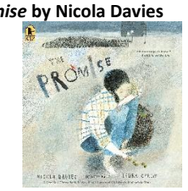
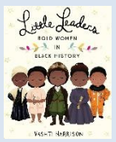
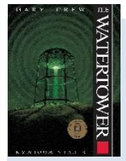
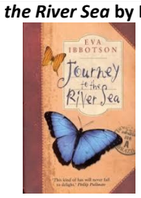
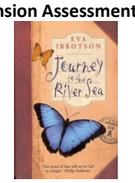
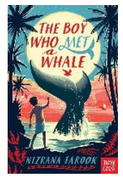
Year 5 Overview

	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** 	**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)** 	**Descriptive recount:** **The Watertower (by Gary Crew)**  **Poetry:** **Take One Poet (Karl Nova)** **Rhythm and Poetry** 	**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)**  **Explanation:** **The Lost Book of Adventure (by Teddy Keen)** 	**Poetry: Cloud Busting (Malorie Blackman)**  **Fiction: Birdsong (Katya Balen)** 
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 Boy Who Met A Whale*** **by Nizrana Farook** 	***The Boy Who Met A Whale*** **by Nizrana Farook** 
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** 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**	**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** 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**	**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** 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**	**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** 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**

	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.	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.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	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.	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 tropical rainforests?		**What are rivers and how are they used?** 1.What is the water cycle?		

		2. What is the Amazon rainforest like? 3. Who lives in the Rainforest? 4. How are rainforests changing? 5. How is our local woodland used? 6.		2. How are rivers formed? 3. Where can we find rivers? 4. How are rivers used? 5. What can we find out about our local river 6. What features does our local river have? (trip to Epping field studies centre)		
History	**What was important to the Ancient Egyptians?** 1. Where and when did the first civilisations appear? 2. Why was the Nile so important for the Ancient Egyptians? 3. How do we know so much about Ancient Egyptians? 4. What do sources suggest about gods and goddesses? 5. What did people in Ancient Egypt believe happened after death? 6. Who ruled Ancient Egypt and what happened to them when they died?		**What is the legacy of the Ancient Greek civilisation?** 1) Who were the Ancient Greeks and when did they live? 2) Who lived on Mount Olympus? 3) How was Ancient Greece governed? 4) Did the Ancient Greeks give us democracy? 5) How do the Ancient Greek philosophers influence us today? 6) What is the legacy of the Ancient Greeks?		**How did the achievements of the ancient Maya impact their society and beyond?** 1) How did the Ancient Maya settle in a rainforest? 2) What do remains tell us about Ancient Maya cities? 3) What did the Ancient Maya believe? 4) How did the Maya reflect world beliefs in their inventions? 5) How important was cacao to the Ancient Maya? 6) What caused the decline of the Ancient Maya cities?	
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 -** Music in Nature: chords and melodies	**KAPOW -** West African rhythms: Create, play and perform	**Hertford Music Festival**	**Hertford Music Festival**	**KAPOW –** Stage and Song: Storytelling through music	**Year 5/6 Play**
Art		**Drawing: Depth, emotion and movement**		**Painting and mixed media: Portraits**		
D&T	**Textiles: Soft toys**		**Cooking and nutrition: Developing a recipe**		**Electrical systems: Wobble bots**	
PE	**Basketball** **Tag Rugby**	**Dance – Street art** **Football**	**Gymnastics – counter balance and counter tension** **OAA: Challenging collaboration**	**Netball** **Athletics**	**Cricket** **Health related exercise**	**Rounders** **Tennis**
PSHE	**JIGSAW PLANNING** **1. Being Me in My World** **I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.** **I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.** **ASSESSMENT: How can your actions make our school a better place?**	**JIGSAW PLANNING** **2. Celebrating Difference** **I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.** **I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.** **ASSESSMENT: Why is it important to respect everyone's differences?**	**JIGSAW PLANNING** **3. Dreams and Goals** **I can compare my hopes and dreams with those of young people from different cultures.** **I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.** **ASSESSMENT: How do setbacks help you become more successful?**	**JIGSAW PLANNING** **4. Healthy Me** **I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.** **I can summarise different ways that I respect and value my body.** **ASSESSMENT: How can your choices affect your own health and the health of others?**	**JIGSAW PLANNING** **5. Relationships** **I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.** **I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.** **ASSESSMENT: How do trust and respect help relationships grow?**	**JIGSAW PLANNING** **6. Changing Me** **I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.** **I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.** **ASSESSMENT: How can you manage disagreements while maintaining respectful relationships?**

RSE	**LIVE LIFE TO THE FULL** **Calming the storm –** To understand that we were created individually by God who cares for us and **The Trinity–** To know that God is Trinity – a communion of persons		**LIVE LIFE TO THE FULL** **Cyberbullying –** To understand what the term cyberbullying means and examples of it; To think about what cyberbullying feels like for the victim.	**LIVE LIFE TO THE FULL** **Gifts and Talents –** To understand that similarities and differences between people arise as they grow and mature; To understand that by working together we create community.	**LIVE LIFE TO THE FULL** **Spots and sleep** To understand how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment. **Sharing isn't always caring –** To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. **Giving assistance –** To learn the recovery position;.	**LIVE LIFE TO THE FULL** **Peculiar feelings –**To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action. **Emotional Changes –** To recognise that emotions change as we grow up; To learn about emotional well–being **Self Talk –** To learn about how thoughts and feelings impact on actions and develop strategies that will positively impact their actions.	**LIVE LIFE TO THE FULL** **Girls' Bodies –** To know that human beings are different to other animals; To know about the unique growth and development of humans **Boys' Bodies –** To know that human beings are different to other animals; To know about the unique growth and development of humans **Menstruation –**To learn about the nature and role of menstruation in the fertility cycle; To learn practical help on how to manage the onset of menstruation.
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** **Grammar:** **Talking about doing (2)** **Infinitive – regular ER verbs (singular)** **• Personal 'a'**	**<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** **Noun + favorito/a, preferido/a** **Tener meaning 'be' for age and states**	**<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**