To identify and understand periods of rapid change in history. - To understand chronology, using dates and terms accurately to describe significant events.
Art and Design		
Design and Technology	Clay masks To understand techniques for joining clay To understand techniques for adding texture to clay To understand how to use layering to create accurate depth in 3D artwork	Design a WWII toy for children <ul style="list-style-type: none"> - To use research to develop a design criteria for a specific product. - To select and use a wide range of tools and equipment appropriately. - To evaluate ideas and products against a design criteria. - To apply understanding of how to strengthen, stiffen and reinforce structures. - To understand and use mechanical systems.
Music	Drumming composition (Link to music traditionally coming from Africa) To use rhythmic patterns with awareness of timbre and duration To create music which reflects given intentions (e.g. the movement of different African animals) To sing and play from memory with confidence To perform alone and in a group, displaying a variety of techniques	
Computing		
Physical Education	Hockey/Netball/Gymnastics (Links to African dance sequence)	
French	Me and my home Say whether they live in a house or an apartment and where it is. • Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house.	Creative curriculum - WWII

Yearly Overview

Year 5

2018-2019

	<ul style="list-style-type: none"> • Tell somebody what rooms they have or do not have in their home. • Ask somebody else what rooms they have or do not have in their home. • Create a longer spoken or written passage, recycling previously learnt language 	
PSHE including SRE	Dreams and goals (Link to learning of historical figures eg, Nelson Mandela, Rosa Parks - link to Africa topic)	Healthy me

<u>Summer</u>		
	First Half	Second Half
Topic	Vikings, Anglo-Saxons and Scots	Amazing Amercias
Hook	Portals to the Past workshop	Experience the Amazing Americas Day!
Challenges	To showcase findings by creating a blog/vlog	Class information text/holiday brochure
Links to British Values	<ul style="list-style-type: none"> - To understand and appreciate tolerance of different cultures and religions - To understand how to show and apply the qualities of mutual respect - To understand the rule of law 	<ul style="list-style-type: none"> - To understand how to show and apply the qualities of mutual respect - To understand the rule of law - To consider the rights of all - To demonstrate appreciation of special forces
Trips and theme day	Portals to the Past themed history workshop	Amazing Americas Day
Texts	Beowulf	Visual Literacy: Captain America
English objectives: Writing (including GPS):	<u>To inform (Information text on Vikings, Anglo-Saxons and Scots)</u> <ul style="list-style-type: none"> - To understand how to note and develop initial ideas drawing on research. - To summarise the main ideas from paragraphs and the key details. - To identify how language, structure and presentation contribute to meaning. - To retrieve, record and present information from non-fiction. 	<u>To inform: (explanation text)</u> <ul style="list-style-type: none"> -To understand how to use subordinate clauses and a range of connectives. -To understand how to use compound sentences and a range of conjunctions. - To structure writing into organised paragraphs. - To ensure the consistent and correct use of tense throughout a piece of writing.

Yearly Overview

Year 5

2018-2019

Reading:	<ul style="list-style-type: none">- To use relative clauses to add further detail and information.- To use organisational and presentational devices to structure a text and guide the reader. <p><u>To entertain (Character description - Beowulf)</u></p> <ul style="list-style-type: none">- To make inferences based on a characters thoughts, feelings and motives.- To improve understanding by exploring the meaning of words in context.- To understand, discuss and evaluate how authors use language impacts the reader.- To use expanded noun phrases.- To use a thesaurus to find synonyms.- To use a range of adverbials to engage the reader. <p><u>To discuss (Best Army?)</u></p> <ul style="list-style-type: none">- To use relevant questions to extend understanding.- To participate in discussion and debates, listening to others and giving my view clearly.- To organise/structure writing into paragraphs.- To maintain a formal and impersonal tone.- To use comparative conjunctions correctly. <p><u>To persuade (Viking clothes/armour)</u></p> <ul style="list-style-type: none">- To use a range of punctuation correctly (including ? for rhetorical questions and ! for exclamatory sentences).- To understand how to draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.- To use brackets and/or dashes for parenthesis.- To structure writing into paragraphs.	<p><u>To persuade: (Holiday brochure)</u></p> <ul style="list-style-type: none">- To select appropriate grammar and vocabulary (understanding how such choices can change and enhance meaning).- To use expanded noun phrases.- To use imperative and modal verbs to convey urgency.- To assess the effectiveness of my own and others' writing. <p><u>To entertain (story in the style of a comic strip)</u></p> <ul style="list-style-type: none">- To identify and discuss themes and conventions within a text.- To draw inferences (characters thoughts, feelings and motives).- To predict what might happen from details stated and implied.- To be able to compare characters, considering and discussing viewpoints.- To use figurative language.- To use expanded noun phrases.- To use the perfect form of verbs to mark relationships of time and cause. <p><u>To discuss (How do countries compare?)</u></p> <ul style="list-style-type: none">- To be able to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.- To articulate and justify answers, arguments and opinions.- To explain and discuss understanding through debate.- To use commas to clarify meaning or avoid ambiguity.- To draft and write in organised paragraphs (structure)- To use adverbials to provide cohesion across a text.- To use a range of conjunctions correctly.
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Yearly Overview

Year 5

2018-2019

Maths	<p>Geometry continued - position and direction</p> <ul style="list-style-type: none">• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed <p>Statistics</p> <ul style="list-style-type: none">• solve comparison, sum and difference problems using information presented in a line graph• complete, read and interpret information in tables, including timetables	<p><u>Revision of necessary topics/objectives.</u></p> <p><u>Across the curriculum</u></p> <p>Calculating time zones Read and interpret information presented in tables (flight times) Statistics - comparison of land mass</p>
Science	<p><u>Electricity</u></p> <p>LO: To understand how to recognise and use symbols when representing simple circuit diagrams.</p> <p>LO: To understand that the brightness of a bulb or the volume of a buzzer depends on the voltage.</p> <p>LO To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>LO: To understand and investigate conductors and insulators of electricity.</p>	<p><u>Revision (ADHOC)</u></p>
Geography		<p>To collect and analyse statistics and other information in order to draw conclusions about different locations.</p> <p>To identify and describe the geographical significance of Northern and Southern hemisphere (including time zones).</p> <p>To describe how countries and geographical regions are interconnected and interdependent.</p> <p>To describe geographical diversity across continents.</p>
History	<ul style="list-style-type: none">• Britain's settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom• The Viking and Anglo-Saxon struggle for the kingdom of England to	<p>-</p>

Yearly Overview

Year 5

2018-2019

	<p>the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066</p> <ul style="list-style-type: none">• Specialist vocabulary and terminology related to these invaders and settlers;• The key features, sequence and duration of these societies.• The main features regarding the chronology, reasons for invading and settling and the main features of these societies.• The challenges facing the early settlers and how they overcame them;• How the arrival of these societies might be interpreted differently.• How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence;• The characteristic features of different groups within these societies.• The reasons for the arrival of the Saxons, Vikings and Scots;• Differences in reasons for migration between Saxons and Vikings and between these societies and today	
Art and Design		<p>Create/design art work of famous landmarks</p> <p>To use collage to create an image</p> <p>To be able to mix textures effectively to create an image</p> <p>To be able to create striking effects using a range of mixed textures, including a variety of layering techniques.</p>
Design and Technology		-
Music		<p>Cultural music throughout America</p> <p>To describe music using musical vocabulary (pitch, tempo, dynamics, melody, patterns).</p> <p>To describe how lyrics often reflect the cultural context of music and have social meaning.</p>

Yearly Overview

Year 5

2018-2019

Computing	<u>Blog/vlog</u> To understand the various types of blogs/vlogs To be able to upload a photography and/or video To understand how to post a blog/vlog To understand how simple networks are set up and used. <u>Research</u> To select appropriate applications to devise, construct and present data/information.	
Physical Education	Swimming/Athletics/Outdoor Games Sports day and Sports Week	
French	Do you have a pet? • Repeat, recognise and attempt to spell the eight nouns for pets. • Tell somebody if they have or do not have a pet. • Ask somebody else if they have a pet. • Tell somebody the name of their pet. • Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	What is the date? Repeat and recognise the months of the year. • Ask when somebody has a birthday and say when they have their birthday. • Be able to say the date. • Create a French calendar. • Recognise key dates in the French calendar.
PSHE including SRE	Relationships (school, home - link to British Values and promoting team work).	Changing me (encouraging independence) Sex and Relationships Week Fair trade (linked to topic)