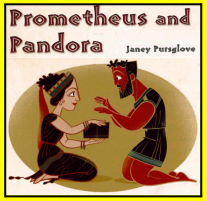
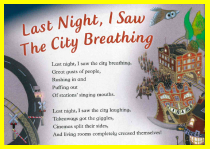
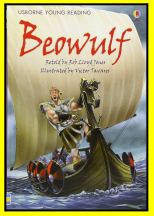
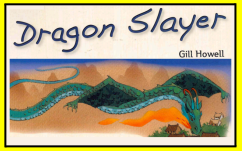
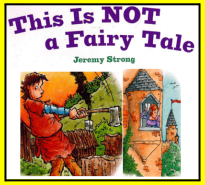
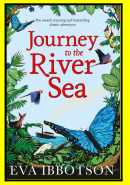
Year 5 Yearly Overview

Terms:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English As readers and writers we will be learning about…	**Writing** Text/ Stimulus Genre (Fiction/ Nonfiction/ Poetry)	 ***Bling!* -Jon Blake** :Diary  **Meet the monster!** Balanced Argument	 Pr**ometheus and Pandora** Narrative-Myth  **Last night I saw a city Breathe** Poetry	 **Beowulf** (Narrative- Legend  **"Bravery Award for Fire Hero" By "Newshound"** **"Beach Bonanza!"** Newspaper Article	 **Dragon Slayer- Gill Howell** Narrative- Adventure story   **The Kraken/ A Dragon Spotter's Guide to the Chinese Lung Dragon** Explanation text	 **This is NOT a fairytale** Story in the style of a significant author  **The Amazon** Debate	 **Journey To The River Sea** Diary  **Interconnected Amazon** Persuasive Presentation
	Spelling	-Words with silent letter 'b' -Words ending in -ible	-Words ending in -able -Silent Letter t	- suffix -ibly or -ably -suffix -ent	-Words ending in 'ence' -The ee sound spelt 'ei'	-Words ending in 'ance', 'ant', 'ancy' -Words ending in 'shus' spelt - 'cious'	- Words ending in 'shus' spelt - 'tious' -Words ending in 'shul' spelt -'cial' or -'tial'
	Handwriting	Mirror writing, phonetic alphabet, YR 5 & 6 word lists, cloze sentences	Spellings, cloze sentences, proverbs, idioms, word of the week, jokes	Dictation, shape poems, Haikus, Kennings, riddles, limericks, jokes	Word of the week, MFL, science	Nice & Neat, Geography & History	
	Reading	**Whole text:** The boy with wings	**Fiction:**Black Beauty/ Granny - Anthony Horowitz **Non Fiction:** Biography of Michael Morpurgo **Poetry:** I wandered lonely as a Cloud William Wordsworth/ My Shadow - RLStevenson	**Fiction:**The Crime Solvers / The Railway children **Non Fiction:** North/South America **Poetry:**The Wind and the Moon by George Macdonald/ How the leaves came down by Susan Coolidge	**Fiction:** The Midas Touch- Jan Mark / The Hobbit JRR Tolkien **Non Fiction:** Boy - Tales of childhood/ Roald Dahl autobiography **Poetry**:Goodnight stroud/ Last night I saw a city breathe	**Whole text:** Onyeka	**Fiction:** The Butterfly Lion Micheal Morpurgo/The Dancing Bear **Poetry:** The Highwayman - Alfred Noyes **Non Fiction:** The Planets by Patricia Whitehouse
As Mathematicians we will be learning about…		**Place Value within 100, 000; Addition and Subtraction**	**Multiplication and Division A; Fractions A**	**Multiplication and Division B; Fraction B**	**Decimals and Percentages Perimeter and Area; Statistics**	**Shape; Position and Direction ; Decimals**	**Negative Numbers ; Converting Units ; Volume**
As Scientists, we will be learning about…		**Physics- Forces** Understand the force of gravity acting between the Earth and a falling object.	**Physics - Earth and space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar	**Chemistry - Properties and changes of materials**	**Biology - Animals including humans**	**Biology - Animals including humans**	**Chemistry - Properties and changes of materials**

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	Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Understand that force and motion can be transferred through mechanical devices such as gears, pulley **Scientist: Isaac newton**	system. Describe the movement of the Moon relative to the Earth. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Science:Katherine Johnson**	Compare and group materials based on their properties. Notice how some materials dissolve. Investigate different methods of separating mixtures. **Science: Josiah Willard Gibbs**	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. (Life Cycles) **Scientist: Jo Shien Ng**	Describe the changes as humans develop to old age (reproduction). **Science: David Attenborough**	Give reasons based on evidence for uses of everyday materials. Understand the difference between reversible and irreversible changes **Scientist : Veena Sahajwalla**
As Geographers we will be learning about…	**Why is California so thirsty?** How the actions of people affected the drought in California	**Oceans** How oceans affect human settlement and behaviour	**Migration in Europe and the world** Why do people migrate?	**North and South America** The pros and cons of living in a megacity	**The Amazon** In what ways does the geography of South America affect life in the Amazon	**Interconnected Amazon** How does agriculture in the Amazon interact with other parts of the world.
As Historians we will be learning about…	**Islamic Civilisations: The round city: Baghdad** How was Baghdad connected with the rest of the world?	**The Anglo-Saxon Britain** How have historians learned about Anglo-Saxon Britain?	**Vikings in Britain- Lady of the Mercians** How did the Vikings change England?	**Norse Culture** What connections and similarities did the Norse people have with other people?	**Vikings in Britain-Changing Rulers, Changing Worlds** How did Angles, Saxons and Vikings shape England and Scotland?	**Local history study**
As Theologians we will be learning about…	**Christianity** U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	**Islam** U2. 6 What does it mean to be a Muslim in Britain	**Sikhism** U2.11 What does it mean to be a Sikh in Britain today?		**Christianity, Hinduism, Judaism, Islam** U2.4 If God is everywhere why go to the place of worship?	**Worldviews: Christianity, Hinduism, Judaism, Islam** U2.10 Green religion: What can be done about climate and environment
As Artists and Designers Technologists we will be learning about…	**Art: Drawing** Investigate and collect visual information and techniques from natural forms as a starting point *Artist: Hundertwasser and Auerbach*	**DT: Food Technology** 'Bread' Explore a range of different breads, learn about food groups and a balanced diet, and develop cooking techniques to design and make own bread.	**Art: 3D Art- modroc** Explore a range of materials to create a 3D response to figurative sculptures *Artist: Alberto Giacometti*	**DT: Inventions** 'Chinese Inventions' Explore the innovative culture of ancient China, discovering inventions that have helped shape the world and create own design criteria to design and build a kite.	**Art: Painting** Investigate and collect visual information and techniques from natural forms as a starting point *Artist: Chris Ofili*	**DT:Structures and Mechanisms** 'Moving Toys' Explore toys with moving cam mechanisms to be able to design and make a well structured moving toy *Link to Science*
As Spanish speakers we will be learning…	**Me and my friends at school** Extended feelings, recap personal information, introduce a friend, subjects and opinions	**Time in the city** Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper	**At the market** Fruit and veg nouns, class survey, prices, market dialogue, recipe	**Clothes** Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write	**Out of this world** ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations	**Tapas culture** Typical Spanish tapas, opinions, ordering politely, menus, café conversation
As Computer Scientists we will be learning about…	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Video production** Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Flat file databases** Using a database to order data and create charts to answer questions.	**Introduction to Vector graphics** Creating images in a drawing program by using layers and groups of objects	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.

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As good citizens we will be learning about PSHE and SMSC	**Being Me in My World** Comparing 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	**Celebrating Difference** Differences between direct and indirect types of bullying. Strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	**Dreams and Goals** Comparing my hopes and dreams with those of young people from different cultures	**Healthy Me** Explaining different roles that food and substances can play in people's lives. Understanding how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	**Relationships** Exploring their own qualities, interest and self-esteem and looking at strategies to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and resist peer pressure.	**Changing Me** Exploring self-image and body confidence, looking at changes in boys and girls during puberty, and why looking after myself physically and emotionally is important.
As Sports people we will be learning about…	**Invasion Games- Support play and positioning** Pass, dribble and shoot with control in games, mark opponents, and help each other in defence	**Net/Wall Games- Developing individual shots** Develop strategy and tactical skills to outwit the opposition: make more decisions and choices when playing games which involve partner and group work	**Swimming** 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		**Athletics- Set targets & improve performances in running, jumping and throwing activities** Develop sustained running skills to be able to choose running pace; show control at take off in jumping activities; develop accuracy when throwing for distance	**Striking/fielding games- Developing range of roles and positional play** Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency
As Musicians we will be learning about…	**Music in nature: Chords and melodies**		**West African rhythms: Create, play and perform**		**Stage and song: Storytelling through music**	