**Year 5 Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SUBJECT LEAD** | **ART** | **HISTORY** | **SCIENCE** | **HISTORY** | **BOOK** | **GEOGRAPHY** |
| **TOPIC** | **Oliver Jeffers** | **Tudors** | **Space** | **Ancient Benin** |  | **Mountains** |
| **TRIPS/ WORKSHOPS** |  | Hampton Court Palace |  | British Museum |  | Year 5 and 6 Hiking Trip |
| **LEARNING CELEBRATION** |  | **History Celebration** |  |  |  | **Geography Celebration** |
| **CHAGIM/**  **SPECIAL EVENTS** | Jewish New Year  Yom Kippur  Succot  Shemini Atzeret  Whole School Writing Project | Remembrance Day  Chanukah  Anti-Bullying/ CMH (November) Replaces PSHE | Tu B’shvat  Chinese New Year  Fairytale Day- Replaces English | Purim  Pesach  Chicks/ducklings  Science week writing | Yom Ha/atzmaut  Lag Ba’omer  Caterpillars  PSHE/ History (Inclusivity week, including diversity- off timetable) | Shavuot  Sports day  Transition activities |
| **CORE TEXT** | Here we are by Oliver Jeffers | Treason by Berlie Doherty | Hidden Figures by Margot Shetterly | Benin  Kingdom (assortment of Non-fiction books) | Holes By Louis Sachar | Macbeth Play |
| **ENGLISH**  Inform  Entertain  Persuade | * Poetry * Descriptive narrative | * Instruction text * Diary Writing | * Newspaper articles * Letter writing | * Persuasive argument | * Description * Narrative | * Poetry * Perspective debate |
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| **ENGLISH** | * Pupils should be taught to:  plan their writing by:  discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas  draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear * Handwriting Pupils should be taught to:  use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |
| **READING** | * Pupils should be taught to:  develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |

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| **MATHS** | * Number: Place Value * Number: Addition and Subtraction * Number: Multiplication and Division A   **Skills and Knowledge:**  Number - number and place value  Pupils should be taught to:  read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit  count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000  round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000  solve number problems and practical problems that involve all of the above  read Roman numerals to 1,000 (M) and recognise years written in Roman numerals | * Number :Fractions A * Number: Multiplication and Division B * Number: Fractions B   **Skills and Knowledge:**  Number - multiplication and division  Pupils should be taught to:  identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers  know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  establish whether a number up to 100 is prime and recall prime numbers up to 19  multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  multiply and divide numbers mentally, drawing upon known facts  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  multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000  recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)  solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes  solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates  Number - fractions  Pupils should be taught to:  compare and order fractions whose denominators are all multiples of the same number  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 and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5 ]  add and subtract fractions with the same denominator, and denominators that are multiples of the same number  multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams  Number - addition and subtraction  Pupils should be taught to:  add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  add and subtract numbers mentally with increasingly large numbers  use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy  solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | * Number: Decimals and Percentages * Measurement: Perimeter and Area   **Skills and Knowledge:**  read and write decimal numbers as fractions [for example, 0.71 = 71/100 ]  recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  round decimals with 2 decimal places to the nearest whole number and to 1 decimal place  read, write, order and compare numbers with up to 3 decimal places  solve problems involving number up to 3 decimal places  recognise the per cent symbol (%)and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction  solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25   * measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres * calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes * estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] | * Statistics * Geometry: Shapes   **Skills and Knowledge**  Statistics  Pupils should be taught to:   * solve comparison, sum and difference problems using information presented in a line graph * complete, read and interpret information in tables, including timetables   Geometry - properties of shapes  Pupils should be taught to:   * 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 (°) * identify:   + angles at a point and 1 whole turn (total 360°)   + angles at a point on a straight line and half a turn (total 180°)   + other multiples of 90°   + use the properties of rectangles to deduce related facts and find missing lengths and angles   + distinguish between regular and irregular polygons based on reasoning about equal sides and angles | | * Geometry: Position and Direction * Number: Negative Numbers   **Skills and Knowledge**  Geometry - position and direction  Pupils should be taught to:   * 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   interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 | * Measurement: Converting Units * Measurement: Volume * Consolidation   **Skills and Knowledge**  Measurement  Pupils should be taught to:   * convert between different units of metric measure [for example, kilometre and metre; 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 * solve problems involving converting between units of time * use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling |
| GRAMMAR & SPELLING | * Direct speech * Commas in lists * Colons * Modal verbs of possibility * Modal adverbs   **Skills and Knowledge:**  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | * Coordinating conjunction * Subordinating conjunction * Relative clauses * Passive voice   Semi-colons  **Skills and Knowledge:**  Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | * Perfect tense Prepositions of time * Apostrophes * Imperative verbs (commands) * Hyphens (in compound words) * Fronted adverbials   **Skills and Knowledge:**  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | * Cohesive devices * First person/third person (pronouns) * Subjunctive form * Bullet points   **Skills and Knowledge:**  Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] | | * Brackets * Reported speech * Adverbs * Suffixes * Determiners * Prefixes   **Skills and Knowledge:**  Word Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]  Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | * Commas for parenthesis * Dashes * Synonyms * Expanded noun phrases   **Skills and Knowledge:**  **Non-statutory** |
| Comprehension | Art Unit **Skills and Knowledge:**  Pupils should be taught to: ♣ maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or  ♣ provide reasoned justifications for their views | Tudor Unit **Skills and Knowledge:**  ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements | Space Unit **Skills and Knowledge:**  ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart | Ancient Benin Unit **Skills and Knowledge:**  ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | | Holes Unit **Skills and Knowledge:**  ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied  ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish | Mountains Unit **Skills and Knowledge:**  ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously ♣ explain and discuss their understanding of  what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |
| Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments | | | | | | | |
| **SCIENCE** | Forces  **Skills and Knowledge:** Forces  Pupils should be taught to:  explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  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 | Properties and changes of materials  **Skills and Knowledge:**  Properties and changes of materials  Pupils should be taught to:  compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  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 | Earth and Space  **Skills and Knowledge:**  Earth and space  Pupils should be taught to:  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 spherical bodies  use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | | Scientist and Inventors  **Skills and Knowledge:** | Animals, including humans  **Skills and Knowledge:**  Animals, including humans  Pupils should be taught to:  describe the changes as humans develop to old age | Living things and their habitats  **Skills and Knowledge:**  Living things and their habitats  Pupils should be taught to:  describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  describe the life process of reproduction in some plants and animals |
| **HISTORY/GEOGRAPHY** | **History**- Human Rights Theme   * The Civil Rights Movement * The Suffragettes-Women’s Rights * Helen Keller-Disability Rights   **Skills and Knowledge:**  Non-Statutory-with links to Black History Month and PSHE diversity units and RSE Equality units | **History**—Tudors changes over time to monarchy and a local study  **Skills and Knowledge:**   * A local history study * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **Geography-**Maps  **Skills and Knowledge:**  ♣ describe and understand key aspects of:  ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4 Geographical skills and fieldworkfeatures studied  ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | **History**  Ancient Benin  **Skills and Knowledge:**   * The achievements of the earliest civilizations – an overview of where and when A non-European study that provides contrasts with British history-early Benin West Africa-AD900-1300 | **Geography-**Comparison deep dive (Texas)  **Skills and Knowledge:**  ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography of these aspects have changed over time | **Geography-**Mountains  **Skills and Knowledge:**  ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge  ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| **ART/DT** | D and T-Junk Modelling  **Skills and Knowledge:**  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. | Drawing-Tudor Portraits  **Skills and Knowledge:**  Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas | Painting  **Skills and Knowledge:**  Pupils should be taught 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] | | Sculpture-Bronzes  **Skills and Knowledge:**  Pupils should be taught 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] | Pastel Pointillism - Georges Seurat  **Skills and Knowledge:**  To learn about great artists, architects and designers in history. | D and T-Mountains  **Skills and Knowledge:**  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. |
| **COMPUTING** | * E-Safety   Creating media – Vector drawing  **Skills and Knowledge:**  ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | * Computing systems and networks – Sharing information   **Skills and Knowledge:**  Key stage 2 Pupils should be taught to: ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | * Programming A – Selection in physical computing * Light Box programming   **Skills and Knowledge:**  ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output  . | | * Creating media – Vector drawing * Creating media – Video editing   **Skills and Knowledge:**  ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | * Data and information – Flat-file databases   **Skills and Knowledge:**  ♣ 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 | * Programming A – Selection in physical computing   Programming B – Selection in quizzes  **Skills and Knowledge:**  ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| **PSHE** | * Caring Friendships   **Skills and Knowledge:**  **Pupils should know…**  CF1: how important friendships are in making us feel happy and secure, and how people choose and make friends.  CF2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  CF3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  CF4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  CF5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  RR2: practical steps they can take in a range of different contexts to improve or support respectful relationships.  RR3: the conventions of courtesy and manners | * Families and Relationships   **Skills and Knowledge:**   * Pupils explore ‘family relationships’, ‘diverse families’ and ‘family changes’. Know that families are important for children growing up because they * can give love, security and stability. * Know that others’ families sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. | * Health and Wellbeing   **Skills and Knowledge:**  **Pupils should know…**  MW1: that mental wellbeing is a normal part of daily life, in the same way as physical health.  MW2: that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  MW3: how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  MW4: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  MW5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  MW6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  MW7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  MW8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  MW9: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). | | * Citizenship * Money   **Skills and Knowledge:**   * Developing confidence and responsibility and making the most of their abilities * Preparing to play an active role as citizens * Developing a healthy, safer lifestyle * Developing good relationships and respecting the differences between people * Breadth of Opportunities   L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money. | * **RSE** * Our Changing Body   **Skills and Knowledge:**  The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals | * •Healthy Body Image   **Skills and Knowledge:-Partially Non-Statuary**  RR1: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  .  Note:Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. |
| **PE** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **SECULAR MUSIC** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **IVRIT** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |