

# YEAR GROUP OVERVIEW

## Year 5 – Autumn 1

### English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summary
- Authorial intent

This half term's text is Tom's Midnight Garden.

### English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage 2 Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

Letter: Plan and write a letter, as Peter replying to Tom's postcard.

Non-Chronological Report: Plan and write a non-chronological report, based upon the Eden project.

Narrative: Plan and write a four-part story based on the events in Tom's Midnight Garden, which includes a flashback.

### Maths

The NELT chosen scheme of learning is White Rose. This half term, pupils learn:

Number and Place value: In this unit children will recap their knowledge of reading and writing numbers to 100,000 before progressing onto reading and writing numbers to 1,000,000. Children will learn to partition, compare, order and round numbers to one million. As well as reading and writing Roman numerals to 1,000.

Addition and subtraction: In this unit children will recap their knowledge of addition and subtraction of numbers using column methods. Children will develop their mental addition and subtraction strategies, use the inverse operations, find missing numbers and answer multi-step problems involving addition and subtraction.

Multiplication and division: During the half term children will start this unit exploring multiples, factors, prime numbers, squared numbers and cubed numbers. This unit will then continue after half term.

## **Science**

Animals Including Humans: This unit of work focuses on working scientifically, specifically at how information can be presented through classification keys (through an introduction) and a variety of graphs. Children will explore the changes as humans develop to old age and compare this to different animals. It builds on knowledge learned in previous years and in preparation for adaptations in Y6.

## **Geography**

Brilliant Biomes: This unit introduces children to the different biomes across the world. They will compare and contrast biomes and climate. Pupils will learn about the five major types of biomes.

## **Design & Technology**

Dart Frogs: Explore pneumatics in our everyday world and experiment with self-made working pneumatics. Create a dart frog with a moving mouth using pneumatics.

## **Computing**

Computing systems and networks – systems and searching: In this unit, learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Alongside our Teach Computing scheme of learning, through project Evolve, pupils learn about the importance of Self-Image and Identity.

## **Music**

Livin' On a Prayer: Learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

## **Modern Foreign Language (MFL)**

During this half term the children will revisit some of the core language they learned in Stage 1 (asking and answering their name, where they live, greetings, days of the

week, months of the year, classroom instructions, numbers and age). The children will also be introduced to names for rooms in a school, and nouns for classroom objects.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

### **1 – Welcome to school**

- Asking and responding to questions about themselves
- Responding to classroom instructions
- Revisiting and reading number words to 20
- Revisiting months of the year
- Following a story about days of the week
- Writing names for rooms in a school
- Saying and writing nouns for classroom objects (and designing a super learner utility belt!)

## **PSHE**

Being Me in My World: In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.

## **Religious Education (R.E.)**

Judaism: Understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. Investigate the centrality of Torah. Jewish practice is being adapted in the light of current thinking on gender and climate.

## **Physical Education (P.E.)**

Basketball: Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

Handball: Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the

importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.