

# 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 Maths. This half term, pupils learn:

Place Value: In this unit pupils will learn: Roman numerals to 1,000, numbers to 1,000,000, comparing, ordering and rounding numbers

Addition and Subtraction: In this unit pupils will learn: to add and subtract numbers with more than 4 digits, multi-step problems and missing number calculations

Multiplication and Division: In this unit pupils will learn: multiples, factors, square numbers, cube numbers, prime numbers and to multiply by 10, 100 and 1,000

## **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. 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**

**Living On a Prayer:** Learning is focused around one song: Living 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)**

### **In this module:**

During this half term the children will revisit some of the core language they have learned in the first two stages of language learning and build on that to include extended feelings phrases. They will also learn to speak about another person in the third person. In addition, the children will learn nouns for school subjects and to give opinions of school including a reason to extend.

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

### **1a – Talking about us**

- Expressing their feelings using extended phrases and new adjectives
- Revisiting personal information from the previous two stages of language learning
- Learning to speak in the third person singular, about another person (e.g. he is called...)

### **1b – School subjects**

- Learning nouns for school subjects
- Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject
- Opportunity to check for learning with Puzzle It Out assessment

## **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.