



Year 5 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Stargazers</i>	Autumn 2 <i>Off With Her Head</i>
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English reading

Class Text: High Rise Mystery – Sharna Jackson

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Word Meaning

Use dictionaries, with increased independence and good accuracy, to check the meaning of words that they have read.

Discussing Reading

Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read. Provide reasoned justifications for their views.

Non-Fiction

Retrieve, record and present appropriate information from a range of non-fiction sources. Distinguish between statements of fact and opinion.

Inference

Reliably draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with specific evidence.

Prediction

Confidently, and with increased independence, predict what might happen from details stated and implied. Use evidence from the text to justify these predictions.

Authorial Intent

Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Understanding

Check that the book makes sense to them. Discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.

Class Text: War Horse – Michael Morpurgo

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Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

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Inference

Reliably draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with specific evidence.

Word Meaning

Use dictionaries, with increased independence and good accuracy, to check the meaning of words that they have read.

Understanding

Check that the book makes sense to them. Discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.

Familiarity with Texts

Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.

Poetry

Learn a wider range of poetry by heart.

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



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English writing

Writing to inform

Newspaper Report- Moon Landing

Report- Mars Transmission

Year 4 Consolidation

- To always maintain an accurate tense throughout a piece of writing.
- To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases,
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.

Year 5

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.
- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Writing to persuade

Speech

Persuasive Letter

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To ensure the consistent and correct use of tense throughout all pieces of writing.
- Use a range of devices to build cohesion within and across paragraphs.
- To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To use a thesaurus.
- To use modal verbs or adverbs to indicate degrees of possibility.
- To use commas consistently to clarify meaning or to avoid ambiguity.
- To use brackets, dashes or commas to indicate parenthesis.

Spelling

- Words with a silent 't'
- Words ending with 'ibly' and 'ably'
- Homophones



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	<ul style="list-style-type: none">• To ensure the consistent and correct use of tense throughout all pieces of writing.• Use a range of devices to build cohesion within and across paragraphs.• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials• To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.• To consistently link ideas across paragraphs.• To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.• To use modal verbs or adverbs to indicate degrees of possibility.• To use commas consistently to clarify meaning or to avoid ambiguity.• To use brackets, dashes or commas to indicate parenthesis. <p>Spelling</p> <ul style="list-style-type: none">• Words with a silent letter 'b'• Words that contain letter string 'ough'• Words ending in 'ible' and 'able'• Homophones	



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Maths	<p>Place Value</p> <ul style="list-style-type: none">• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.• Read roman numerals to 1,000 (M) and recognise years written in roman numerals.• Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000. <p>Addition and subtraction</p> <ul style="list-style-type: none">• Add and subtract numbers mentally with increasingly large numbers.• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Statistics</p> <ul style="list-style-type: none">• Complete, read and interpret information in tables, including timetables.• Solve comparison, sum and difference problems using information presented in a line graph.	<p>Multiplication and division</p> <ul style="list-style-type: none">• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.• Multiply and divide numbers mentally drawing upon known facts.• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.• Establish whether a number up to 100 is prime and recall prime numbers up to 19.• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Measurement (area and perimeter)</p> <ul style="list-style-type: none">• Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and
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		<p>square metres (m²) and estimate the area of irregular shapes (also included in measuring).</p> <ul style="list-style-type: none">• Estimate volume (e.g. Using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. Using water).• Use all four operations to solve problems involving measure (e.g. Length, mass, volume, money) using decimal notation including scaling.• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.• Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.



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Maths arithmetic	<p>Place value</p> <ul style="list-style-type: none">Count on or back in hundreds, tens and onesPartition hundred thousand, ten thousand, thousands, hundreds, tens and ones <p>Addition and subtraction</p> <ul style="list-style-type: none">Addition doubles of numbers 1 to 100, e.g. $38 + 38$, and the corresponding halvesWhat must be added to any three-digit number to make the next multiple of 100, e.g. $521 + \diamond = 600$Add near doubles of two-digit numbers, e.g. $38 + 37$Add or subtract two-digit or three-digit multiples of 10, e.g. $120 - 40$, $140 + 150$, $370 - 180$Partition: add tens and ones separately, then recombinePartition: subtract tens and then ones, e.g. Subtracting 27 by subtracting 20 then 7Partition: add or subtract a multiple of 10 and adjust, e.g. $56 + 29 = 56 + 30 - 1$, or $86 - 38 = 86 - 40 + 2$Partition: double and adjustUse knowledge of place value and related calculations, e.g. Work out $140 + 150 = 290$ using $14 + 15 = 29$Partition: add hundreds, tens or ones separately, then recombineSubtract by counting up from the smaller to the larger numberAdd or subtract a multiple of 10 or 100 and adjust	<p>Multiplication and division</p> <ul style="list-style-type: none">Multiplication facts to 10×10 and the corresponding division factsDoubles of numbers 1 to 100, e.g. Double 58, and corresponding halvesFactor pairs for known multiplication facts squares to 10×10Double any two-digit number, e.g. Double 39Double any multiple of 10 or 100, e.g. Double 340, double 800, and halve the corresponding multiples of 10 and 100Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers)Multiply a multiple of 10 to 100 by a single-digit number, e.g. 40×3Find factor pairs for numbers to 100, e.g. 30 has the factor pairs 1×30, 2×15, 3×10 and 5×6 multiply or divide by 4 or 8 by repeated doubling or halvingUse understanding that when a number is multiplied or divided by 10 or 100, its digits move one or two places to the left or the right relative to the decimal point, and zero is used as a place holderUse knowledge of multiplication and division facts and understanding of place value, e.g. When calculating with multiples of 10



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Science	<p>Earth and space</p> <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• 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.• Learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).• Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).	<p>Forces</p> <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 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.• Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.• Explore the effects of friction on movement and find out how it slows or stops moving objects.• Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation



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History

- draw a timeline with different historical periods showing key historical events or lives of significant people.
- Summarise how Britain may have learnt from other countries and civilisations.
- Make comparisons between different times in the past.
- Sequences historical periods.
- Identifies changes within and across historical periods.
- Chooses reliable sources of evidence to answer questions.
- Recall, select and organise historical information.

- Draw a timeline with different historical periods showing key historical events or lives of significant people.
- describe a key event using a range of evidence from different sources.
- Compare two or more historical periods; explaining things which stayed the same and things which changed.
- Describe how crime and punishment has changed over a period of time.
- Explain how Parliament affects decision making in England.
- Explain how our locality has changed over time.
- Test out a hypothesis in order to answer questions.
- Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.
- Gain greater historical perspective by placing their growing knowledge into different contexts.
- Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
- Make comparisons between different times in the past.
- Uses timelines to place and sequence local, national and international events.
- Sequences historical periods.
- Identifies changes within and across historical periods.
- Study different aspects of different people – differences between men and women.
- Examine causes and results of great events and the impact on people.
- Compare life in 'early' and 'late' times studies.
- Compare an aspect of life with the same aspect in another period.
- Chooses reliable sources of evidence to answer questions.
- Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance.



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		<ul style="list-style-type: none">• Select sources independently and give reasons for choices• Analyse a range of source material to build up a picture of a past event.• Construct and organise response by selecting and organising relevant historical data• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.



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Geography	<ul style="list-style-type: none">Analyse and compare a place, or places, using aerial photographs, Atlases and maps. <p>Geography focus during Spring/Summer term</p>	Geography focus during Spring/Summer term
PSHE	Me & My Relationships <ul style="list-style-type: none">To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret (revision).To recognise and manage dares (revision).To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).To recognise that their actions affect themselves and others (revision).To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision).	Keeping Myself Safe <ul style="list-style-type: none">To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety (revision).To recognise that increasing independence brings increased responsibility to keep themselves and others safe.To learn what is meant by the term ‘habit’ and why habits can be hard to change.



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RE	<p>What is the 'golden rule'? – and are they all the same?</p> <ul style="list-style-type: none">• there are accepted statements of wisdom in all cultures• many people, religious and non- religious, live by a 'golden rule' to treat others as you would like to be treated yourself• words have an impact on people's everyday lives and how this is demonstrated• non-religious people believe the Golden Rule does not have a divine source	<p>Who did Jesus say, 'I am'?</p> <ul style="list-style-type: none">• Christians believe that Jesus is the Son of God• Jesus said about himself and his relationship with God• significance of the names of Jesus, e.g. Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah, King• about the 'I AM' statements• for Christians, these statements express different beliefs about Jesus• through his life, Jesus showed people what God is like <p>Why is light an important sign at Christmas?</p> <ul style="list-style-type: none">• the different ways in which light is used as a sign at Christmas• Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy 'A light for all people of the world' (Isaiah 42 v5-6)• the significance of Jesus as the 'Light of the World' (John 8 v 12)• light is also used in other religions but in specific ways to convey diverse meanings



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Art	<p>Artist: Peter Thorpe</p> <p>Art Skill: Charcoal and chalk moons/moon sketch</p> <p>Collage</p> <p>Design</p>	<p>Artist: Hans Holbein</p> <p>Art Skill: Portrait designing and sketching</p> <p>Tudor fashions</p> <p>3D modelling –Tudor buildings</p>
DT	•	



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Music	<p>Performing</p> <ul style="list-style-type: none">• To breathe in the correct place when singing.• To sing and use their understanding of meaning to add expression.• To maintain their part whilst others are performing their part.• To recognise and use basic structural forms e.g., rounds, variations, rondo form. <p>Composing</p> <ul style="list-style-type: none">• To change sounds or organise them differently to change the effect.• To compose music which meets specific criteria.• To choose the most appropriate tempos for a piece of music <p>Appraising</p> <ul style="list-style-type: none">• To describe, compare and evaluate music using musical vocabulary.• To explain why they think their music is successful or unsuccessful.• To choose the most appropriate tempo for a piece of music.	<p>Performing</p> <ul style="list-style-type: none">• To breathe in the correct place when singing.• To sing and use their understanding of meaning to add expression.• To maintain their part whilst others are performing their part.• To recognise and use basic structural forms e.g., rounds, variations, rondo form. <p>Composing</p> <ul style="list-style-type: none">• To change sounds or organise them differently to change the effect.• To compose music which meets specific criteria.• To choose the most appropriate tempos for a piece of music <p>Appraising</p> <ul style="list-style-type: none">• To describe, compare and evaluate music using musical vocabulary.• To explain why they think their music is successful or unsuccessful.• To choose the most appropriate tempo for a piece of music.



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Computing	<p>Computer science</p> <ul style="list-style-type: none">• Recognise that different solutions may exist for the same problem.• Predict what will happen in a program or algorithm when the input changes (e.g. sensor, data or event).• Use two-way selection in programs and algorithms, i.e. if...then...else...• Recognise variables in a program and what they do.• Create programs including repeat until loops.• Create and use simple variables, e.g. to keep score.• Evaluate a program and make improvements to the code or design accordingly.	<p>Information technology</p> <ul style="list-style-type: none">• Explain the difference between data and information.• Appreciate that different programs work with different types of data, e.g. text, number, video.• Explain the difference between the Internet and the World Wide Web.• Know the difference between a search engine and a web browser.• Explain the basics of how search engines work, and that different search engines may give different results.• Perform complex searches for information using advanced settings in search engines. - Recognise the benefits and risks of sharing data online. <p>Digital literacy</p> <ul style="list-style-type: none">• Critically evaluate websites for reliability of information and authenticity.• Demonstrate responsible use of a online services, and know a range of ways to report concerns.
MFL		



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PE	<p><u>Invasion Games</u></p> <ul style="list-style-type: none">• Understand there are different skills for different situations and begin to use these.• Move into space to help a team.• Play in a range of positions and know how to contribute when attacking and defending.• Pass, receive and shoot the ball with some control under pressure. <p><u>Bootcamp</u></p> <ul style="list-style-type: none">• Awareness of body changes before, during and after exercise.• Awareness of how exercise is important for a healthy body and lifestyle.• Awareness of how exercise can help support our mental wellbeing.• Understanding the importance of exercise and sport in social environments.	<p><u>Invasion Games</u></p> <ul style="list-style-type: none">• Understand there are different skills for different situations and begin to use these.• Move into space to help a team.• Play in a range of positions and know how to contribute when attacking and defending.• Pass, receive and shoot the ball with some control under pressure. <p><u>Dynamic Dance</u></p> <ul style="list-style-type: none">• Adapt and refine actions, dynamics and relationships in a dance.• Perform different styles of dance clearly and fluently.• Recognise and comment on dances, showing an understanding of style.• Suggest ways to improve their own and other people's work.
Trips and visits	Mobile Planetarium Visit to School	Hampton Court Palace Visit