

Year 5 Overview 2016/17

Reading

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading: Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary □ provide reasoned justifications for their views.

Writing

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary □ use a thesaurus.

Writing: Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- summarising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and

Grammar

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list □ punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

	<ul style="list-style-type: none"> choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	
<p>Number/Calculation : Number & Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number: Addition & Subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Geometry & Measures Measurement</p> <ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p>Properties of Shapes</p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify angles at a point and one whole turn (total 360°) identify angles at a point on a straight line and half a turn (total 180°) identify other multiples of 90°. <p>Geometry: Position & Direction</p> <ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<p>Number: Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\ 1/5$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = 71/100$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$, and those fractions with a denominator of a multiple of 10 or 25. Statistics solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables
<ul style="list-style-type: none"> Science skills across the year: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 		

□ identifying scientific evidence that has been used to support or refute ideas or arguments.

Subject	Term 1 <u>Ready, Get Set, Go!</u>	Term 2 <u>Smash and Bash!</u> Beowulf- Michael Morpurgo	Term 3 <u>Vicious Vikings</u>	Term 4 <u>Stars and Stripes</u>	Term 5 <u>Star Wars</u> Sci-fi genre	Term 6 <u>Tomb Raider</u> Chronological/non-chronological
Texts and genres	Narrative: Quest stories, science fiction, spooky tale, Fairy tale with twist, Fable Graphic novel N-Fiction: Explanation, formal/informal letters, playscript, report, persuasion, Poetry					
PSHCE						
Science	<p>Do all animals and plants start life as an egg? Living Things & their Habitats 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.</p>	<p>Animals (including humans) describe the changes as humans develop to old age</p>	<p>Properties & Changes of Materials 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</p>	<p>Properties & Changes of Materials 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.</p>	<p>Will we ever send another human being to the moon? (space race) Earth & Space 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.</p>	<p>Can you feel the force? 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.</p>
Computing use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that
behaviour; identify a range of ways to report concerns about content and contact.	into smaller parts			collaboration		accomplish given goals, including collecting, analysing, evaluating and presenting data and information

<p>Design & Technology</p>	<p>Design 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> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate 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 Technical Knowledge 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> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products. Cooking & Nutrition understand and apply the principles of a healthy and varied diet</p> <p>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>
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<p>History</p>		<p>Were the Anglo Saxons really smashing? WOW: This LC will start with a simulated dig with children having to work out what certain artefacts would have been used for. Britain's settlements by AngloSaxons and Scots - Anglo-Saxon invasions; settlements; Kingdoms; names and places; art and culture and Christian conversion Who were the AngloSaxons and how did they influence our life today? How did the Anglo-Saxons bring law and order to Britain? What evidence do we have today that the Anglo-Saxons were ever here in the first place? Which Anglo-Saxon Christian symbols remain with us today? Can you create your own AngloSaxon art focusing on tessellations? Who were the famous AngloSaxons and why was Alfred so 'great'? Can you work as a group to create a model Anglo-Saxon settlement? Reflection: Using your model settlement, can you produce a filmed documentary about Anglo-Saxon life?</p>	<p>Were the Vikings always vicious and victorious? WOW: Visit to Jorvik or a film showing life in a Viking village. The Viking and Anglo-Saxon struggle for the kingdom of England Viking raids Edward the Confessor Who were the Anglo-Saxons and did they like the Vikings? Which region of Britain would you have come under during the Heptarchy? Why did the Vikings come to Britain and how did they make the journey? What did the Brits learn from the Vikings? What was life like for a 11 year old (boy/ girl) Viking? How did the Vikings live when they came to Britain? How can you create a Viking long boat from a range of materials? What did the Vikings eat and could you recreate a Viking meal? Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.</p>			<p>How can we re-discover the wonders of Ancient Egypt? WOW: Pupils research 10 facts that they believe to be true about Ancient Egypt The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society Where is Egypt and why do so many people enjoy going on holiday there? What is an archaeologist and how have they helped us find out about the past? How can you find out how *your town has changed? How can you recreate the wonder of the Pyramids? What have we learnt from the Ancient Egyptians writing – (create time capsule)? Who were the Pharaohs, and why were they very important? What would you ask an Ancient Egyptian? How can we all go Strictly Come Egyptian dancing? Reflection: Were the Egyptians more advanced than we are</p>
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<p>Geography</p>				<p>Human What is so special about the USA? WOW: Look at a series of photographs of workers building the skyscrapers of New York. Trade and growing economy Fair Trade Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.</p>	<p>Human What is so special about the USA? WOW: Look at a series of photographs of workers building the skyscrapers of New York. Trade and growing economy Fair Trade Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.</p>	
<p>RE</p>	<p>How did it all start wov: <i>Watch a montage of life on Earth or views of the Earth from space.</i> KS2 RE: C1 Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Can we re-tell the creation as described in the Bible? Is there a conflict between the Bible story and scientific evidence for evolution? How does another religion represented in our community believe the world and life began? Can we find other creation stories from around the world and re-tell them? What aspects do religions and cultures have in common? How do I believe the world began?</p>	<p>What can we learn from religious texts WOW: Demonstrate using an instruction manual to make or improve something. Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. What have we learned from books and texts that has helped us lead our lives? What is the Shema and why is it a source of wisdom? In The Quran, what does the 1st Shurah teach? What does 1 Corinthians 13 tell us about love? Is prayer common to all religions? What have I learned from religious texts?</p>	<p>What are the Five Pillars of Islam WOW: Show a film clip or pictures of Hajj and discuss its significance. A1 Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. What do we know about the Qu'ran and the Sunnah? Can we re-tell the stories of Muhammad? What rules do I follow in my life and why do I follow them? What are Shahada, Salat, Zakah, Sawm and Hajj? Where is Makkah and why is it so important to Muslims? How do Muslims follow the Five Pillars of Islam?</p>	<p>Am I always right? WOW: Watch the (child appropriate) headlines from the news and discuss reasons behind the issues. Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Are our school rules fair? Could I live by the main rules of two religions represented in the local community? What are the Five Precepts in Buddhism? Why is their conflict? What is Holocaust Memorial Day? Who has made a moral choice in a text from a religion represented in the local community Ref What would I stand up for and why?</p>		<p>What do we believe in Our town? WOW: Survey the class or school to find out which religions are Represented Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. What places of worship are down the road? Which faiths are represented within 5km of our school and which are not? What do agnosticism and atheism mean? What does the census tell us for our area? What is the national picture? What do people believe in a country we are studying? What can we learn from others?</p>
<p>Art and Design</p>	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] about great artists, architects and designers in history 					
<p>Languages</p>	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 					
	<ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					

Music	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 					
Physical Education Swimming & Water Safety 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 situation	Real PE scheme of work: unit 1 – Personal Skills Plus Games	Real PE scheme of work: unit 2 - Social Skills Plus swimming	Real PE scheme of work: unit 3 – Cognitive Skills Plus Games	Real PE scheme of work: unit 4 - Creative Skills Plus Dance	Real PE scheme of work: unit 5 - Applying physical skills Plus Gymnastics	Real PE scheme of work: unit 6 - Health and Fitness Plus Games