

Y5 yearly overview 2022-2023

This is a working document and is subject to change

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">The list of texts for English may change. We will be working on the skills set out in the Year 5 program of study for English New - whole school units in red</p>						
	7 weeks	7 weeks 1 day	6 wks 2 days	6 wks	6 wks	7wks
English	<p>Persuasion & discussion (non-fiction) a range of texts linked to science Health and Fitness topic (3 weeks)</p> <p>Narrative (Mixed Genre outcome) HfL Wolves in the Walls by Neil Gaiman (3 weeks)</p> <p>Performance poetry week - raps (1 week)</p>	<p>HfL whole school text- Lift (start week after half term) Description focus (2 weeks)</p> <p>Non-fiction HfL The Monsterology Handbook - A Practical Course in Monsters (3 weeks)</p>	<p>Narrative & class reader Varjak Paw by SF Said (2 weeks)</p> <p>Non-fiction Discussion texts Dogs vs Cats (1 week)</p> <p>Narrative poetry with mixed genre outcome The Highwayman and the Listeners (2 weeks + 1wk ?)</p>	<p>Non-fiction- Dragon theme (Pie Corbett) Mixed genre outcome (4weeks) Narrative (Princess) Discussion Instruction etc.</p> <p>Book week - Take one book whole school (2 weeks)</p>	<p>Narrative Fiction HfL Cloud Tea Monkeys by Mal Peet & Elspeth Graham (2 weeks)</p> <p>HfL whole school text - The Lost Spell (useful for assessing) 2 weeks</p>	<p>Narrative (Range of genre outcomes) -The Vanishing Rainforest (2 weeks)</p> <p>Non chron writing Science Link Earth in Space (return to Lift from Autumn term) 1-2 weeks</p> <p>Self assessment letter</p>
Maths	<p>-Number & place value up to 1 million -Addition & subtraction up to 4 digit numbers (column methods and mental strategies -Multiplication and division by 10, 100,</p>		<p>- Measurement, perimeter formal methods of multiplication and division -Compare, order, convert, add and subtract fractions</p>		<p>-Add, subtract, divide and multiply with decimals - Convert between different units of measure [for example, kilometre to metre] -Geometry including shape, position, reflection, translation Measurement , metric and imperial and reading timetables</p>	

	<p>1000 (multiples, factors, square, cube, prime numbers) - Read, write, order and compare numbers with up to three decimal places. - Statistics, graphing, tables and charts - Area Problem solving and reasoning</p>	<p>Round decimals with 2 decimal places -Recognise and understand the percent symbol (%)</p>			
<p>Science</p>	<p><u>Circulation & Health (Animals including humans 6)</u> <u>How do our choices effect how our bodies work?</u> What is the circulatory system? What does it do? What is the impact of diet, exercise, drugs and lifestyle on the way our bodies function?</p>	<p><u>Life Cycles (Living things and their habitats 4)</u> <u>Do all plants and animals reproduce in the same way?</u> What is a life cycle? What types of life cycles are there? Are life cycles the same? Do plants reproduce in the same ways as animals? How do plants spread their seeds?</p>	<p><u>Contd ..life cycles - animals and insects</u> <u>Growth & Development (Animals including humans 5)</u> What do humans look like? Do all animal embryos look the same? How do humans change? Why do humans change? What causes puberty? What changes do we go through during puberty? <u>Why and how does the human body change over time?</u> What physical changes occur as humans develop towards old age?</p>	<p><u>Mixtures & separation (Materials 5a) How can we separate mixtures?</u> What are mixtures? What does dissolve mean? How can we separate mixtures? How can we clean our dirty water?</p>	<p><u>Earth & Space (Forces 2) What is beyond our planet?</u> Why do we have day/night/months/years/seasons? Why does day length change? How does temperature/size/day length/year length change as you get closer/further to the sun? What is the movement of the Earth, and other planets, relative to the Sun in the solar system? How do day and night occur? How have ideas about the solar system changed over time?</p>

<p>Computing</p>	<p><u>Sharing Information - networking</u> Concept of a computer, working together when not in the same location. Explain the input, output, and process aspects of a variety of different real-world systems.</p> <p><u>Programming (Barefoot)</u> Scratch Junior to introduce programming skills. By creating projects in ScratchJr, the children will learn to think creatively and reason systematically. (activities include -tinkering, Viking raid animation, solar system animation, bug in the water cycle)</p>		<p><u>Information Matters</u></p> <p>Using spreadsheets - Excel</p> <p><u>Pizza Party</u></p> <p>This unit introduces pupils to data modelling using spreadsheets through a class pizza party theme. They develop their core computational thinking skills of abstraction, logic, decomposition, algorithms and evaluation and combine different types of software to present their work.</p>		<p><u>Vector Drawing</u></p> <p>Use different drawing tools and learn how images are created in layers. Explore the ways in which images can be grouped and duplicated to create more complex pieces of work.</p> <p><u>Audio Editing</u></p> <p>The unit is geared towards the children making a podcast editing their work, adding multiple tracks, and opening and saving the audio files.</p>
<p>History</p>	<p><u>The Struggle for the Kingdom of Britain</u> What did the Vikings want from Britain and how successful were they?</p>		<p><u>Crime and punishment</u> Has the way we catch and punish criminals improved that much in the last 100 years? Do you think it is likely to get better or worse?</p>		<p><u>Early Islamic Civilisation (including Baghdad AD 900)</u> Why did people come from all around the world to Baghdad in AD 900?</p>
<p>Geography</p>	<p><u>Rivers</u> How are rivers used and what is the impact of people on rivers?</p>		<p><u>Coasts</u> What impact has erosion had on coastal areas in the UK? Does everyone have clean water to drink? If not, what can be done?</p>		<p><u>Rainforests</u> What makes the Amazon rainforest so important? Why is it in danger? What are 'Fair Trade' products and who gains from them?</p> <p><u>Map skills</u> Symbols, grid references, reading contours, compass points,</p>
<p>Art</p>	<p><u>Figures and movement</u> Examine how artists create the effect of movement in their art. Explore different techniques and</p>	<p><u>Flowers</u> Drawing to fill the frame Vary the focal point in a drawing Complementary colours using pastels to work in the style</p>	<p><u>Drawing, collage, printing (Cat theme)</u> Continuous line drawings - Picasso Klee- Cat and Bird, collagraph and rubbing</p>	<p><u>Dragons creating visual texture</u> Sketching and drawing techniques Creating texture through mark making Clay work Collage to recreate an image</p>	<p>Rainforest Drawing skills Colour Elements of colour will be explored through the topic of the Rainforest.</p>

	materials to create art inspired by these artists.	of Georgia O'Keefe	Fill the frame, positive and negative space Comparison or Picasso and Renoir cat paintings			
DT	Food technology - making savoury crackers		Cams - exploring a cam mechanism to make a moving toy		Textiles - making and decorating cushion covers	
PE	Gym Press and Go Tag Rugby	Dance Styles Gym Compositions	Cat Dance/Handball Trampolining	Dance on the Beach Trampolining	Athletics Heptathlon Trampolining/Swimming	Swimming OAA
Music	<p>Introducing a more in-depth understanding of rhythmic notation through the concept of fractions;</p> <p>Developing ensemble playing skills by performing compositions in 3 and more parts;</p> <p>Introduction to 8th/16th note rhythms (e.g Te Tika)</p>		<p>Exploring and learning to identify the concept of tonality (major or minor) though the creative bodily response to improvised and composed music and instrumental playing;</p> <p>Exploring phrase length, compound time (6/8);</p> <p>Listening to and working with different musical sections, eg verse and chorus in pop music;</p> <p>Developing music listening skills by analysing, responding and identifying various musical elements, such as tempo, time signature, instruments, phrasing.</p>		<p>Fostering vocal skills by analysing voice qualities, listening to the recordings and singing in a choral setting unison and multipart songs;</p> <p>Discovering more advanced ways of song accompaniment through the concept of arpeggios;</p> <p>Fostering creative expression by composing more complex 2-4 bars phrases, co-creating compositions with pre-written and improvised sections.</p>	
RE	Rules for living Christianity and Judaism	Light as a symbol	Key figures in the Jewish Religion	Holy week and Easter	Creation Stories and Ultimate Questions	Authority figures and religious leaders
PSHE	Being Me in the	Celebrating	Dream and Goals	Healthy Me	Relationships	Changing me

Jigsaw	World	Difference				
Spanish	<p>Describing me and others</p> <p>Half-term 2: Saying what I and others have Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: <i>estar</i> (plural) for location & temporary state, <i>ser</i> (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), <i>hay, tener</i>, intonation questions, WH-questions with <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, negation with <i>no</i></p>	<p>Saying what I and others have Saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: <i>hay, tener</i>, singular indefinite articles (<i>un, una</i>), post-nominal adjectives, Verbs -AR and -ER present tense (plural), singular definite articles (<i>el, la</i>), intonation questions, <i>hay</i>, negation with <i>no</i>,</p>			<p>Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: verb <i>IR</i> (singular), contractions <i>del, al</i> <i>hacer</i> (singular/plural), <i>jugar</i> (singular/plural), two-verb structures - <i>amar odiar, querer deber poder</i> (singular) + infinitive, revisit intonation and WH- questions</p>	