



# Half Termly Overview

Firedamp and Davy Lamps

Year group - 5

Term - Summer 1

6 weeks



Wow moment: Mining Museum		
English text types	SPAG (Spelling, punctuation and Grammar)	
<p><b>Core Text:</b> Street Child by Berlie Doherty Each week we are going to use Vipers to study each chapter of the text. V-new vocabulary. I-inference skills. P-make sensible predictions based on the text. E-explain. R-retrieve information in order to answer questions. S-summarise each chapter.</p> <p><b>Week 1/2:</b> We will start by looking at our new story, which is an extract from, 'Street Child'. The children will learn the story by drawing story maps, retelling it and acting it out. We will look at the different features of a journey/adventure tale and what makes good dialogue and characterisation. <b>Week 3:</b> We will then innovate the story and write our own versions. <b>Week 4:</b> The children will write their own journey/adventure tale based on all of the work we have done. <b>Week 5/6:</b> We will then focus on recounts. The children will use the model text, 'A Victorian orphan or Victorian workhouse' to write their own recounts.</p> <p>During the half term we will also use the film, 'Victorian Diaries' for inspiration.</p>	<ul style="list-style-type: none"> <li>• Uses brackets, dashes and commas to demarcate relative clauses.</li> <li>• Uses a thesaurus to refine word choice.</li> <li>• Uses modal verbs and adverbs to indicate degrees of possibility.</li> <li>• Shows a growing awareness of how authors develop character and setting, including through the use of dialogue.</li> <li>• Makes effective changes when editing own and others' work.</li> <li>• Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</li> <li>• Edits own work and offers suggestions to others to improve the impact and effect of writing.</li> <li>• Proof reads own work for spelling and punctuation errors uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Words ending in -able and -ible.</li> <li>• Words ending in -ably and -ibly.</li> <li>• SPAG-test</li> <li>• Year 5 CEW.</li> <li>• Handwriting.</li> <li>• Spelling program.</li> </ul>	
Maths	Tables and Mental Maths	MFL
<p><b>Week 1-2:</b> Measurement: Perimeter and area</p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> </ul> <p><b>Week 2-3:</b> Statistics</p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables, including timetables.</li> </ul> <p><b>Week 4-5:</b> Geometry: Shape</p> <ul style="list-style-type: none"> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>• Draw given angles, and measure them in degrees (°).</li> <li>• Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°), other multiples of 90°.</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p><b>Week 4-6:</b> Geometry: Position and Direction</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The children should be able to recall multiplication and division facts for multiplication tables up to 12 × 12.</p>	<p>The children will use Language Angels and focus on 'Clothes'. In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb LLEVAR in Spanish with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy.</li> </ul>
Science	Computing	PSHE
<p><b>Forces</b> In this unit the children will learn about a variety of forces including gravity, air resistance, water resistance and friction. They will explore how simple mechanisms can be used to make work easier. The children will observe and explain how gravity causes an unsupported object to fall towards the Earth. They will research the relative effects of the gravitational pull on other planets. The children will carry out a range of activities to identify the effects of friction, air resistance, and water resistance and will consider ways of reducing water resistance through streamlining. Working scientifically, children will find out how to measure using force meters. They will use their results to form conclusions. The children will plan how to carry out a fair test.</p>	<p><b>Creating Media 2</b> In this unit, the children start to create vector drawings. They learn how to use different drawing tools to help them create images. The children recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. They will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Safety with online communities</li> <li>• Being in an online community</li> <li>• Online gaming</li> <li>• My relationship with technology-screen time</li> <li>• My relationship-staying safe and happy online</li> </ul>
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		<p>How are Jewish beliefs expressed in the home? In this unit the children will examine the importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen. They will explore how their beliefs and practises associated with daily prayer including significance of Kippah, Tallit and Tzitzit. The children will explore how beliefs are expressed through practices of Sukkot. They will explore how commitment, belonging and religious identify are expressed through ceremonies e.g. Bar and Bat Mitzvah.</p>
Geography	History	PE
	<p><b>A local history study</b> We will focus on mining in the local community. This will include the children walking around the local area and attending a mining museum. They will look at how their local area has changed and why mining was such an important part of County Durham's history.</p>	<p><b>Games-Grid rugby</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>
Art	D&T	Music
<p><b>Architecture</b> The children will learn how to draw from observation, create a print and draw from different perspectives. They will learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.</p>		<p>How Does Music Shape Our Way Of Life? This unit of work celebrates a wide range of musical styles. We will focus on the main elements of music including: listening, singing, playing, composing and performing.</p>