



Year 5    Autumn 2:    Half term    Overview of planning  
**Teacher:**    Miss Burke                      **Topic:** World War One/ The Great War

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<b>Learning challenge question</b>	Were the animals, who partook in WW1 heroes or victims?	How do the Ten Commandments help me to make the right decisions?	Why did America enter the war? / How did the sinking of the Lusitania change the outcome of WW1?	What happened at the Battle of the Somme?	What happened in the trenches during the Christmas of 1914? Why were the officers perplexed about this?	What are reversible and irreversible changes?	What is the true meaning of Christmas?
<b>RE</b>	<p><b>God's covenants:</b></p> <p>LO: I can recognise the story of the Exodus and the giving of the Ten Commandments.</p> <p>(Moses as a baby, the burning bush and the giving of the Ten Commandments).</p>	<p><b>God's covenants:</b></p> <p>LO: I can show how the Ten Commandments inform decisions I make.</p> <p>(Children linking the Ten Commandments to different aspects of their life).</p>	<p><b>God's covenants:</b></p> <p>LO: I can show understanding of how the Ten Commandments shape life.</p> <p>(Children analyse the impact of not obeying the Ten Commandments)</p>	<p><b>God's covenants:</b></p> <p>LO: I can show an understanding of the birth of Jesus and make links between it the experiences of characters in the story.</p> <p>(Character feeling analysis through angles messages)</p>	<p><b>God's covenants</b></p> <p>LO: I can show understanding of a liturgy to celebrate the Incarnation.</p> <p>(Children plan and role play a liturgy)</p>	<p><b>God's covenants:</b></p> <p>LO: I can explain why Christmas is so important for Christians.</p> <p>(Focus on scripture about the Incarnation).</p>	<p><b>God's covenants:</b></p> <p>Assessment of topic</p> <p>Religious nativity concerts from KS1</p>
<b>Maths</b>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked to</p>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked to</p>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked to</p>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked</p>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked</p>	<p><b>Main focus:</b></p> <p>Assessment week</p>	<p><b>Warm ups:</b></p> <p>Mixed fluency questions linked to</p>

	<p>previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Long Multiplication:</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p>	<p>previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Short and long Division:</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p>previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Problem solving with all 4 number operations:</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>	<p>to previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Are and perimeter of regular and compound shapes</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes.</p>	<p>to previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Statistics:</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>		<p>previously covered objectives. Children will complete a reasoning challenge twice times a week.</p> <p><b>Main focus:</b> Times tables &amp; Consolidation activities based on gaps identified during assessment week</p>
<b>English</b>	<p><b>Focus:</b> For the birds - (Anti - Bullying)</p> <ul style="list-style-type: none"> <li>- Persuasive writing</li> <li>- Modal verbs</li> </ul>	<p><b>Focus:</b> Wing</p> <ul style="list-style-type: none"> <li>- Diary entry</li> <li>- Persuasive writing</li> </ul>	<p><b>Focus:</b> Coming Home - Descriptive writing</p> <ul style="list-style-type: none"> <li>- Pathetic fallacy &amp; figurative language</li> </ul>	<p><b>Focus:</b> -The Bear and the Hare</p> <ul style="list-style-type: none"> <li>- Setting description</li> </ul> <p><b>Chosen text/s:</b> War Horse</p>	<p><b>Focus:</b> The Greatest gift/ Unwrap the joy</p> <ul style="list-style-type: none"> <li>- Eye witness account</li> </ul>	<p><b>Focus:</b> The Christmas Truce</p> <ul style="list-style-type: none"> <li>- Letter writing</li> <li>- Pathetic fallacy</li> </ul>	<p><b>Focus:</b> Consolidation and revision activities</p> <p><b>Chosen text/s:</b> War Horse</p>

	<p><b>Chosen text/s:</b> War Horse</p> <p><b>Reading:</b> Checking that the text makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p><b>Writing:</b> Draft and write by selecting appropriate grammar and vocabulary, including that within English appendix 2</p> <p><b>Grammar:</b> Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited</p>	<p><b>Chosen text/s:</b> War Horse</p> <p><b>Reading:</b> Identifying and discussing themes and conventions in writing</p> <p><b>Writing:</b> Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</p> <p><b>Grammar:</b> Use brackets, dashes or commas to indicate parenthesis.</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>	<p><b>Chosen text/s:</b> War Horse</p> <p><b>Reading:</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from actions, and justifying inferences with evidence.</p> <p><b>Writing:</b> Draft and write narratives, describing setting, characters and atmosphere and integrating dialogue to convey characters</p> <p><b>Grammar:</b> Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is</p>	<p><b>Reading:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b>Writing:</b> Draft and write by précising longer passages.</p> <p><b>Grammar:</b> Use a semi-colon to join two independent clauses together (Band 6)</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>	<p>- News- paper report</p> <p><b>Chosen text/s:</b> War Horse</p> <p><b>Reading:</b> Identifying and discussing themes and conventions in writing</p> <p><b>Writing:</b> Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p><b>Grammar:</b> Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed</p>	<p><b>Chosen text/s:</b> War Horse</p> <p><b>Reading:</b> Retrieve record and present information from non-fiction.</p> <p><b>Writing:</b> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p><b>Grammar:</b> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>	<p><b>Reading:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><b>Writing:</b> Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listen to or seen performed.</p> <p><b>Grammar:</b> Revision activities</p> <p><b>Handwriting:</b> Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>
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	for the task		best suited for the task		by choosing the writing implement that is best suited for the task		
<b>Spelling</b>	<p>Spell modal verbs</p> <p>can could may might must shall should will would ought</p>	<p>Spell some words with 'silent' letters</p> <p>wrestle wrapper island aisle debris mortgage Christmas yacht guarantee</p>	<p>Spell some words with 'silent' letters</p> <p>doubt lamb debt thumb solemn autumn column knight knuckle knot</p>	<p>Indicate degrees of possibility using adverbs</p> <p>certainly definitely possibly perhaps probably frequently often occasionally rarely always</p>	<p>Words from statutory spelling list</p> <p>vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour</p>	<p>Words ending in 'ment'</p> <p>equipment environment government parliament enjoyment document management movement replacement statement</p>	<p>Consolidation and revision activities</p>
<b>Science</b>	<p><b>Marvelous materials:</b></p> <p>LO: I can compare and group together materials based on a wide range of their properties.</p>	<p><b>Marvelous materials:</b></p> <p>LO: I can investigate thermal conductors and insulators.  (Designing a lunchbox experiment)</p>	<p><b>Marvelous materials:</b></p> <p>LO: I can investigate which material makes the best electrical conductor.  (Brightest bulbs experiment)</p>	<p><b>Marvelous materials:</b></p> <p>LO: I can investigate which material makes the best electrical conductor.  (Dissolving lesson and changing variables experiment)</p>	<p><b>Marvelous materials:</b></p> <p>LO: I can use different processes to separate mixtures of materials.</p>	<p><b>Marvelous materials:</b></p> <p>LO: I can identify and explain some irreversible changes.  (Vinegar &amp; bicarbonate of soda experiment)</p>	<p><b>Marvelous materials:</b></p> <p>Revision and consolidation activities</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>						

<b>History Geography</b>	<b>The Great War /WW1:</b>  LO: I can describe the role of animals used during 'The Great War'.  (Carried over from last half term)	<b>The Great War /WW1:</b>  LO: I can explain how the role of women changed during WW1.  (Carried over from last half term)	<b>The Great War /WW1:</b>  LO: I can explain how the sinking of the Lusitania dramatically changed the outcome of WW1.	<b>The Great War /WW1:</b>  LO: I can explain what happened at the Battle of the Somme.	<b>The Great War /WW1:</b>  LO: I can write a historical account of the Christmas truce.	<b>The Great War /WW1:</b>  LO: I can create an illustration of the Christmas Truce in the style of 'Archie's Diary'.	<b>The Great War /WW1:</b>  Assessment of topic
<b>Art/DT</b>	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <ul style="list-style-type: none"> <li>• Art workshop - 9<sup>th</sup> of November (Poppy display making) <ul style="list-style-type: none"> <li>• Christmas art activities</li> </ul> </li> </ul> </li> </ul>						
<b>Music</b>	<ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <ul style="list-style-type: none"> <li>• Big Sing Liturgy - 7<sup>th</sup> of November</li> </ul> </li> </ul>						
<b>PE</b>	<p style="text-align: center;"><b>Dance and invasion games:</b></p> <ul style="list-style-type: none"> <li>• To perform dances using a range of movement patterns</li> <li>• To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>						
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Classroom instructions</li> </ul>						
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"> <li>• Big Sing Liturgy - Mount St. Marys - 7<sup>th</sup> of November</li> <li>• Art workshop - Poppy collage making (Link to WW1) - 9<sup>th</sup> of November</li> </ul>						
<b>Wall and interactive displays</b>	<b>English:</b> WAGOLL's and key vocabulary and	<b>Maths:</b> Key vocabulary, examples, steps to	<b>Science:</b> Materials, examples of children's work	<b>Topic:</b> The Great War - Key words and	<b>Religion:</b> God's Covenants - Key words and	<b>Questioning display:</b> Sentence stems and	<b>Reading:</b> PEE display- Children have

	techniques for the children to refer to.	success, sentence stems and challenges	and images to support their learning.	examples of children writing and art work	Ten Commandments visual	key questions linked to all areas of the curriculum	access to sentence stems to help structure their answers.
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