



Year 5 Overview-2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Visits/Visitors	<p>British Museum – Roman exit point and Greeks Entry point</p> <p>Virtual tour of the Museum to study the artefacts</p>	<p>TBC- Freshwater Company Entry Point in School – Roman Civilisation in school</p>	<p>TBC: ISKCON Temple – Soho Street Temple</p>	<p>TBC: Canals and riverside history or/Rivers and lakes discovery day</p> <p>visitleevalley.org.uk/education Online virtual tours</p>	<p>TBC: Orbit Tower – Arcellor Mittal Swimming</p> <p>Virtual tour of the Olympic park, Emirates ride and Mittal tower visit.</p>	<p>The Planetarium Mobile – Space in the School Gym</p> <p>Online virtual tour of the Planetarium.</p>
Safeguarding Awareness	<ul style="list-style-type: none"> COVID19 safety Maintain hygiene, awareness to keep minimum 2m distance from other person. Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered Follow the good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach Trips - Stranger danger aware of visitors in the school and safeguarding procedures, terror attacks, use of escalators 	<ul style="list-style-type: none"> Exposure to past regimes and its impact on varying civilians Comparing safety from then to now How to be safe around the school Anti-bullying, awareness of bullying; bullies and being bully Assembly on use of social media and gaming Safety procedures in handling scientific equipment e.g. torches. Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Use of clay tools safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Use of clay tools safely Safer use of solar equipment E-Safety linked to Music and Computing learning Fire safety in school including evacuation procedure Safety on rivers/wearing of life jackets, how to alert for help if in danger Learning about consequences from 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Use of clay tools safely Safer use of solar equipment E-Safety linked to Music and Computing learning Fire safety in school including evacuation procedure Explaining the dangers of throwing paper planes in the classroom. 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Use of clay tools safely Safer use of solar equipment E-Safety linked to Music and Computing learning Fire safety in school including evacuation procedure Awareness around being homeless and the 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators Use of scissors, hole punches and staplers, use of string for space topic and awareness of how to handle equipment safely Use of clay tools safely Safer use of solar equipment E-Safety linked to Music and Computing learning Fire safety in school including evacuation procedure Learning about consequences from running away from

	<ul style="list-style-type: none"> E-Safety linked to Music and Computing learning How to be safe around the school Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure Use of clay tools safely Learning about consequences from running away from school or home and the risks involved Animal welfare and safety linked to the text; what types of animals would make safe house pets 		running away from school or home and the risks involved		<p>consequences faced by homeless people.</p> <ul style="list-style-type: none"> Science day – using a variety of resources; milk, food colouring and how to be safe with mixing various liquids (chemical reactions) 	<p>school or home and the risks involved</p> <ul style="list-style-type: none"> Using a variety of resources; milk, food colouring and how to be safe with mixing various liquids (chemical reactions) Ratha Yatra- safety of handing leaflets out to the public, safety on the streets and mindful of behaviour towards neighbours, residents, public
Main Theme	Myths and Legends	The Great, Bold and the brave	Go with the Flow (River Ganges Focus)	What a wonderful world	The holiday show	Space explorers
English (Spoken Language, Reading, Writing, Handwriting)	<p>Text The Butterfly Lion Christmas book: <u>Writing objectives</u> Diary Entry Narrative descriptive (fantasy) Recounts- Setting Description Character Description Biography/Autobiography</p>	<p>Text The Lion, The Witch & The Wardrobe The Miracles of Saint Nicholas</p> <p><u>Writing objectives</u> Narrative (film) Diary Writing Informal letter Persuasive writing: adverts, Recounts (link with Topic)</p>	<p>Text: Books-Shaun Tan Tales of Outer suburbia: Eric - Shaun Tan Mufaro’s Beautiful Daughters John Steptoe <u>Writing objectives</u> Narratives (Historical setting/stories from other cultures)</p>	<p>Text: Street Child Berlie Doherty</p> <p><u>Writing objectives</u> Narrative (stories with issues and dilemmas) Setting description Character Description Persuasive writing Recount</p>	<p>Comic Book King Kong- (Anthony Browne) The Way Home</p> <p><u>Writing objectives</u> Narrative writing Explanation Text Newspaper Report Narrative Poetry Emotive description</p>	<p>Text: Stories collection Sci-Fi - Aliens George’s Secret key to the Universe by J.Hawking and S. Hawking Narratives Formal letters using Formal tone and language</p>

	<p>Letter writing -informal Poems –Descriptive poem</p> <p>Grammar Nouns (phrases), Modal Verbs, Adjectives Adverbs, pronouns Adverbials, verbs: present, past, Perfect, Adverbials (Relative clauses) Punctuation Spellings : Shuhs spelt -cious Short ‘l’ sound spelt with ‘y’; Long ‘l’ sound spelt with ‘y’, homophones-</p>	<p>Christmas Story:Fables, Myths and Legends (Narrative – comics)</p> <p>Biography – Diwali Sitama</p> <p>Grammar Relative pronouns, conjunctions, Relative clauses, Prepositional phrases, Tenses, Apostrophes Determiners</p> <p>Spellings : Silent letters, Modal verbs -ment words, able, ible, ably, ation, ibly, eable, endings , Adverbs of possibility and frequency Challenge words Review Review</p>	<p>Character inference Letter Writing – Empathy Flash back and Precis Information Text /Research (link with River Ganges) Drama</p> <p>Non Chronological Reports (link with Topic)</p> <p>Grammar Co-coordinating conjunctions, Subordinating conjunctions, Prepositions, Sentence practice Commas in lists starters, adverbials, figurative Language Spellings : -lty suffix, -ness suffix, - ship suffix, ible, ibly endings, topic words, fer suffix, -fer no double r, i before e homophones (x3 wks) Review</p>	<p>Balanced Argument Performance Poetry Play scripts – Easter Story Science DAY – Events Autobiography of Scientist</p> <p>Grammar Multi-clause sentences, Commas to join sentences, embedded sentences, Apostrophes, punctuation, Hyphens, dashes, brackets within the sentences using clauses. Tenses</p> <p>Spellings : ‘or’ sound spelt or, ‘or’ sound spelt ‘au’ , Convert into verbs using –ate, Convert into verbs using –ise, Convert into verbs using –ify, Convert into verbs using –en- Review</p>	<p>Flashback planning Grammar Passive voice Relative clauses Punctuation Adjectives and adverbs Commas Modal verbs Conjunction Informal and formal speech</p> <p>Spellings : -ough words, more ough words, homophones x3 weeks word list - Review</p>	<p>Play Script: Dialogue and advancing the action Poems to explore the feeling Rath Yatra - Poem</p> <p>Grammar Verbs/active & passive/apostrophes/; Conjunctions/ relative ; clauses Word classes – recap verbs and adverbs</p> <p>Spellings : silent letter words, cial and tial words, hyphenated words, word list -cial or –tial hyphenated words</p>
Maths	<p>Numbers : Place Value Numbers : Addition subtraction (Week 1-6)</p>	<p>Statistics Number – multiplication and division Measurement: Perimeter and Area <u>Week 12: Consolidation</u></p>	<p>Number – multiplication and division Number: Fractions</p>	<p>Number: Fractions Number: Decimals & Percentages</p> <p>Consolidation</p>	<p>Number: Decimals Geometry: Properties of Shapes</p>	<p>Geometry: Properties of Shapes Geometry: Position & Direction Measurement: Converting Units Measurement: Volume <u>End of the term consolidation.</u></p>

Science	Properties and changes of materials <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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 solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair 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 that this kind of change is not usually reversible, including changes associated with burning 	Properties and changes of materials <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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 solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Forces <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	Living Things and Their Habitats <ul style="list-style-type: none"> • 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. 	Animals including Humans <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Learn about the changes experienced in puberty and research gestation periods in different animals including human 	Earth and Space <ul style="list-style-type: none"> • 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 approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
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	and the action of acid on bicarbonate of soda.					
History	<p><u><i>Ancient Greece</i></u></p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 	<p><u>The Roman Empire and its impact on Britain.</u></p> <p>This will include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • Roman withdrawal from Britain in cAD410 and the fall of the western Roman Empire • the Roman Empire and its impact on Britain 			<p><u><i>A local history study :Stratford</i></u></p> <p>Examples</p> <p>An in-depth study linked to one of the British areas of study listed above</p> <ul style="list-style-type: none"> • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
Geography	<p>Geography (Modern Greece vs Greece in Ancient times)</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North 	<p>Geography Human and physical geography:-</p> <ul style="list-style-type: none"> • Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Geography Human and Physical Geography :</p> <p>Describe the understand the key aspects of :</p> <ul style="list-style-type: none"> • Physical geography: physical geography including river, 	<p>Geography Human and Physical Geography:</p> <ul style="list-style-type: none"> • Describe the understand the key aspects of : • Physical geography: including : climate 	<p>Geography: Geographical skills</p> <ul style="list-style-type: none"> • Use maps, digital/computer mapping to describe features studied • Use fieldwork to observe measure 	<p>Geography Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a human and physical geography of

	<p>and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>mountains, volcanoes, and earthquakes, and water cycle.</p> <ul style="list-style-type: none"> Human geography including land use, economic activity including distribution of natural resources including energy, good, mineral and water. <p>Location: Identify the position and signification of latitude, longitude, Equator, Northern Hemisphere, southern hemisphere, the tropic of Cancer and Capricorn, Arctic and Antarctic</p>	<p>zones, biomes, and vegetation belts, rivers, mountain.</p> <p>Location:</p> <ul style="list-style-type: none"> Identify the position and signification of latitude, longitude, Equator, Northern Hemisphere, southern hemisphere, the tropic of Cancer and Capricorn, Arctic and Antarctic About different regions and environments around the world and how to use different types of map to find out information About the forces and processes that shape our planet About extreme weather events and how they affect people and localities About the possible causes of climate change and its effects on our planet Answer questions how man-made changes can alter/change our local environment <p>*** Stratford regeneration</p>	<p>and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> Name and locate counties and cities, key topographical features (including hills, mountains etc) and the land-use pattern; and understand how the some of these aspects have changed over time. About a tourist attraction in our local area About the role of our local Tourist Information Centre <p>How maps can give us tourist information</p> <ul style="list-style-type: none"> About tourism and its impact on regions, countries and cultures Answer how we can create an eco-friendly, sustainable holiday resort 	<p>a region of the united kingdom, a region in a European Country(Spain)</p>
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<p>Art</p>	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To develop observational paintings Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Cross curricular links: Science: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>Art and Design Skills: Formal elements: Architecture</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing. Learn about great artists, architects and designers in history Create sketchbooks to record their observations. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. A three-dimensional piece of artwork. 	<p>Focus Artist: Paul Klee; Leonardo da Vinci</p> <p>Art and Design Skills: Walking the line- Collage Art</p> <ul style="list-style-type: none"> To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design 	<p>Art and Design Skills: Every Picture tells a story</p> <ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Inspired by Rorschach to create sketch books to record their observations and use them to review and revisit ideas Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a 	<p>Art and design Skills:</p> <p>Design for a Purpose</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques. To improve their mastery of art and design techniques. 	<p>Art and design Skills : Design for a Purpose</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, Develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
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				range of materials [for example, pencil, charcoal, paint, clay].		
DT	<p>Plan, design and create a vase inspired by Ancient Greeks:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Plan, design and make Roman mosaics</p> <p>, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate: investigate and analyse a range of existing products</p>	<p>Structure: Bridges</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion and prototypes Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics Investigate and analyse a range of existing products Apply their understanding of how to strengthen, stiffen and reinforce 	<p>Textiles: Stuffed toys</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Food: What could be healthier?</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at 	<p>Mechanical systems: Making a pop-up book</p> <p>Design:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment

			<p>more complex structures</p>		<p>particular individuals or groups.</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><i>Evaluate</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. <p><i>Make</i></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, 	<p>to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><i>Technical knowledge</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p><i>Evaluate</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their
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					shaping, joining and finishing], accurately Computing <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Technical knowledge Apply their understanding of computing to program, monitor and control their products.	work
Computing	iSafe: <i>Staying safe online and talking age restriction on online gaming and social media sites.</i>	iAlgorithm: (4 weeks) <i>Searching, sorting and networks. Effective algorithms</i>	iProgram:(8 weeks) <i>Designing and developing computing games.</i>	iWeb: (6weeks) <i>Remixing and creating web content using HTML.</i>	iProgram: (unit 2) (8 weeks) <i>Designing and developing multi-level X-box games.</i>	iCrypto <i>cryptography</i>
PE	Gymnastics To explore balancing with different parts of their bodies to form bridges. Make different bridges to show different relationships between the floor and apparatus and travel in different directions using bridges.	Gymnastics To work in a controlled way, revise the 5 main jumps. To work with a partner to create, repeat & improve a sequence with at least three phases. Focus on improving strength and suppleness by practising stretches and shapes. To make complex or extended sequences. Continue to practice to make contrasting shapes and develops sequence with a partner or in groups.	Dance (respond to stimuli, basic composition, group dances) Learn to develop flexibility, strength, technique, control, and balance. Learn to work in groups to create different shapes and link shapes and movements together to create a dance.	Invasion Games and Ball Skills To release the ball from different angles and send it at different angles. They will learn how to position bodies to receive a ball coming from different heights and angle Learn to incorporate all these skills to play different ball games such as, football, basketball, netball and bench ball	Invasion games and ball skills Striking and Fielding To develop consistency and accuracy of striking and fielding skills To select and use appropriate skills in a game situation To play a wide range of striking and fielding games To recognise strengths and weaknesses in their	Athletics Training Develop techniques of stride, jumping for height, changing direction, running. Working in groups and individually to measure time and estimate targets Work co-operatively in teams to engage in competitive situations/ competitions

					own performance	
PRE	See the yearly overview for PRE					
PSHE/RSHE	See the yearly overview for PSHE/RSHE					
Music	See the yearly overview for Music					
Sanskrit	See the yearly overview for Sanskrit					
Spanish	See the yearly overview for Spanish					
Yoga	See the yearly overview for Yoga					