**YEAR 5 OVERVIEW (2 pages)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPIC** | **VIKINGS AND ANGLO-SAXONS** | | **EARTH AND SPACE** | | **RIVERS** | |
| ENGLISH | Myths/Legends Poetry - narrative Newspaper articles Persuasive Non-chronological reports | | Instructions Stories - adventure Poetry - figurative language Explanation texts Stories - science fiction | | Historical setting story Autobiographical writing Information texts Poetry - language play Letter writing - formal and informal | |
| MATHS | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion | | | | | |
| **SCIENCE** | Animals inc humans (changes from birth) | Living things and their habitats (describe different animals’ life cycles, reproduction of plants and animals) | Earth and space | Earth and space | Properties and changes of materials | Forces |
|  | Throughout the year -plan different types of enquiry to answer questions. Take accurate measurements and repeat them if needed. Record increasingly complex data in  various ways. Use results to make predictions and suggest further tests. Present findings orally and in writing. Identify scientific evidence for or against an  idea.  Maths Statistics Objectives:  - solve comparison, sum and difference problems using information presented in a line graph  - complete, read and interpret information in tables | | | | | |
| **HISTORY** | Viking and Anglo-Saxon struggle from the Kingdom of England to the time of Edward the Confessor | Viking and Anglo-Saxon struggle from the Kingdom of England to the time of Edward the Confessor |  |  |  |  |
| **GEOGRAPHY** |  |  | Rivers and the water cycle to include river study fieldwork | Rivers and the water cycle to include river study fieldwork  Rural/urban contrast | Rural/urban contrast (compare and contrast the human and physical characteristics of 3 areas in N America, S America, Russia, Europe) | Rural/urban contrast (compare and contrast the human and physical characteristics of 3 areas in N America, S America, Russia, Europe) |
| Geographical skills and fieldwork – ongoing across the year | | | | | | |
| **R.E** | Islam | Islam |  |  | Hinduism | Hinduism |
| **D and T** |  |  | Musical Instruments |  | Bread making |  |
| **Art and Design** | Drawing/ Painting | | Printing/Textiles | | 3D Work/Making connections | |
| **COMPUTING** | E- SAFETY  1) Plan, design, develop a prototype game  2) Code cracking | | 3) Creating digital art and designing a program to draw shapes  4) Create a website on E-Safety | | 5) Creating a media rich blog  6) Creating a virtual art gallery | |
| **P.E** | Dance  Gymnastics/ Outdoor games | | Dance  Gymnastics/ Outdoor games | | Dance  Gymnastics/ Outdoor games | |
|  | Throughout the year -use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| **MFL** | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| **PHSE** | Influences (drugs)  Safety when out and about | | Sex ed. Growing up and changing  Stereotypes, discrimination, prejudice tackling homophobia | | Democracy  Financial capability- value for money | |
| **MUSIC**  **Class Lesson**  **Recorders**  **Choir**  **Band** | Topic-inspired composition with counter-melodies, and exploitation of timbres  Unit 13, Unit 9  Listening: Classical to Modern | | **Space**  Themed songs  Listening: Holst’s planets  Space Odyssey soundtrack (sound and image)  Notation work – play related melody e.g. Blue Danube  **Choir**  Introduce part songs e.g. Soul/pop (lean on me etc) with simple harmony in 3rds etc | | **Vikings and Anglo-Saxons**  Role of song and music in epics and traditional-storytelling. Poetic and musical metre.  Listening: drone-based ethnic music.  Composition/arrangement: strings inc autoharp and ukulele  **Band**  Festive repertoire, half group instrumentalists/other half xylophones etc | |
| **LEARNING OUT OF SCHOOL** | Regents Park Mosque | | **TBC** | | **TBC** | |