



# Half Termly Overview

Horden's History

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 to answer questions. S-summarise each chapter.</p> <p><b>Week 1/2:</b> We will then focus on recounts. The children will use the model text, 'A Victorian orphan or Victorian workhouse' to write their recounts. <b>Week 3/4:</b> We will start by looking at our new story, 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 5:</b> We will then innovate the story and write our versions. <b>Week 6:</b> The children will write their journey/adventure tale based on all of the work we have done. 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 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 and 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- Fractions.</b></p> <ul style="list-style-type: none"> <li>• Multiply fractions by an integer.</li> <li>• Multiply fractions by a mixed number.</li> <li>• Calculate a fraction of a quantity.</li> <li>• Calculate a fraction of an amount.</li> <li>• Find the whole.</li> <li>• Use fractions as operators.</li> </ul> <p><b>Week 2/3. Decimals and Percentages.</b></p> <ul style="list-style-type: none"> <li>• Decimal up to 2 decimal places</li> <li>• Equivalent fractions tenths/hundredths.</li> <li>• Equivalent fractions/decimals.</li> <li>• Thousandths as fractions.</li> <li>• Thousandths as decimals</li> <li>• Thousandths on a place value chart. (Morning arithmetic)</li> <li>• Order and compare round decimals.</li> <li>• Decimals as percentages and fractions.</li> </ul> <p><b>Measurement:4/5 Perimeter and area.</b></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 6: Statistics.</b></p> <ul style="list-style-type: none"> <li>• Draw line graphs.</li> <li>• Read and interpret line graphs.</li> <li>• Two-way tables.</li> <li>• Read and interpret timetables.</li> </ul>	<p>The children should be able to recall multiplication and division facts for multiplication tables up to 12 x 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>In this unit children will have compared and grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity. They will have given reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic. Working scientifically, children will have classified materials in different ways explaining their classification criteria. They will have planned, carried out and interpreted an investigation in trying to answer a question about the most suitable material for a given function</p>	<p>Creating Media 2 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 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>Jigsaw: Relationships</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, and kosher kitchen. They will explore how their beliefs and practises associated with daily prayer including the significance of Kippah, Tallit and Tzitzit. The children will explore how beliefs are expressed through the practices of Sukkot. They will explore how commitment, belonging and religious identity are expressed through ceremonies e.g. Bar and Bat Mitzvah.</p>
Geography	History	PE
	<p>A local history study 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>Games-Grid rugby</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>OAA</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>Textiles - Stuffed Toy The children will create their own stuffed toy. They will bring their drawings to life and make them as challenging or as simple as they choose. The children will apply the skills they have learned in previous topics, it also introduces them to a new stitch - blanket stitch.</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>