

# Half Termly Overview

Horden's History

Year group - 5

Term - Summer 1

4 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 will 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 write their recounts using the model text 'A Victorian orphan or Victorian workhouse'.</p> <p><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.</p> <p><b>Week 5:</b> We will then innovate the story and write our versions.</p> <p><b>Week 6:</b> The children will write their journey/adventure tale based on all of the work we have done. We will also use the film, 'Victorian Diaries' during the half term 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 their 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>• Proofread own work for spelling and punctuation errors and use 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 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>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>Imbalanced forces. In this unit children will have learnt about a variety of forces including gravity, air resistance, water resistance and friction. They will have explored how simple mechanisms can be used to make work easier. They will have observed and explained how gravity causes an unsupported object to fall towards the Earth. They will have researched the relative effects of the gravitational pull on other planets. Children will have carried 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 have found out how to measure using force meters and will have used this knowledge to investigate which shoes has the best grip and which shoes are most slippery. They will have used their results to form conclusions about which shoes create the most friction. They will have planned how to carry out a fair test on a paper spinner and will have investigated which sails use air resistance most effectively. Children will also have investigated different shaped hulls on boats and will have measured the force needed to lift weights using a simple lever. .</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>	RE	
		<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> <p>How are Jewish beliefs expressed in the home? In this unit children will 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. They explore how beliefs are expressed through practices of Sukkot. they explore how commitment, belonging, religious identify are expressed through ceremonies e.g. Bar and Bat Mitzvah.</p>	
Geography	History	PE	
<p>In this unit, children will learn about the biomes and ecosystems in the UK. They will complete a case study of the New Forest, discovering the diversity of trees, plants and animals found there. They will plan fieldwork to be conducted in a local woodland ecosystem, investigating the amount and variety of trees, plants and animals. They will then conduct this fieldwork at a local woodland ecosystem, observing, measuring and recording their findings. Children will finally analyse the data collected and present their information to an audience.</p>	<p>This unit is planned for the end of Year 5 so that the children can become more secure in their knowledge of different periods of time. This is a thematic unit and requires teaching in overview. This unit of work has been planned to have a particular focus upon certain aspects of historical knowledge and understanding; the essential knowledge pupils should gain knowledge of the sequence of the key eras of UK History, the length of time eras and ways of doing things lasted, the milestone dates, major technological inventions (printing press, railways, plastics) and key social changes that affected having fun and leisure time. All these contribute to pupils developing a stronger sense of the past - a connection that heightens motivation and tends to contribute to lasting memories, the skill of chronology and the concepts of change/ continuity and similarity/ difference are crucial.</p>	OAA	
		<p>Games-Grid rugby</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and 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>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	
Art	D&T	Music	
<p>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. They will study artists such as: Zaha Hadid, Friedensreich Hundertwasser. Pitman Painters.</p>	<p>In this topic, the children evaluate a range of existing torches and, using their scientific knowledge and understanding of electrical circuits, design a functional torch for a target audience.</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>	