

Year 5 Learning Overview

	Autumn 1 8wks	Autumn 2 7wks	Spring 1 5wks	Spring 2 5wks	Summer 1 7wks	Summer 2 6wks
Theme	<u>ANCIENT GREECE</u>		<u>EARTH AND BEYOND</u>		<u>WORLD AT WAR</u>	
English	<p><u>Entertain</u> *Narrative (Myths and Legends)</p> <p><u>Discuss</u> *Argument and Debate</p>	<p><u>Entertain</u> *Description (Stories from other cultures) *Poetry (Poetic Style)</p> <p><u>Inform</u> *Report (Reference Text – Organising information)</p>	<p><u>Entertain</u> *Narrative (Faraway Fiction)</p> <p><u>Persuade</u> *Advertising (Trip to space)</p>	<p><u>Entertain</u> *Poetry (Space poems)</p> <p><u>Inform</u> *Instruction (Disaster Survival)</p>	<p><u>Entertain</u> *Narrative (Drama and Film Narratives)</p> <p><u>Persuade</u> *Campaign / Speech</p>	<p><u>Entertain</u> Poems on a Theme</p> <p><u>Discuss</u> *Newspaper and Journalistic Writing (Events from World Wars)</p>
Maths	<p>1 Place value 2 Place value Decimals 1 Addition and Subtraction, including problems 1 Geometry Angles 1 Measures Perimeter and Area 2 Addition and Subtraction, including Statistics</p>	<p>1 Multiplication and division, Factors & multiples 2 Multiplication & Division, including problems 1 Fractions compare, order, equivalence 3 Multiplication & Division 1 Statistics and measures, including time</p> <p>Consolidate and assess</p>	<p>3 Place value. Roman numerals, and negative numbers 3 Addition and subtraction, including problems 4 Multiplication and Division 2 Measures Area 2 Geometry Reflection and Translation 3 Geometry</p>	<p>5 Multiplication & Division 4 Geometry 2D and 3D shape 2 Fractions 3 Measures, including area and volume 2 Statistics and measures</p> <p>Consolidate and assess</p>	<p>4 Place value 3 Fractions 4 Measures Time 4 Fractions 4 Addition & Subtraction 6 Multiplication and division</p>	<p>5 Place value 5 Addition & Subtraction 5 Fractions 5 Measures Mass, volume & capacity 5 Geometry Area and volume of shapes</p> <p>Consolidate and assess</p>
Science	<p>Living Things and their habitats -Describe the differences in the life cycles of a mammal,</p>	<p>Forces -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between</p>	<p>Earth and Space -Describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth -Describe the sun, Earth and moon as approximately</p>		<p>Animals including Humans -Describe the changes as humans develop to old age.</p>	<p>Properties and changes of materials -Compare and group together everyday materials</p>

	<p>an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals 	<p>the Earth and the falling object</p> <ul style="list-style-type: none"> -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>spherical bodies</p> <ul style="list-style-type: none"> -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -Demonstrate that dissolving, mixing and changes of state are reversible changes -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
<p>History</p>	<p>Ancient Greece A study of Greek life and achievements and their influence on the western world</p>		<p>World Wars A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example the Battle of Britain.</p>	

Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of physical geography, including volcanoes and earthquakes.	Locate the world's countries, using maps to focus on Africa, Asia and Australasia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Art	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 		
DT	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>		

	<ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> -apply their understanding of how to strengthen, stiffen and reinforce more complex Structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products 					
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Develop an understanding of the history of music. 					
RE	Sikhism- Belief into action	Christianity - Christmas	Hinduism – Hindu Beliefs	Christianity - Easter	Sikhism – Prayer and Worship	Christianity – Beliefs and Practices
PE	<ul style="list-style-type: none"> -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic - principles suitable for attacking and defending. -Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns. -Take part in outdoor and adventurous activity challenges both individually and within a team. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

