**YEAR 5 OVERVIEW (2 pages)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPIC** | **VIKINGS AND ANGLO-SAXONS** | **EARTH AND SPACE** | **RIVERS** |
| ENGLISH | Myths/LegendsPoetry - narrativeNewspaper articlesPersuasiveNon-chronological reports | InstructionsStories - adventurePoetry - figurative languageExplanation textsStories - science fiction | Historical setting storyAutobiographical writingInformation textsPoetry - language playLetter 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 invarious ways. Use results to make predictions and suggest further tests. Present findings orally and in writing. Identify scientific evidence for or against anidea.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 fieldworkRural/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- SAFETY1) Plan, design, develop a prototype game2) Code cracking | 3) Creating digital art and designing a program to draw shapes4) Create a website on E-Safety | 5) Creating a media rich blog6) Creating a virtual art gallery  |
| **P.E** |  DanceGymnastics/ Outdoor games |  DanceGymnastics/ Outdoor games |   DanceGymnastics/ 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 changingStereotypes, discrimination, prejudice tackling homophobia | DemocracyFinancial capability- value for money |
| **MUSIC****Class Lesson****Recorders****Choir****Band** | Topic-inspired composition with counter-melodies, and exploitation of timbresUnit 13, Unit 9Listening: Classical to Modern | **Space**Themed songsListening: Holst’s planetsSpace 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** |