

Year 5 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovery Topic	Misty Mountain Sierra	Mini Topic – Fantastic Forces	Stargazers	Pharaohs	Pestilence and Peasants	World War II
Memorable Experience	Malvern Hills trip	Forces Training Camp	Planetarium visit	Mummification	Meet Pestilence	Museum Visit
Class Texts	The Brockenspectre	A range of non-fiction texts to be used	The Jamie Drake Equation	Secrets of a Sun King	Children of Winter	Letters from the Lighthouse Rose Blanche
End of Topic Showcase	Art Display	STEM Challenge	Science Fair	Classroom Museum	Recreate the past	Street Party
Maths						
White Rose Maths Units	<ul style="list-style-type: none"> Number: Place Value Number: Addition and subtraction Statistics 	<ul style="list-style-type: none"> Multiplication and division Geometry 	<ul style="list-style-type: none"> Multiplication and division Fractions and percentages Number: Decimals 	<ul style="list-style-type: none"> Fractions and percentages Number: Decimals 	<ul style="list-style-type: none"> Consolidation of facts from the spring term Number: addition with decimals Geometry: angles and properties of shape 	<ul style="list-style-type: none"> Geometry: shape Number and measure
Maths Objectives	<ul style="list-style-type: none"> Rounding to 10, 100, 1000, 10,000 Comparing and ordering numbers to 1,000,000 Counting in powers of 10 Negative numbers Roman Numerals Addition with two 4-digit numbers, with and without exchanging Subtraction with two 4-digit numbers, with and without exchanging Rounding to estimate and approximate Inverse operations Multi-step problems Read and interpret charts Read and understand timetables 	<ul style="list-style-type: none"> Identifying multiples Identifying factors Prime and square numbers Cube numbers Multiplying by 10, 100 and 1000 Dividing by 10, 100 and 1000 Measuring perimeter Calculating area of rectangles Calculating area of irregular shapes and compound shapes Consolidation of skills learnt this term 	<ul style="list-style-type: none"> Multiply by 2, 3 and 4 digits by one digit Multiply by 2, 3, and 4 digits by 2 digits Divide 2, 3 and 4 digits by one digit Divide with remainders Identify what is meant by fractions Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers and vice versa Number sequences Compare and order fractions less than one Compare and order fractions greater than one Add and subtract fractions 	<ul style="list-style-type: none"> Add and subtract fractions Multiplying fractions Calculate fractions of a quantity Fractions of an amount Decimals up to 2dp Decimals as fractions Understanding thousandths Thousandths as decimals Understanding percentages Percentages as fractions and decimal Equivalent fractions, decimals and percentages 	<ul style="list-style-type: none"> Adding and subtracting decimals within and across 1 Compliments to 1 Adding and subtracting numbers with the same number of decimal places Adding and subtracting numbers with a different number of decimal places Adding and subtracting whole and decimal numbers Decimal sequences Multiplying and dividing decimals by 10, 100 and 1000 Identifying angles Compare and order angles Measuring degrees in angles Measuring angles with a protractor Drawing lines and angles accurately Understanding triangles and quadrilaterals 	<ul style="list-style-type: none"> Describe position Draw on a grid Position within the first quadrant Translation and coordinates Lines of symmetry and coordinates Reflection and coordinates Understanding units of measure: Kilometres, Kilograms, Millimetres and millimetres Metric and imperial units Converting units of time Understanding timetables What is volume? Compare and estimate volume Estimate capacity

					<ul style="list-style-type: none"> Identifying lengths and angles in shapes Regular and irregular polygons Reasoning about 3d shape 	
Writing All spelling to be taught through Read, Write, Inc programme.						
Writing Objectives	<ul style="list-style-type: none"> Poetry – Calligrams Diary entry written in role Persuasive letter Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. 	<ul style="list-style-type: none"> Non-fiction focus: Explanation text Instructions Draft and write by précising longer passages. Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Link 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. 	<ul style="list-style-type: none"> Newspaper report Setting description Biography Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly. Use different verb forms mostly accurately with consideration for audience and purpose. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Recounts – report writing Non-chronological reports Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2. Evaluate and edit by assessing the effectiveness of his/her own and others’ writing. Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Narrative focus Flashbacks Discussion text Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. 	<ul style="list-style-type: none"> Letter writing Persuasive speech Draft and write by linking 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. Proof-read for spelling errors linked to spelling statements for Year 5.
Science Throughout all science topics, we will be developing the skills to work scientifically. This includes planning and carrying out investigations as well as gathering, collating and interpreting results with increasing accuracy.						
Science Objectives	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	Describe the changes as humans develop into old age.

	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	resistance and friction, that act between moving surfaces. <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> 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. 	materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		
PE						
PE Unit	Hockey	Basketball / volleyball	Gymnastics	OAA	Dance	Health related fitness
	Swimming	Swimming	Dance	Team building and problem solving	Athletics	Cricket
Geography						
Geography Objectives	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Recognise the different shapes of countries. Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. Know about the wider context of places e.g. county, region and country. Know and describe where a variety of places are in relation to physical and human features. 		<ul style="list-style-type: none"> Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. Recognise the different shapes of countries. 	<ul style="list-style-type: none"> Understand about world weather patterns around the World and relate these to climate zones. I can understand about weather patterns around the World and relate these to climate zones. Know how rivers erode, transport and deposit materials. I can explain how rivers erode, transport and deposit materials. Know about the physical features of coasts and begin to understand erosion and deposition. I can explain about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. I can understand how humans affect the environment. Know about changes to world environments over time. I can explain about changes the to the World environment. 		<ul style="list-style-type: none"> Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.

				<ul style="list-style-type: none"> Understand why people seek to manage and sustain their environment. 		
History						
History Objectives				<ul style="list-style-type: none"> Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Understand that the type of information available depends on the period of time studied. 	<ul style="list-style-type: none"> Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. 	<ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day. Give some reasons for some important historical events. Provide an account of a historical event based on more than one source.
Design and Technology						
D&T Objectives		<ul style="list-style-type: none"> Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. 	<ul style="list-style-type: none"> Understand how to use more complex mechanical and electrical systems. 	<ul style="list-style-type: none"> Create prototypes to show his/her ideas. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 		<ul style="list-style-type: none"> Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. Select appropriate ingredients and use a wide range of techniques to combine them. Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.
Art and Design						
Art and Design Objectives	<ul style="list-style-type: none"> Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Mix colours to express mood, divide foreground from background or demonstrate tones. 			<ul style="list-style-type: none"> Develop skills in using clay including slabs, coils and slips. Evaluate his/her work against their intended outcome. Develop different ideas which can be used and explain his/her choices for the materials and techniques used. 		<ul style="list-style-type: none"> Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures.

	<ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for the materials and techniques used. 			<ul style="list-style-type: none"> Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. 		<ul style="list-style-type: none"> Return to work over longer periods of time and use a wider range of materials.
Music						
Music Objectives	<ul style="list-style-type: none"> Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. Sing as part of an ensemble with increasing confidence and precision. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory. Understand how pulse, rhythm and pitch work together. 		<ul style="list-style-type: none"> Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> Develop an increasing understanding of the history and context of music.
PSHE						
PSHE Units	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Computing						
Computing Units	Coding	Online Safety Spreadsheets	Databases Game creator	3d Modelling	Concept Maps	Word Processing
RE						
RE Units	Creation Miracles and Sacrament of the Sick	Multicultural Week Remembrance Week Miracles and Sacrament of the Sick Advent	Christmas Baptism	Parables and Sayings of Jesus Lent Holy Week	Easter	Pentecost The Work of the Apostles Marriage and the Holy Orders
RSE						
RSE Units Ten Ten	Module one: Created and Loved by God Unit 1: Religious Understanding Unit 2: Me, my body, my health	Module one: Created and Loved by God Unit 3: Emotional well-being Unit 4: Life Cycles	Module 2: Created to Love Others Unit 1: Religious Understanding Unit 2: Personal Relationships	Module 2: Created to Love Others Unit 3: Keeping Safe	Module 3: Created to live in Community Unit 1: Religious Understanding	Module 3: Created to live in Community Unit 2: Living in the Wider World

Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

CST 1	Dignity of the Human Person	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
CST 2	Family and Community	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
CST 3	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
CST 4	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'
CST 5	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
CST 6	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
CST 7	Stewardship of God's Creation	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.