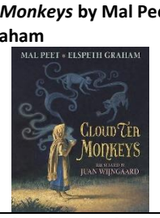
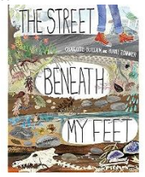
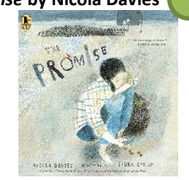
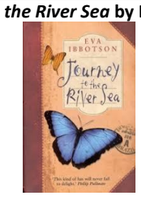
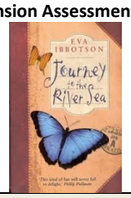
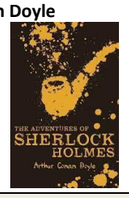
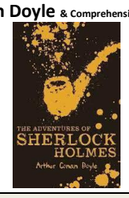
Yearly Overview 2024-2025

Year: 5 **Teacher:** Miss Gilham **Term:** Autumn 2024

	AUTUMN		SPRING		SUMMER	
Topic	**Wondrous World**	**Wondrous World**	**Inspirational Thinking**	**Refresh and Renew**	**Celebrating Cultures**	**Changes**
RE	**GIFTS FROM GOD** Creation, Stewards of Creation	**GOD'S COVENANTS** Abraham, Israelites, New Covenant	**INSPIRATIONAL PEOPLE** Being a disciple, Living the Beatitudes	**RECONCILIATION** God's Love and Forgiveness	**LIFE IN THE RISEN JESUS** Resurrection, Importance of Prayer OTHER FAITHS - Hinduism	**OTHER FAITHS** Overview, Judaism/Islam OTHER FAITHS – Hinduism Bhaktivedanta Manor VISIT
English	**Wellbeing/Intro to Writing (2 weeks)** *What Do You Do With an Idea* by Kobi Yamada  **Report (3 weeks)** *The World of the Unknown: Monsters* by Carey Miller *The Book of Mythical Beasts and Magical Creatures* by Stephen Krensky, ill. by Pham Quang Phuc  **Narrative (2 weeks)** *Cloud Tea Monkeys* by Mal Peet and Elspeth Graham 	**Non-Chronological Report (3 weeks)** *The Street Beneath Our Feet* & other Yuval Zommer texts  **Poetry-Cinquain (WW1 Focus) (1 week)** *Where the Poppies Now Grow* by Hilary Robinson & Martin Impey *In Flanders Field* by John McRae   **Narrative (3 weeks)** *The Promise* by Nicola Davies 	**Biography:** Fantastically Great Women Who Changed the World (by Kate Pankhurst); Little Leaders: Bold Women in Black History (by Vashti Harrison); Stone Girl Bone Girl (by Laurence Anholt); Groundbreaking Scientists (by J.P. Miller) **Persuasive letters:** The Misadventures of Frederick (by Ben Manley, illus. by Emma Chichester Clark) **Poetry: Narrative Poems** **Online resource: The Listeners (by Walter de la Mare)**	**Young Shakespeare Topic (1 week)** YOUNG SHAKESPEARE PERFORMANCE *A Midsummer Night's Dream* by William Shakespeare *A Midsummer Night's Dream* (adaptions) by Various **Creating Mystery & Suspense:** various texts, inc. Boy in the Tower (by Polly Ho-Yen), Varjak Paw (by SF Said), Read, Scream & Repeat (ed. by Jennifer Killick)	**Descriptive recount:** The Watertower (by Gary Crew) **Advertising campaign:** Range of real-life examples **Poetry:** Take One Poet (Karl Nova) Rhythm and Poetry	**Explanation:** The Lost Book of Adventure (by Teddy Keen) **Balanced arguments** **Poetry: Cloud Busting (Malorie Blackman)**
Reciprocal Reading	*Journey to the River Sea* by Eva Ibbotson 	*Journey to the River Sea* by Eva Ibbotson & Comprehension Assessment Practice 	*Stig of the Dump* by Clive King 	*Stig of the Dump* by Clive King & Comprehension Assessment Practice 	*The Adventures of Sherlock Holmes* by Arthur Conan Doyle 	*The Adventures of Sherlock Holmes* by Arthur Conan Doyle & Comprehension Assessment Practice 
Phonics/ Spelling	**Herts Essentials Spelling** **Sequences 1-5** 1 Review frequently misspelt words including some homophones and near homophones 2 Review plurals – adding –s, -es, -ies, -ves 3 Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly 4 Review suffixes beginning with vowel letters to words 5 Focus on morphology	**Herts Essentials Spelling** **Sequences 6-10** 6 Review suffixes beginning with vowel letters to words with unstressed syllables 7 Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list 8 Review soft c- words in statutory list 9 Explore words with the /i:/ sound spelt ei after c 10 Review word endings that sound like el	**Herts Essentials Spelling** **Sequences 11-15** 11 Explore words with -cial or -tial endings 12 Explore words ending in –cially or -tially 13 Review words from Y34 statutory word list 14 Explore words ending with –able and -ible 15 Explore words ending with –ably and -ibly	**Herts Essentials Spelling** **Sequences 16-20** 16 Explore words with -cious or -tious endings 17 Explore words ending in -ent, -ence, -ency 18 Explore words ending in -ant,-ance, -ancy 19 Focus on words with affixes from Y3/4 and Y5/6 statutory word list 20 Review commonly used and frequently misspelt words	**Herts Essentials Spelling** **Sequences 21-25** 21 Explore words with silent letters such as b,k, or g 22 Explore words containing the letters ough 23 Focus on words with unstressed vowels from the statutory word list 24 Review use of apostrophe for contraction 25 Review use of apostrophe for possession	**Herts Essentials Spelling** **Sequences 26-28** 26 Explore homophones and near homophones 27 Explore use of hyphen to create compound words 28 Focus on morphology and etymology
Maths *(White Rose Planning)*	**Block 1: Place Value**	**Block 3: Multiplication and Division A**	**Block 5: Multiplication and Division B** 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. **Block 6: Fractions B**	**Block 7: Decimals and Percentages** Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order & compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal. Solve problems which require knowing percent & 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. **Block 8: Perimeter and Area**	**Block 10: Shape** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. 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. **Block 11: Position and Direction**	**Block 13: Negative Numbers** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. **Block 14: Converting Units**

	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. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Block 2: Addition and Subtraction** 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.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime & 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 &1000. **Block 4: Fractions A** 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 & write mathematical statements > 1 as a mixed number[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. 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 two decimal places to the nearest whole number and to one decimal place. Read, write, order & compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal. Solve problems which require knowing percent & 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), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. **Block 9: Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	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 one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and other multiples of 90°. **Block 12: Decimals** 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 two decimal places to the nearest whole number and to one decimal place. Read, write, order & compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal. Solve problems which require knowing percent & 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.	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. **Block 15: Measuring Volume** Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]. 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.
Science	**Forces** • I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces • I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	**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 approximate spherical bodies. Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	**Properties of materials** • Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity 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 solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. • Give reasons based on evidence from comparative 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 this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	**Science week tbc**	**Living Things and Habitats** • Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.	**Animals Including Humans** • Describe the changes as humans develop from birth to old age.
Geography	**The Amazon Basin (Region in South America)** Locational knowledge Geographical skills and fieldwork	**The Amazon Basin (Region in South America)** Locational knowledge Geographical skills and fieldwork		**Rivers: Fieldwork** Locational Knowledge Key Fieldwork Skills developed EPPING FOREST FIELDWORK		

	Human and Physical Geography	Human and Physical Geography				
History		**Black History Month**	**Changing Power of the Monarchy** A look at the reformation and changes in religion throughout the Tudor dynasty		**Ancient Egypt** **Achievements of Early Civilisations: Overview** **In-depth Study of Ancient Egypt**	**Ancient Egypt**
Computing	**WE ARE GAME DEVELOPERS** **Create games using various programmes**	**WE ARE CRYPTOGRAPHERS** **Code cracking**	**WE ARE ARCHITECTS** **Create 2D and 3D models**	**WE ARE WEB DEVELOPERS** **Create a website**	**WE ARE ADVENTURE GAMERS** **Presentation Software**	**WE ARE VR DESIGNERS** **Experimenting with virtual and augmented reality**
Music	**Kapow: Composition Notation** **(Theme: Ancient Egypt)**	**Kapow: Blues**	**Kapow: South and West Africa**	**Hertford Music Festival**	**Kapow: Composition** **(Theme: Holi festival)**	**Year 5/6 Play**
Art	**Optical Art** **Final piece: Create composition using op art techniques.** **Link to: Hundertwasser & Bridget O'Reilly** **Skills development: drawing skills, graded pencils, pastel, chalk, charcoal.**		**Liquid Crystal Environment** **Guztav Metzger** **Final piece: Abstract composition showing knowledge of complimentary / contrasting colours and textured finish.** **Link to: Fauvism, anti-establishment, refugees.** **Development: colour mixing & theory (secondary & tertiary colours to be mixed), painting techniques, experimenting with tools & textures.**		**Digital media** **Bauhaus** **Final piece: Apply learning to create a poster/ book cover including typography.** **Link to: Freya Crow, modern day graphic designer.** **Development: Drawing skills; could do some painting / use of ICT.**	
D&T		**Textiles:** **Combining different fabric shapes** **Stuffed soft-toys**		**Frame structures**		**Food: Seasonality** **Making a pizza (including base)**
PE	**Basketball** **Tag Rugby** To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance	**Swimming** **By the end of KS2 pupils should be taught to:** • **swim competently, confidently and proficiently over a distance of at least 25 metres** • **use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]** • **perform safe self-rescue in different water-based situations** **Dance** Perform different styles of dance fluently and clearly Refine & improve dances adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognise and comment on dances suggesting ideas for improvement	**Gymnastics** Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement Select a component for improvement. For example—timing or flow **Netball** Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.	**Badminton** **OAA** Explore ways of communicating in a range of challenging activities Navigate and solve problems from memory Develop and use trust to complete the task and perform under pressure	**Rounders** Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance **Athletics** Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy	**Cricket** **Tennis** Introduce Volley shots and Overhead shots Apply new shots into game situations Play with others to score and defend points in competitive games Further, explore Tennis service rules
PSHE	**JIGSAW PLANNING** **1. Being Me in My World** • **I can make choices about my own behaviour because I understand how rewards and consequences feel** • **I understand that my actions affect me and others**	**JIGSAW PLANNING** **2. Celebrating Difference** • **I can explain the differences between direct and indirect types of bullying** • **I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied**	**MINI POLICE** • **Anti-social behaviour** • **Bullying**	**JIGSAW PLANNING** **3. Healthy Me** • **I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures** • **I respect and value my body**	**JIGSAW PLANNING** **5. Relationships** • **I can explain how to stay safe when using technology to communicate with my friends** • **I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others**	**JIGSAW PLANNING** **6. Changing Me** • **I can describe how boys' and girls' bodies change during puberty** • **I can express how I feel about the changes that will happen to me during puberty**
RSE	**LIVE LIFE TO THE FULL** **1. Calming the storm – To understand that we were created individually by God who cares for us and**	**LIVE LIFE TO THE FULL** **Gifts and Talents - Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;** **Girls' Bodies - About the unique growth and development of humans, and the changes that girls will experience during puberty;** **Boys' Bodies - About the unique growth and development of humans, and the changes that boys will experience during puberty** **Spots and Sleep - How to make good choices that have an impact on their health**	**LIVE LIFE TO THE FULL** **Body Image - To recognise that images in the media do not always reflect** **Peculair feelings - To deepen their understanding of the range and intensity of their feelings** **Emotional changes - Emotions change as they grow up (including hormonal effects);** **Seeing stuff online - The difference between harmful and harmless videos and images**	**LIVE LIFE TO THE FULL** **Is God Calling you? - To know that God calls us to love others** **Under pressure - Pressure comes in different forms, and what those different forms are** **Do you want a piece of cake? - Understand what consent and bodily autonomy means;** **Self-talk - Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions**	**LIVE LIFE TO THE FULL** **Menstruation - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life** **Sharing isn't always caring - To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.** **Cyber-bullying - What the term cyberbullying means and examples of it** **Types of abuse - To judge well what kind of physical contact is acceptable or unacceptable and how to respond**	**LIVE LIFE TO THE FULL** **Trinity House - Children will know that God is Trinity - a community of persons** **Catholic Social Teaching - Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be** **Reaching out - Pupils will learn to apply the principles of Catholic Social Teaching to current issues**
Spanish	**Describing me and others** • **in class** • **in Peru** **and in Spain** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]** **Vocabulary:** **Simple greetings** **Verb estar** **Range of adjectives**	**Saying what I and others have** •**at home** •**with friends** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [ce] [ci] [z]** **Vocabulary:** **Verb tener** **Range of singular masculine and feminine nouns** **Grammar:**	**Saying what I and others do** •**activities in class** •**in the week** •**outside** •**in the morning** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu]** **Vocabulary:** **Range of regular –AR verbs** **Family members**	**Saying how many, describing things** • **Carnaval** • **a story** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [qui] [que] [qui] [ce] [ci]** **Vocabulary:** **Numbers 1-12** **Grammar:**	**Describing things and people** • **Describing pictures** • **at the zoo** • **favourites** • **ages, states** **Phonics: the SSC (sound-symbol correspondences) taught this term are:** **SSC [j]** **SSC [ge] [gi]** **[ge] [gi] vs [ga] [go] [gu]** **SSC [gue] [gui]**	**Expressing likes and saying what I and others do** • **opinions** • **end of term show** • **my dad's work** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [r] [rr] [v] [b] [h]** **Vocabulary:** **Range of –AR and –ER verbs** **Range of plural nouns**

	Days of the week **Grammar:** **Talking about being** **Essential verb: to be, being – ESTAR** **I am – estoy** **you are – estás** **he is – está** **she is – está** **it is, it's – está** **Essential verb: to be, being – SER** **I am – soy** **you are – eres** **he is – es** **she is – es** **it is, it's – es** **Adjective agreement for masculine/feminine** **Yes/no questions with raised intonation**		**Talking about having** **Essential verb: to have, having – TENER** **I have – tengo** **you have – tienes** **he has – tiene** **she has –tiene** **Indefinite, singular** **Post-nominal adjective gender agreement** **Yes/no questions with raised intonation**	**Range of nouns, adjectives and adverbs** **Grammar:** **Talking about doing** **Infinitive – regular AR verbs (singular)** **Definite articles – el, la** **<u>Saying what I and others do</u>** **•activities in and out of class** **Phonics: the SSC (sound-symbol correspondences) taught this term are: [ga] [go] [gu] [ca] [co] [cu] [que]** **Vocabulary:** **Range of regular –ER verbs** **Range of singular masculine and feminine nouns** **Grammar:** **Talking about doing (2)** **Infinitive – regular ER verbs (singular)** • **Personal 'a'**		**Talking about more than one** **Essential verb: there is/are – hay** **Plural indefinite articles – unos, unas** **Regular plural marking on nouns [-s]**	**revisit SSC** **SSC [n] [ñ]** **Vocabulary:** **Range of nouns** **Range of adjectives** **Numbers 1-12 (revisit)** **hunger, thirst, right** **Grammar:** **Talking about being (2)** **Singular definite and indefinite articles (revisit)** **Postnominal adjective agreement (revisit)** **Subject pronouns for clarity and emphasis – yo, tú, él, ella** **Possessive adjectives mi, tu** **Use of de for possession** **Noun + favorito/a, preferido/a** **Tener meaning 'be' for age and states**		**Grammar:** **Talking about likes & dislikes** **Plural definite article los, las** **Use of definite article after verbs of opinion** • **Revisit –AR and –ER verbs**

British Values

SMSC

Rights & Responsibilities (Unicef)