

YEAR 5 OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	THE TUDORS		BALLOON BLASTER	ACHIEVEMENTS AND LEGACIES	THE AMAZON RAINFOREST	
English text (Power of Reading)	TREASON	MACBETH	LONDON EYE MYSTERY	JUST SO STORIES	JOURNEY TO THE RIVER SEA	
Maths	Place value/Number Addition Subtraction Measures – area/shape Multiplication Division Fractions	Place value/Number Addition/Subtraction Shape - Angles Multiplication/ Division Decimals Geometry Measures	Place value/Number Addition/ Subtraction Measures - Time Multiplication/Division Geometry/Translation Shape - Angles	Place value/Number Addition/ Subtraction (involving money) Measures - Volume Multiplication/ Division (involving money) Problem solving	Place value/Number Addition/Subtraction Measures – volume/money problem solving Multiplication/ Division Fractions Review Statistics Problem solving using all four operations	Place value/Number Addition/Subtraction Decimals Review Measures - review Multiplication/ Division Addition/ Subtraction including real life problems Maths in real life context
Science	<p>Out of this world Earth moon and space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>To participate in scientific opportunities (c)</p>	<p>Material world Materials</p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Let's Get Moving</p> <p>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</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p>	<p>Super Scientists</p> <p>Work scientifically on a variety of quick challenges and longer tasks to learn about the different ways in which scientists work in the real world</p> <p>Research and present the discoveries of famous scientists, the methods forensic scientists use and the various ways scientists tell others about new discoveries.</p> <p>To participate in scientific opportunities (c)</p>	<p>Growing up and growing old</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals including sexual reproduction in animals and asexual reproduction in plants</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p>	<p>Circle of Life</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals including sexual reproduction in animals and asexual reproduction in plants</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p>

		<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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> <p>To develop the skill to use all ones senses (sp)</p>				
<b>Geography</b>	<p>Map reading skills – study the routes of the Tudor Explorers</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p>				<p>South America</p> <p>Identify the position and significance of human and physical characteristics. Physical geography including: climate zones, biomes and vegetation belts</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in North or South America</p> <p>To accept, respect and celebrate diversity as shown in attitudes to religious, ethnic and socio-economic groups in local, national and global communities (c)</p>	
<b>History</b>	<p>Tudors – local history An in depth study linked to one of the British areas of study (Tudors)</p> <p>A study over time tracing how several aspects of national history changed over time in one location</p> <p>A study of an aspect of history</p>			<p>An depth study linked to history of science) A study over time tracing how several aspects of science changed over time</p> <p>A study of an aspect of science that is significant in our locality</p> <p>Understand that cultures can</p>		

	<p>or site dating from beyond 1066 that is significant in our locality</p> <p>To show interest in and understanding of the way communities and societies function (so)</p>			change over time (C)		
<b>Computing</b>	<p>We are game developers developing an interactive game</p> <p>Create original artwork and sound for a computer game</p> <p>To use imagination and creativity in learning (sp)</p>	<p>We are cryptographers</p> <p>To be familiar with semaphore and morse code and encrypt messages</p> <p>To realise that every individual can do something well and have something to offer (so)</p>	<p>We are artists fusing geometry and art</p> <p>To become familiar with techniques and tools of vector packages</p> <p>To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. (c)</p>	<p>We are web developers creating a website for cyber safety</p> <p>To use and combine a variety of software to create a range of programmes</p> <p>To develop individual self-confidence (sp)</p>	<p>We are bloggers sharing experiences and opinions</p> <p>Become familiar with a blog as a medium for writing</p> <p>To be sensitive to the needs and feelings of others (so)</p>	<p>We are architects creating a virtual space</p> <p>Understand how designers and engineers work in 3d and use CAD as a design tool</p> <p>To interact positively across a range of situations (so)</p>
<b>DT</b>			<p>Technical knowledge – make a selection of moving toys.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To use imagination and creativity in learning (sp)</p>			
<b>Art</b>	<p>Tudor portraits</p> <p>To create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>-To participate in artistic opportunities (c)</p>					<p>Henri Rousseau -Surprised</p> <p>To learn about great artists, architects and designers in history.</p> <p>To participate in artistic opportunities (c)</p>
<b>PE outdoor</b>	<p>Striking and fielding</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Invasion games</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Invasion games</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Striking and fielding</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Striking and fielding</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Net and Wall Games</p> <p>Learn new techniques and work as an individual and a pair.</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>

<b>PE indoor</b>	<p style="text-align: center;"><b>Athletics</b></p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>Perform dances using a range of movement patterns</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p style="text-align: center;"><b>Outdoor and Adventurous Learning (OAL)</b></p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be able to communicate effectively with others and to work well under pressure.</p>	<p style="text-align: center;"><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p style="text-align: center;"><b>Net and Wall Games</b></p> <p>Learn new techniques and work as an individual and a pair</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>
<b>RE</b>	<p style="text-align: center;">Why is Muhammad important to Muslims?</p> <ul style="list-style-type: none"> <li>• <b>Reflecting</b> on the experiences, beliefs and practices of Muslim communities</li> <li>• <b>Empathy:</b> considering the thoughts, feelings, experiences, attitudes, beliefs and values of others and seeing the world through the eyes of Muslims, and seeing issues from their point of view</li> <li>• <b>Investigation</b> – gather information about what Muslims believe from a variety of sources</li> <li>• <b>Interpretation:</b> drawing meaning from artefacts and symbolism; interpreting religious language and suggesting meanings of religious texts</li> <li>• <b>Analysis:</b> distinguishing between the features of different religions e.g. comparing Muslim prayer with how other faith communities pray and suggesting reasons why they might be different</li> <li>• <b>Synthesis:</b> linking significant features of religion together to</li> </ul>	<p style="text-align: center;">Where did the Christian Bible come from?</p> <ul style="list-style-type: none"> <li>• <b>Reflection:</b> Raise ultimate questions about the origin, meaning and purpose of the world and mankind.</li> <li>• <b>Empathy:</b> Identify with feelings of wonder for the natural world; Listen respectfully to the views of others.</li> <li>• <b>Interpretation:</b> Suggest meanings for creation stories and their purpose, exploring the difference between 'how' and 'why'</li> <li>• <b>Evaluation:</b> Debate views about creation with reference to evidence and argument</li> <li>• <b>Analysis</b> – Examine similarities and differences between creation stories from different religions</li> <li>• <b>Application:</b> Consider ideas of stewardship and responsibilities to care for the world</li> <li>• <b>Expression:</b> Respond to ideas of beginnings and creation through dance or art</li> </ul> <p style="text-align: center;">To develop imagination and to sense wonder and mystery in the world (sp)</p>	<p style="text-align: center;">Stories of Hinduism</p> <ul style="list-style-type: none"> <li>• <b>Reflecting</b> on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship</li> <li>• <b>Empathy</b> – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for Hinduism and seeing issues from their point of view</li> <li>• <b>Investigation:</b> knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements</li> <li>• <b>Interpretation:</b> drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Hindu worship;</li> <li>• <b>Evaluation:</b> debating the relevance of worship a Hindu</li> <li>• <b>Analysis:</b> distinguishing between the different expressions of worship</li> <li>• <b>Application:</b> making the association between</li> </ul>	<p style="text-align: center;">Belief in Our Community</p>	<p style="text-align: center;">Sikh Worship and Community</p> <ul style="list-style-type: none"> <li>• <b>Reflecting</b> on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship</li> <li>• <b>Empathy</b> – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for a Sikh and seeing issues from their point of view</li> <li>• <b>Investigation:</b> knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements</li> <li>• <b>Interpretation:</b> drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Sikh worship; interpreting religious language</li> <li>• <b>Evaluation:</b> debating the relevance of worship for a Sikh</li> <li>• <b>Analysis:</b> distinguishing between the different expressions of worship</li> <li>• <b>Application:</b> making the association between Sikh worship and its effects on individual and community life</li> </ul>	<p style="text-align: center;">Jewish Worship and Community</p> <ul style="list-style-type: none"> <li>• <b>Reflecting</b> on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship</li> <li>• <b>Empathy</b> – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for a Jew and seeing issues from their point of view</li> <li>• <b>Investigation:</b> knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements</li> <li>• <b>Interpretation:</b> drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Jewish worship; interpreting religious language</li> <li>• <b>Evaluation:</b> debating the relevance of worship for a Jew</li> <li>• <b>Analysis:</b> distinguishing between the different expressions of worship</li> <li>• <b>Application:</b> making the association between Jewish worship and its effects on individual and community life</li> <li>• <b>Expression:</b> explaining concepts, rituals and</li> </ul>

	<p>gain a more complete understanding</p> <ul style="list-style-type: none"> <li>• <b>Application:</b> recognising how Muslim beliefs affect both individuals and communities</li> </ul> <p>To show interest in and respect for different people's feelings and values (sp)</p>		<p>Hindu worship and its effects on individual and community life</p> <ul style="list-style-type: none"> <li>• <b>Expression:</b> explaining concepts, rituals and practices</li> </ul> <p>To develop an understanding of different cultures and beliefs, including Hinduism (c)</p>		<ul style="list-style-type: none"> <li>• <b>Expression:</b> explaining concepts, rituals and practices</li> </ul> <p>To develop an understanding of different cultures and beliefs, including Sikhism(c)</p>	<p>practices</p> <p>To develop an understanding of different cultures and beliefs, including Judaism (c)</p>
<p><b>PSHE SEAL/ UNICEF values (on a two year cycle)</b></p>	<p><b>Class Charter Class and School Rules Pupil Group Applications</b></p> <p><b>British Values Rule of Law/Living in the Wider World</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Health and Wellbeing</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Be the Best You Can Be</b></p> <p>Values and Hot Questions</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Be the Best You Can Be</b></p> <p>Personal Growth</p> <p>Personal Development</p> <p>Reflections, Celebrations and Medallions</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Extremism and Radicalism</b></p> <p><b>Lesson 1 to 4 Relationships</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>SRE</b></p> <p><b>Puberty</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>
<p><b>Reading year objectives</b></p>	<ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use semicolons to add clauses in to sentences</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use devices to build cohesion, including adverbials of time, place and number</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility eg could, should</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• To use embedded subordinate clauses beginning with who, which, where, when, whose</li> <li>• Independently noting and developing initial ideas, drawing on reading and research where necessary to build writing</li> <li>• To use a wide range of devices to build cohesion within and across paragraphs – golden thread</li> <li>• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>• When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• When writing narrative writing, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Be able to identifying the audience for and purpose of the writing, selecting the appropriate form <b>for their own</b></li> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Spell some words with 'silent' letters</li> </ul>					

<b>Writing year objectives</b>	<ul style="list-style-type: none"> <li>• Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Can read further exception words, noting the unusual links between spelling and sound, and where these occur in the word</li> <li>• Can read books that are structured in different ways and reading for a range of purposes</li> <li>• Can listen to and discuss a wide range of fiction, poetry, plays</li> <li>• Can listen to and discuss non-fiction and reference books or textbooks</li> <li>• Can identifying themes and conventions in a wide range of books</li> <li>• Has increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Can ask questions to improve their understanding of a text</li> <li>• Can identifying the main ideas drawn from more than one paragraph and summarising these</li> <li>• Is able to use dictionaries to check the meaning of words that they have read</li> <li>• Can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li> <li>• Can predict what might happen from details stated and implied</li> <li>• Can discuss words and phrases that the author has chosen that capture the reader's interest and imagination</li> <li>• Can identifying how language, structure, and presentation contribute to meaning of the text</li> <li>• Can retrieve and record information from nonfiction</li> <li>• Is able to 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</li> <li>• Can identifying how language, structure, and presentation contribute to meaning</li> </ul>				
<b>Possible trips</b>		Tower of London		France Residential	Morden Hall Park