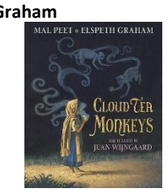
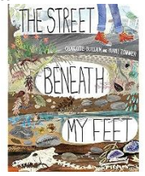
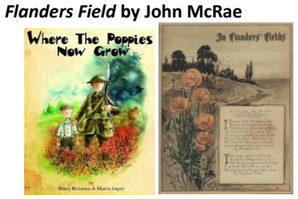
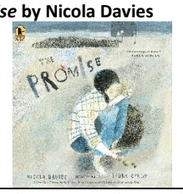
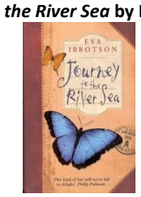
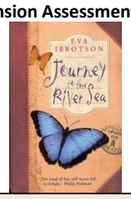
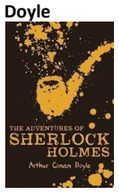
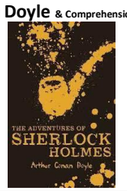
Year 5 Overview

	AUTUMN		SPRING		SUMMER	
RE	**CREATION AND COVENANT** Catholics believe that Moses was one of the most important people in the Old Testament and God chose him to lead Israel out of slavery in Egypt.	**PROPHECY AND PROMISE** Catholics believe that David was one of the great kings anointed and chosen in the Old Testament.	**GALILEE TO JERUSALEM** Pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law.	**DESERT TO GARDEN** Pupils will explore the meaning of these words by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation. God's plan is for everyone to go to heaven.	**TO THE ENDS OF THE EARTH** Pupils will study the Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts.	**DIALOGUE AND ENCOUNTER** Pupils should recognise that the texts that Christians refer to as the Old Testament are texts of the Jewish religion. For Christians, they are 'old' as Jesus Christ fulfils a new covenant which the New Testament recounts.
English	**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** **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)** **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**	**Block 7: Decimals and Percentages**	**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 13: Negative Numbers** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

	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.	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** 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.	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** 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.	**Block 11: Position and Direction** 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.	**Block 14: Converting Units** 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		**Why are rainforests important?** 1.Where in the world are rainforests found, and why are they located there?		**What are rivers and how are they used?**		**Where does our energy come from?** 1.Why is energy important? 2.What is renewable energy?

		2.What are the layers of the rainforest, and how do plants and animals survive in each one? 3.How do rainforests help the Earth's climate and produce the oxygen we breathe? 4.What happens when rainforests are destroyed, and who is affected? 5.What everyday products come from rainforests, and how do we depend on them? 6.How can we protect rainforests and make sure we use their resources responsibly?		1.Where are some of the world's biggest rivers located? 2.What are the features of a river? 3. How does a river form? 4.How does a river change the landscape? 5.Why are rivers important for people? 6.How do rivers affect tourism?		3.How does the United States generate energy? 4.How does the United Kingdom generate energy? 5.What is the best way to generate energy? 6.Where is the best place for a solar panel on the school grounds?
History	**How did Britain change during the Tudor Dynasty?** 1) What was the significance of the Battle of Bosworth? 2) Who was Henry VIII and what is his legacy? 3) What was the cause of the reformation? 4) Was Mary I really 'bloody'? 5) How can I pursue a line of enquiry – the Tides Letter 6) Was Elizabeth I a 'good' monarch?		**What were the greatest achievements of the Ancient Egyptian civilisation?** 1) Why was the Nile so important for the Ancient Egyptians? 2) What can we learn from the Rosetta Stone? 3) Who was Howard Carter and what did he discover? 4) How was society structured? 5) What role did religion play for the Ancient Egyptians? 6) What evidence do we still have of the Egyptian civilization?		**Who were the Wind rush Generation?** 1)What do I know about the Caribbean region? 2)When did people of African and Caribbean descent begin to arrive and settle in Britain? 3)Why did men and women in the Caribbean join the military? 4)When did the Empire Windrush arrive in Britain? 5)What was life like for the Windrush generation after the war? 6) What is the legacy of the Windrush?	
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: South and West Africa**	**Kapow: Blues**	**Kapow: Composition Notation** **(Theme: Ancient Egypt)**	**Hertford Music Festival**	**Kapow: Composition** **(Theme: Holi festival)**	**Year 5/6 Play**
Art	**<u>Optical Art</u>** Final piece: Create composition using op art techniques. What are the three effects of Op art? What influenced Bridget O'Reilly?		**<u>Can you create a trick of the eye?</u>** Using colour and shape create a piece of art based on Bauhaus What effect do you think Op Art has on the way we see shapes and colors? How do you think Op Art makes us feel when we look at it? Why? Why do you think Op Art can trick the eye?		**<u>Through Hockey's Lens</u>** Create a collage in the style of David Hockney What makes Hockney's use of color unique? How does Hockney's use of perspective change the way we see the world? How do Hockney's works differ from traditional portraiture or landscape painting?	
D&T		**<u>Designing, making and evaluating a soft toy for younger children</u>** How do I make a paper pattern for the product I want to produce? How will I show innovation? Who will be the user of my product and what are their needs, wants and values? What will be the purpose of my product?		**<u>Designing and making a small-scale bird hide for children to use in the school wildlife area</u>** How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened, reinforced and stiffened? How does the shape of the framework affect its strength?		**<u>Designing, making and evaluating a yeast-based snack for parents and children</u>** What ingredients could it contain? How could it be innovative? What techniques will I use and what equipment do I need?

PE	**Basketball** **Tag Rugby**		**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 – The circus**	**Gymnastics – counter balance and counter tension** **Challenging collaboration**		**Health related exercise** **Netball**	**Cricket** **Athletics**		**Rounders** **Tennis**
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); Menstruation - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life		**LIVE LIFE TO THE FULL** Is God Calling You? - To know that God calls us to love others. To know ways in which we can participate in God's call to us. Under Pressure - Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. Do You Want a Piece of Cake? - Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'. Self-Talk - Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships
Spanish	**<u>Describing me and others</u>** • 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 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		**<u>Saying what I and others have</u>** •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: 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	**<u>Saying what I and others do</u>** •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 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		**<u>Saying how many, describing things</u>** • Carnaval • a story Phonics: the SSC (sound-symbol correspondences) taught this term are: [qui] [que] [qui] [ce] [ci] Vocabulary: Numbers 1-12 Grammar: Talking about more than one Essential verb: there is/are – hay Plural indefinite articles – unos, unas Regular plural marking on nouns [-s]	**<u>Describing things and people</u>** • 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] 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		**<u>Expressing likes and saying what I and others do</u>** • 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 Grammar: Talking about likes & dislikes Plural definite article los, las Use of definite article after verbs of opinion • Revisit –AR and –ER verbs

				Grammar: **Talking about doing (2)** **Infinitive – regular ER verbs (singular)** • **Personal 'a'**			**Noun + favorito/a, preferido/a** **Tener meaning 'be' for age and states**		