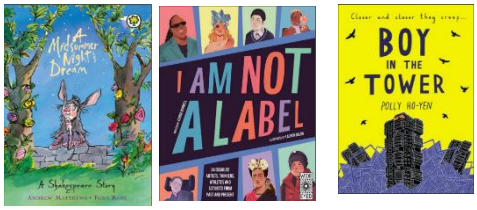
Year 5 Spring Term Overview

Reading



A Midsummer Night's Dream
Focus on the core text for predicting and a personal
Explore biographies and extracts from the original play
Summarising and understanding themes
Use a narrative, a report and a poem for inference

I am not a label
Comparing texts and authorial intent
Using a narrative, a report and a discussion for retrieval
Using the core text for predicting and a personal response
Focus on an extended narrative and a poem for inference

The Boy in the Tower
Comparing and a personal response
Focus on a poem
Exploring a fact file and a set of instructions for retrieval
Predicting and considering authorial intent
Focus on a dialogue for inference
Summarising and understanding themes
Exploring a news report, an internal monologue and a poster for retrieval

Maths



Multiplication and Division
Written method of short division for numbers up to 4 digits by 1 digit.
Long multiplication for numbers up to 4 digits X 2 digits.
Short division including with remainders.

Fractions
Multiply fractions and mixed numbers by integers. Calculate fractions of quantities and amounts. Use fractions as operators

Decimals and Percentages
Find equivalent decimals and fractions (tenths, hundredths and thousandths) and convert between them.
Order and compare decimals with up to 6 decimal places.
Round decimals to 1 decimal place and to the nearest whole number.
Understand what a percentage is; represent percentages as equivalent fractions and decimals.
Convert between fractions, decimals and percentages.

Perimeter and Area
Perimeter and Area Find the perimeters of rectangles, rectilinear shapes and polygons. Estimate area. Calculate the areas of rectangles and compound shapes

Statistics
Draw, read and interpret line graphs. Read and interpret tables, and two-way tables and timetables

Writing



Third Person Stories Set in Another Culture

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of the extended task	Execution of the extended task and focused editing teaching

Formal Letters of Application

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

Playscripts- Shakespeare Retelling

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

Biography

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of the extended task	Execution of the extended task and focused editing teaching

Science



Forces

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

Earth in 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

Useful Information for Parents:

Reading: Children are expected to read daily and record this in their reading records. It is recommended that they still read to an adult at least twice a week. Reading books and records need to be in school every day.

Spelling Homework: Weekly spelling homework is set each Thursday on seesaw to be completed and posted back by the following Thursday. Spelling activities are linked to our spelling curriculum and the patterns learnt in class.
Children also have access to an optional maths homework activity which will be set on Sumdog each week. This can be seen and analysed by the class teacher and is useful practice.

Useful websites: SAT Boot Camp, TT Rockstars, Hit the Button, Curriculum visions and Sumdog are websites you can access for extra activities.

Computing: Internet Legends

Positive digital footprints
Spotting fake information online
Refusing and reporting.

Swift Coding

Computer science: conditional code and types and initialisation.

Esafety

- Explain the benefits and limitations of different types of searching technologies
- To explain how technology can limit the information that I am presented with
- To explain what is meant by being 'sceptical.'
- To evaluate different online content for validity
- To recognise when online information has been sponsored or boosted.

Music



Pitch Notation

Basic skills for tin whistle
Recognising and using notation for notes on a tin whistle
Playing short melodies

Harmony and Rounds

Sing rounds with an awareness of harmony
Listen to the effect of notes played together

Design Technology



Textiles
Identifying a problem and exploring materials
Teaching and application of skills related to a brief
Evaluation and adaptation of a product
Knowing which fabric is functional
Consider the durability of fabrics

Food and Nutrition
Exploring diets from different cultures
Culinary skills and techniques Evaluating outcomes
Exploring how a stir-fry is nutritious
exploring health qualities of spices

Art
Textiles and Collage
Exploration of materials, texture and natural objects
Techniques such as loom making and raffia work eave, braid and construct art using natural objects
Combine fabrics in a range of ways



3D Clay
Exploration of materials and techniques
armature can be used to create a piece of 3D art Clay can be joined by a score and slip method
Know that armatures to produce 3D forms
Join two or more pieces of clay

PE
Gymnastics
To perform complex actions, shapes and balances with consistency
To use feedback from others to improve performance

Invasion Games
Netball and Basketall

Dance
Work with devices to add interest to action and explore different types of jumps using professional examples to inspire ideas for explosive action

Physical/Mental Health and wellbeing- Daily Mile

RE
Are Sikh Stories Important Today?
I can remember a Sikh story and talk about it
I can explain the meaning of a Sikh story
I can describe what a Sikh or non Sikh might learn from a religious tale and explain why stories might be important
I can explain that stories can be a way of expressing beliefs
I can tell you several Sikh stories and explain why they are relevant to Sikhs and non Sikhs.

Humanities: History/Geography

Geography: Four and six figure grid references

Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History:

PSHE
Keeping Safe and Managing Risk
When Things Go Wrong.

understand that people can be influenced by things online
can explain why what they see online might not be trustworthy
know when and how to report something that makes them feel unsafe or uncomfortable
know what is meant by domestic violence and abuse
understand that nobody should experience violence within a relationship
know what to do if they experience violence/ where to go for help, advice and support
understand some of the reasons that might cause a young person to run away or be absent from home
can identify the potential risks and dangers of running away or going missing
know who to talk to if they feel like running away

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Where did the Maya live? What were the significant events in the Mayan history? What were Maya city states like? What did the Maya invent? What happened to the Maya city-states?	**French** To be able to recognise the names for different family members Be able to say who is in my family Describing friends and family Be able to identify different jobs Learn new locations