

## Learning Overview - Year 5 - 2022/23

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Vicious Vikings	Victorian	Rainforests	Space	Animals and Humans	London to Rio
Trips / visitors		Trip to Beaulieu house		Visit from the Planetarium		Trip to London
Hook and Outcome	<b>Hook</b> Re-enacting Viking battles  <b>Outcome</b> Viking day	<b>Hook</b> Trip to Beaulieu house  <b>Outcome</b> Parents to come in to explore Victorian christmas poetry, festive foods and hear carols	<b>Hook</b> Classroom decorated with leaves, greenery etc. Images of jungle animals in classroom  <b>Outcome</b> Bushtucker style trials, quizzing/recapping on the topic	<b>Hook</b> Glow up classroom  <b>Outcome</b> Space party	<b>Hook</b> Feely bag of items related to the book - prediction lesson  <b>Outcome</b> Video broadcast, reading out their favourite piece of work in a newsround or interview style	<b>Hook</b> Mystery suitcase delivered  <b>Outcome</b> Showing other year groups pop up books
Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.					
	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Making comparisons within and across books</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Increasing their familiarity with a wide range of books - literary heritage</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Reading books that structured in different ways and reading for different purposes</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart, preparing poems to read aloud and perform</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Increasing their familiarity with a wide range of books - literary heritage</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart, preparing poems to read aloud and perform</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Reading books that structured in different ways and reading for different purposes</li> <li>Making comparisons within and across books</li> <li>Increasing their familiarity with a wide range of books - other cultures</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and</li> </ul>

	<p>details to support the main ideas</p> <ul style="list-style-type: none"> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<p>details to support the main ideas</p> <ul style="list-style-type: none"> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Recommend books that they have read to their peers giving reasons for choices</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal</li> <li>• Provide reasoned justifications for their views</li> </ul>	<p>exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal</li> <li>• Provide reasoned justifications for their views</li> </ul>
<b>Writing</b>	<p><b>Narrative - Action Scene</b> A = each other as playwrights P = to inform and entertain</p> <p><b>Chronological Report</b> A = parents P = to inform about the events during Viking times</p> <p><b>Narrative</b> A = each other P = to provide an alternative ending to entertain</p>	<p><b>Newspaper report</b> A = workhouse P = To complain about the standards of work</p> <p><b>Diary entry</b> A = selves P = To retain memories</p> <p><b>Poetry</b> A = parents P = To entertain</p>	<p><b>Balanced argument</b> A = An environmentalist P = To inform so people can decide</p> <p><b>Non chronological report</b> A - Naturists P -</p> <p><b>Explanation text</b> A - Palm oil users P - Explain the effects</p>	<p><b>Newspaper report</b> A = Children and parents at Shirley Warren P = To educate about space</p> <p><b>Extended narrative</b> A = Younger year groups P = To entertain and educate</p> <p><b>Biography</b> A = Astronomer P = To inform</p>	<p><b>Diary entry</b> A = selves P = To vent feelings/emotions</p> <p><b>Non-chronological report</b> A = animal lovers P = To inform the reader about yellow spotted lizards</p> <p><b>Travel brochure</b> A = parents of naughty boys P = To persuade parents to</p>	<p><b>Newspaper report</b> A = The nation P = to find a missing person</p> <p><b>Comparison email</b> A = Paola (from Brazil) P = to inform of similarities and differences</p> <p><b>Extended narrative</b> A = Younger year groups P = to entertain</p>

					send their children to the camp	
<b>SPaG</b>	<ul style="list-style-type: none"> <li>Consolidate Year 4 punctuation and grammar</li> <li>Prefix: con-</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen perform</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Convert nouns or adjectives into verbs</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use verb prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion, including adverbials of time, please and number</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Use verb prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion, including adverbials of time, please and number</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>Convert nouns or adjectives into verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Recap KS2 SPaG skills</li> <li>Use devices to build cohesion, including adverbials of time, please and number</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>
<b>Maths</b>	<b>Number and Place Value and Number Facts</b> Decimal fractions  <b>Number and Place Value</b> Money	<b>Number</b> Negative numbers  <b>Number facts, Multiplication and Division</b> Short multiplication and short division	<b>Geometry</b> Area and scaling  <b>Multiplication and Division</b> Calculating with decimal fractions	<b>Multiplication and Division</b> Calculating with decimal fractions  <b>Multiplication and Division</b> Factors, multiples and primes	<b>Number and Place Value and Fractions</b> Fractions	<b>Fractions</b>  <b>Number and Place Value</b> Converting units  <b>Geometry</b> Angles and transformations
<b>Science</b>		<b>Properties and Changes of Materials</b> - compare and group	<b>Forces</b> - explain that unsupported objects fall	<b>Earth and Space:</b> - describe the movement of the Earth, and other	<b>Living Things and Their Habitats</b>	<b>Properties and Changes of Materials</b> - demonstrate that

		<p>together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets;</p> <ul style="list-style-type: none"> <li>- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p>towards the Earth because of the force of gravity acting between the Earth and the falling object;</p> <ul style="list-style-type: none"> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces;</li> <li>- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p>planets, relative to the Sun in the solar system;</p> <ul style="list-style-type: none"> <li>- describe the movement of the Moon relative to the Earth;</li> <li>- describe the Sun, Earth and Moon as approximately spherical bodies;</li> <li>- use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals, Including Humans:</b></p> <ul style="list-style-type: none"> <li>- describe the changes as humans develop to old age.</li> </ul>	<p>dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Computing</b>	<p><b><u>Computing systems and networks</u></b></p> <p><b>Systems and searching</b></p> <p>Recognising IT systems around us and how they allow us to search the internet.</p>	<p><b><u>Creating media</u></b></p> <p><b>Video production</b></p> <p>Planning, capturing, and editing video to produce a short film.</p>	<p><b><u>Programming A</u></b></p> <p><b>Selection in physical computing</b></p> <p>Exploring conditions and selection using a programmable microcontroller.</p>	<p><b><u>Data and information</u></b></p> <p><b>Flat-file databases</b></p> <p>Using a database to order data and create charts to answer questions.</p>	<p><b><u>Creating media</u></b></p> <p><b>Vector drawing</b></p> <p>Creating images in a drawing program by using layers and groups of objects.</p>	<p><b><u>Programming B</u></b></p> <p><b>Selection in quizzes</b></p> <p>Exploring selection in programming to design and code an interactive quiz.</p>
<b>Art</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Improve mastery of art and design techniques, including: drawing and sculpture</li> </ul>		<p><b>Painting - Popart.</b></p> <p>Improve mastery of art and design techniques, including: painting and sculpture</p> <ul style="list-style-type: none"> <li>- Liechtenstein's techniques</li> </ul>			
<b>DT</b>		<p><b>What could be healthier?</b></p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>		<p><b><u>Turning planets</u></b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>- Select from and use a wider range of materials and components, including construction materials</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>- Create own stuffed toy, inspired by the yellow-spotted lizard</li> <li>- Basic sewing skills</li> <li>- Measuring</li> </ul>	<p><b><u>Creating pop up books</u></b></p>

		-Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		- Understand and use mechanical systems in their products - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures-		
<b>History</b>	<b>Vikings</b> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066	<b>Victorians</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
<b>Geography</b>			<b>Human geography:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Physical geography:</b> climate zones, biomes and vegetation belts			<b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand

						<p>how some of these aspects have changed over time</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>
<b>RHE</b>	<u><b>Family and Relationships</b></u> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friendships</li> <li>• Respectful relationships</li> </ul>		<u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>• Health and Prevention</li> <li>• Mental wellbeing</li> </ul>		<u><b>Safety and the Changing Body</b></u> <ul style="list-style-type: none"> <li>• Being safe (including online)</li> <li>• Basic First Aid</li> <li>• The changing adolescent body</li> </ul>	
<b>Music</b>	<b>Sea shanties</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Chords</li> <li>• Dot notation</li> <li>• Progression</li> <li>• snapshot 1</li> </ul>	<b>Gospel music</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Texture</li> <li>• Vocal decoration</li> <li>• Structure (Verse/chorus) <ul style="list-style-type: none"> <li>• Hook</li> </ul> </li> <li>• Lyric writing</li> <li>• Melody</li> </ul>	<b>Nasheed (islamic song)</b> <ul style="list-style-type: none"> <li>• Drone</li> <li>• Melody</li> <li>• Harmony</li> <li>• Chords</li> <li>• Progression</li> <li>• snapshot 2</li> </ul>	<b>Beat</b> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Basslines</li> <li>• Riffs</li> <li>• Texture</li> <li>• Articulation</li> <li>• Rhythm</li> <li>• Tango</li> </ul>	<b>Gamelan (Bali)</b> <ul style="list-style-type: none"> <li>• Interlocking rhythm <ul style="list-style-type: none"> <li>• Vocal chant</li> </ul> </li> <li>• Musical cycles</li> <li>• Ternary form (ABA) <ul style="list-style-type: none"> <li>• Pentatonic scale <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Dynamics</li> </ul> </li> </ul> </li> <li>• 20th century orchestral music</li> </ul>	<b>Lullaby</b> <ul style="list-style-type: none"> <li>• 3-time</li> <li>• Pentatonic scale</li> <li>• Question-and answer</li> <li>• Accompaniment <ul style="list-style-type: none"> <li>• Progression</li> <li>• snapshot 3</li> </ul> </li> </ul>
<b>RE</b>	<b>Jesus</b> His Teachings	<b>Interpretation</b> The birth Narratives	<b>Community</b> Umma	<b>Justice</b> Stories of justice	<b>Stewardship</b> Stewardship creation	<b>Symbol</b> Flight
<b>PE</b>	Invasion games	Creative learning	Net and wall games	Outdoor adventurous activities	Athletics	Strike and Field