

## Year 5 Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context Title	Anglo Saxons and Scots	Frozen Planet	Who wants to be a Vicious Vikings? (History Theme)	The Golden Age!	Animal Madness (Geography Theme)	
Core Text	Beowulf <i>Michael Morpurgo</i>	The Last Bear <i>Hannah Gold</i>	Viking Boy <i>Tony Bradman</i>	The Golden Horsemen of Baghdad. <i>Saviour Pirotta</i>	The Explorer <i>Katherine Rundell</i>	The Explorer <i>Katherine Rundell</i>
Poetry	The Lady of Shalott - Alfred Lord Tennyson	n/a	n/a	n/a	The River Valerie Bloom	The Tyger William Blake
English	-Character Description -Diary -Kenning -Narrative	- Diary - Narrative Chapter - Newspaper extract	-Flashback -Eye witness account -Biography	-Letter -Biography	-Setting description -Diary -Letter	-Persuasive paragraph -Newspaper report about children being found. -Shape poem -Persuasive text to convince people about de-forestation.
Just Read	Journey to the River Sea- <i>Eva Ibbotson</i>	The Jungle Book- <i>Rudyard Kipling</i>				
Maths	Number- Place Value Number- Addition and subtraction Number- Multiplication and division Number- Fractions		Number- Multiplication and division Number- Fractions Number- Decimals and percentages Measurement- Perimeter and Area Statistics		Geometry- Shape Geometry - position and direction Number- Decimals Number- Negative Numbers Measurement- Converting Units Measures- Volume	
Science	<b>Properties of Materials</b> <b>Working scientifically:</b> Which materials dissolve and which don't? What different ways can we use to separate materials? How can we form new materials?  Materials-Reversible and irreversible changes		<b>Forces</b> <b>Working scientifically:</b> How does the surface area of a parachute affect the time it takes to fall to the ground?  What can we learn from using mechanisms?  <b>Scientists- Galileo Galilei and Isaac Newton</b>	<b>Earth &amp; Space</b> <b>Working scientifically:</b> How does the length of daylight hours change in each season?  <b>Scientist- Katherine Johnson</b>	<b>Living things and their habitat</b> <b>Working scientifically:</b> What are the differences between the life cycle of an insect and a mammal? How can we grow a new plant from different parts of a parent plant?  <b>Scientist- Jane Goodall</b>  <b>Animals, including humans</b> <b>Working scientifically:</b> What can adults/children do now that they couldn't do when they were a baby? Are the oldest children in our school the tallest?	
Science Cross curricular books			Collins Big Cat: Copernicus, Galileo and Newton	Collins Big Cat: Copernicus, Galileo and Newton	Big Cat: Life Cycles	

			Flowchart Science: Forces Forces: Boom Science	The Skies above my eyes <i>Charlotte Guillian and Yuval Zommer</i>	A butterfly is patient Dianna Aston	
Computing	<b>Programming and algorithms</b> Scratch Space Shuttle Movement game	<b>Information technology</b> Use CAD to design emblem for hat - print with 3D printer.	<b>Information Technology</b> Creating a virtual space - Planner 5D  <b>Role model Ebook</b> Who are the hidden figures behind the first moon landing and what work did they do for NASA?		<b>Programming and algorithms</b> Coding using Micro:bit Toy / game making - Reaction time  <b>Case study debate</b> (link to digital citizenship and influencers) Do all influencers have good intentions?	
Digital Citizenship	<b>Media Balance &amp; Well-Being</b> <u>My Media Choices</u> What makes a healthy media choice?	<b>Privacy &amp; Security</b> <u>Private and Personal Information</u> What information about you is OK to share online?	<b>Digital Footprint &amp; Identity</b> <u>Our Online Tracks</u> How does our online activity affect the digital footprints of ourselves and others?	<b>Relationships &amp; Communication</b> <u>Keeping Games Fun and Friendly</u> How can I help myself and others be positive and have fun while playing online games?	<b>Cyberbullying, Digital Drama &amp; Hate Speech</b> <u>Be a Super Digital Citizen</u> How can we be upstanders when we see cyberbullying?	<b>News &amp; Media Literacy</b> <u>A Creator's Rights and Responsibilities</u> What rights and responsibilities do you have as a creator?
Geography		<b>Polar Regions &amp; Oceans</b> Understand the location of our oceans and polar regions. Recognise climate within polar regions as well as the different biomes within each. Understanding the impact of people upon the oceans and the polar regions and how humans also adapt. Recognising the link between humans and polar regions and oceans.			<b>Agriculture in the Amazon Basin</b> Review agriculture across the world and compare with <u>Focus Study: Amazon River</u> . Understand the supply chain and globalisation and Fair Trade (link back to Ghana Y4) Ethical implications arising	<b>Amazon Basin and its rainforests</b> <u>Focus Study: Amazon Rainforest- Environment of Amazon</u> . Rainforests as ecosystems and relationship with the climate. Impact of climate change on Amazon rainforest and how human settlement has adapted.
History	Britain's settlement by <b>Anglo Saxons and Scots</b>		<b>The Viking and Anglo-Saxon</b> struggle for the Kingdom of England.	A non-European society that provides contrasts with British history -early <b>Islamic civilization</b> , including a study of Baghdad c. AD 900		
Cross-curricular books	History detectives Investigate: Anglo Saxons CGP: Anglo Saxons Collins Primary History - Invaders	Kingfisher Reader: The Arctic and Antarctic. 100 Facts: Polar lands <i>Shackleton's Journey</i> <i>William Grill Wild</i> Geographics: Biomes Wild World- <i>Angela McAllister</i>	The Vikings are coming. Invasion and Settlement: The Vikings The genius of the Vikings CGP: The Vikings Collins Primary History - Invaders	Big Cat: The Golden age of Baghdad. Explore: Early Islamic Civilisation History Detectives Investigate: Early Islamic Civilisation.	Geographics: Biomes Curriculum Visions: Rainforest Life  FICTION: River Story <i>Meredith Hooper</i>	Geographics: Biomes Curriculum Visions: Rainforest Life  FICTION: The Great Kapok Tree <i>Lynne Cherry</i>

						Wild World- Angela McAllister
DT		<b><u>Textiles</u></b> Design and make a hat to keep our heads warm in cold weather.	<b><u>Structures</u></b> Design and make a Viking Longship moving toy (moving toys - cam mechanism)			
Art and Design Artist	<b><u>Painting</u></b> Autumn Scenes - use texture within oil paint  <b>Artist:</b> Monet <i>Impressionism</i>			<b><u>Drawing</u></b> Images of Baghdad which show shadows, direction of sunlight, perspective. <b>Architect:</b> Zaha Hadid		<b><u>Sculpture</u></b> Create 3D plants/ flowers using wire and clay
Cross-curricular books	Mornings with Monet <i>Barb Rosenstock</i>			Building Zaha <i>Victoria Tentler Krylov</i>		
PSHE	<b><u>Community Project</u></b> Year 5 will participate in 'The Big Standish Clean-Up'. Children will use litter pickers in and around our local area and volunteer their time to clean up.	<b><u>Living in the Wider World (Citizenship)</u></b> To recall what the British Values are and know their impact on British society today. To understand my rights and responsibilities as a citizen of my country and as a member of my school. To understand how democracy and having a voice benefits the school community. To understand that my actions affect other people locally and globally.	<b><u>Celebrating Diversity</u></b> To recognise that everyone should be treated equally. To understand the importance of listening to and respecting a wide range of people. To explore different types of discrimination. To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.	<b><u>Economic Wellbeing</u></b> To recognise that people have different attitudes towards saving and spending money. To identify how budget, value and needs can influence decisions about spending money. To know different ways that money can be saved and kept safe, and why this is important To understand the importance of keeping track of money. To know about risks associated with money (e.g. money can be won, lost or stolen)	<b><u>Relationships</u></b> To know how to recognise, form and maintain positive healthy relationships of all kinds. To respond appropriately to indicators of unhealthy relationships. To know how to stay safe when using technology to communicate with my friends. To understand there are rights and responsibilities in an online community or social network. Identify when an online community feels unsafe or uncomfortable. To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. To learn about the factors which contribute to a young person deciding to join a gang.	<b><u>Healthy Me</u></b> To learn about some of risks and effects of (legal and illegal) drug and alcohol use and their impact on health. To learn about some of the reasons why people use drugs and alcohol to manage situations and peer influence. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. To know the importance of taking care of mental health. To know about the strategies and behaviours that support mental health. To know how boys' and girls' bodies change physically, emotionally and biologically during puberty. Understand the meaning of 'conception'. Describe how a baby develops from conception

					To learn about the social, legal and physical consequences of gang behaviours. To learn how to seek help if worried about gang activity.	through the nine months of pregnancy, and how it is born. To know the importance of personal hygiene especially for those approaching puberty.
PE	Invasion Game-Netball End of Unit Task: 5v5 Attack/Defend the Goal	Invasion Games-Handball End of Unit Task: 5v5	Dance Vikings	OAA End of Unit Task: Jigsaw Course	Striking and fielding (Rounders) Core Task: 8v8 Rounders	Net and wall (Tennis) End of Unit Task: King/Queen of the court
PE	Athletics End of Unit Task: Mini Olympics	Gymnastics End of Unit Task: Twos Company	Invasion Games-Hockey End of Unit Task: 7v7	Invasion Game-Football End of Unit Task: 5v5 Attack/Defend the Goal	Invasion Game-Tag Rugby End of Unit Task: 5v5 Attack/Defend the Goal	Striking and fielding (Cricket) End of Unit Task: Pavilion Cricket
RE	What are the five pillars of Islam?	How can art, architecture and poetry express belief?	What is important in Jewish life and worship?	Why is Easter so important to Christians?	Why do believers see life as a journey?	
Music	<b>Ukulele 1 - Intro</b> Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.	<b>Vocal - Happy Charanga</b> Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.	<b>Connect It BBC Ten Pieces</b> Improvise rhythmic and melodic phrases using the voice and instruments.	<b>Ukulele unit 2 - basics.</b> Play in solo and ensemble contexts with fluency and expression.	<b>Vocal - 2-part songs</b> Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.	<b>Mars - Holst BBC Ten Pieces</b> Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.
Spanish	Key language of the classroom - recap Numbers 1 - 31 Seasons Happy birthday	Introducing ourselves and others Days of the week/ months of the year Birthdays Colours Eye and hair colour Christmas	Shape Combine colour and shape Describe where things are Language to describe pictures	Combine adjectives and nouns to describe faces Parts of the body	Family members Alphabet Ask and answer - do you have? Language for describing hair and eyes	Listen and follow the story of the Giant Turnip Retell the story with actions Language to describe a family.
Forest Schools Projects						Create habitats for creatures; explore life cycles; explorer day in the outdoor garden. Build shelters Making fire etc.
VR experiences					Following Rivers (VR lesson plan)  Brazil Rainforest	Narrated Amazon documentary (360 degree video)

Trips	Anglo-Saxon/ Viking workshop- Tatton Park			Jodrell Bank- Earth & Space		Anderton Centre
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