

Year 5 – Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	British History – Civil War		Asia – Genghis Khan		Asia – Mahatma Gandhi and the Partition of India	
Spelling	I can use further prefixes and suffixes and understand how to add them. <i>-cious, -ant, -ent, -able, -ably, -ible, -ibly,</i>	I can identify the many sounds made by –ough – and spell some of them.	I can spell some words with silent letters.	I continue to understand the difference between homophones and other words often confused	I can use suffixes to change between one word class and another.	I can use a <b>hyphen</b> to join a prefix to a root word, where the joining letters are the same
Grammar/punctuation	<p>I can use a wide range of punctuation accurately and consistently</p> <p>I can recognise and use <b>abstract nouns</b></p> <p>I can use expanded noun phrases to give complicated information concisely</p>	<p>I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways</p> <p>I can use commas to make my meaning clear</p>	<p>I can use the perfect form of verbs to show time and clause</p> <p>I can make appropriate tense choices for a task</p> <p>I can use <b>modal verbs or adverbs</b> to show how possible something is</p>	<p>I know and follow the rules of Standard English</p> <p>I can use direct and <b>reported speech</b> accurately</p> <p>I can use <b>colons</b> to introduce a list</p> <p>I can use <b>brackets or commas to indicate parenthesis</b></p>	<p>I can begin clauses with who, which, where, etc or with an <b>implied relative pronoun</b></p> <p>I can use suffixes to convert from one word class to another</p>	

Composition	<ul style="list-style-type: none"> <li>○ I can plan my writing by: identifying the audience and purpose, selecting the appropriate form and using example texts to help me</li> <li>○ I can plan my writing by: noting down my ideas from reading (and sometimes research)</li> <li>○ I can draft and write by: choosing appropriate grammar and vocabulary for meaning and impact.</li> <li>○ I can use a variety of stylistic features for purpose and effect</li> <li>○ I can draft and write by: using a variety of techniques to engage the reader</li> <li>○ I can draft and write by: describing settings, characters and atmosphere, and using dialogue to convey characters and advance the action</li> <li>○ I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader</li> <li>○ I can draft and write by: changing paragraph accurately and consistently</li> <li>○ I can draft and write by: using other devices to organise and present my writing and to guide the reader</li> <li>○ I can evaluate and edit by: assessing the effectiveness of my own writing, including using a wider range of sentence structures for effect.</li> <li>○ I can evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact</li> <li>○ I can evaluate and edit by: using tense correctly throughout a piece of writing</li> <li>○ I can evaluate and edit by: knowing the difference between the language of speech and writing</li> <li>○ I can proofread for spelling and punctuation</li> </ul>				
Writing	<p>Writing to entertain rewriting a scene from King Midas and the golden touch.</p> <p>Setting description: Coal mining setting description</p>	<p>Writing to inform: Kings' coronation non-chronological report.</p> <p>Writing to persuade: Leaflet about a seaside town</p>	<p>Writing to inform: Diary entry</p> <p>Writing to discuss: Should councils allow brownfields sites to be redesigned for housing?</p>	<p>Writing to inform: Newspaper article</p> <p>Writing to inform: Instructions</p>	<p>Writing to entertain: Character description</p> <p>Writing to entertain story</p>

Key words	<p><b>conscious</b> , precious suspicious, Delicious, <b>relevant</b> , <b>ancient</b> brilliant , apparent, elegant <b>excellent</b> distant <b>sufficient</b> <b>available</b> , <b>vegetable</b> <b>adorable</b>/adorably comfortable/comfortably dependable/dependably horrible /horribly possible /possibly incredible /incredibly terrible /terribly changeable, noticeable knowledgeable, irreplaceable, Disappoint, unnecessary, overreact impatient, Referring, preferred transferring, conferring,</p>	<p><b>Government</b>, <b>Parliament</b>, <b>Equipment</b>, <b>Environment</b>, Document</p> <p>Plough, bough, drought, brought, bought, Wrought, thought, ought, <b>thorough</b> <b>Physical</b>, photograph, alphabet, elephant, <b>Amateur</b>, <b>Awkward</b> <b>Bargain</b>, <b>Controversy</b>, <b>convenience</b> Thoug, although Dough, doughnut, though, Cough,Trough, Rough, Tough, enough</p>	<p><b>Doubt</b>, Island, lamb <b>Guarantee</b>, <b>Yacht</b></p> <p><b>Twelfth</b>, <b>knight</b> knowledge, wreath, Writer, written</p> <p><b>Physical</b>,<b>rhythm</b> <b>System</b>, mystery <b>Rhyme</b>, <b>occupy</b>, supply multiply, <b>Programme</b> <b>Recommend</b> <b>Correspond</b> <b>Profession</b> <b>Accompany</b> <b>According</b> <b>Accommodate</b>, <b>suggest</b> <b>Aggressive</b></p>	<p>Advice/advise, device/devise licence/license, practice/practise prophecy/prophesy Isle/aisle Allowed/aloud Father/farther Guessed/guest, herd/heard Morning/mourning Passed/past Serial/cereal precede/proceed Their/there/ They're Affect/effect Where, were, <b>Frequently</b>, <b>immediately</b> <b>definitely</b>, possibly</p>	<p>Mistaken, Toughen Brighten, Shorten Straighten, Amplify Glorify, intensify Classify, Purify <b>Criticise</b>, Advertise Socialise, Finalise Capitalise Communicate Medicate, Pollinate Hyphenate, Captivate, Mistaken, Toughen Brighten, Shorten, Straighten, <b>Professional</b> musical political accidental mathematical Persuade Privilege Pronunciation Queue recognise</p>	<p>co-operate, co-ordinate co-own, co-author re-enter, re-educate re-examine, re-evaluate re-energise, re-elect man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered Restaurant, Sacrifice Secretary, Shoulder Stomach, Symbol Temperature Variety, vehicle</p>
Maths	Number and place value.	<p>Multiplication and division.</p> <p>Fractions</p>	Multiplication and division.	<p>Fractions, decimals, and percentages</p> <p>Perimeter and area</p>	<p>Shape</p> <p>Position and direction.</p>	<p>Decimals</p> <p>Negative numbers</p> <p>Converting units</p>

	<p>Addition and subtraction.</p> <p>Multiplication and division</p> <p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>	<p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>	<p>Fractions, decimals, and percentages</p> <p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>	<p>Statistics</p> <p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>	<p>Decimals</p> <p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>	<p>Volume</p> <p>Times tables: 6x, 7x, 8x, 9x, 12x</p> <p>Division – 6, 7, 8, 9, 12</p>
Science	<p><b><u>The man-made world</u></b></p> <p>I can compare and group together everyday materials on the bases of the properties. I can use the properties of materials to determine uses.</p> <p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>I can identify how sounds are made, associating some of them with something vibrating</p>		<p><b><u>Out of this world</u></b></p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>I know that we see things due to reflected light.e.g the moon is not a light source.</p> <p>I can 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</p>		<p><b><u>The living world</u></b></p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Classification trees and Linnaeus system.</p> <p>I can describe the changes as humans develop to old age.</p> <p>I understand the food webs and the affect of change in species number and types on a food web.</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird .</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	
Geography	<p>Children know the names and can locate further towns and cities that were important during the Civil War</p>	<p>Children understand what is meant by the terms urban, rural, suburban (and can suggest what typically</p>	<p>Children know where Asia is on a map of the world.</p> <p>Children know the names of the main oceans surrounding</p>	<p>Children know how earthquakes can impact on human life – compare two case studies Great Kanto 1923 and</p>	<p>Children can locate Israel (Judaism and Christianity) India (Buddhism, Sikhism &amp; Hinduism), Saudi Arabia (Islam)</p>	

		<p>would be found in each area)</p> <p>Children also understand the terms brownfield and greenfield sites and can give examples</p> <p>Children know how to read a simple choropleth map (residential density on surrounding roads/streets – shading gets darker as density increases )</p>	<p>Asia – Arctic Ocean, Pacific ocean, Indian Ocean</p> <p>Children know where the former Mongolian Empire was situated and can name and locate some of the modern countries it covered – China, Russia, Kazakhstan, Iran Mongolia</p> <p>Children know the names and can locate some seas around Asia – Caspian, Arabian, Persian Gulf etc.</p>	<p>2011 Kobe earthquakes</p> <p>Children can identify primary and secondary effects of earthquakes</p> <p>Children know key aspects of earthquakes – Japan</p> <p>Children can locate Japan and ‘The Ring of Fire’</p>	
History	<p><u>The stuarts</u></p> <p>Children know some causes of the English Civil War</p> <p>Children know why it was difficult for anybody to escape being caught up in the Civil War</p>	<p><u>Genghis Khan</u></p> <p>Children know why Primary sources are unreliable during Genghis Khan’s reign</p> <p>Children suggest why Khan has been described as ‘a brutally brilliant ruler’</p> <p>Children suggest what Khan’s legacy is on the modern world</p>	<p><u>The partition of India</u></p> <p>Children know about the life of Mahatma Gandhi.</p> <p>Indian independence – the split up of India into India and Pakistan</p>		

	<p>Children know what role Knaresborough Castle played in the Civil War</p> <p>Children know why people would have supported either side of the war</p> <p>Children know how the role of monarch has changed from Tudor times to today</p>				
Art		<p><b>Create a collaged self-portrait made up of cut up photos of themselves. Use this as inspiration to sketch and shade a self-portrait inspired by Francis Bacon.</b></p> <p>Children can manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p>Children are able to discuss how an artist's work was influential in both society and to other artists. (Francis Bacon and Lucian Freud)</p> <p>Children can draw for a sustained amount of time.</p>	<p><b>Traditional Chinese Cherry Blossom Paintings</b></p> <p>Children can observe and draw landscapes.</p> <p>Children know how to apply watercolour to add depth to a piece of work.</p> <p>Children can use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Consider artists' use of colour and application of it.</p> <p>Sketch (lightly) before painting to combine line and colour</p>		<p><b>Inspirational Flags inspired by Prayer Flags in Nepal</b></p> <p>Children are able to join fabric in different ways using different stitching techniques. (Art)</p> <p>Children can use batik to create patterns and simple images on fabric. (Art)</p> <p>Children can choose appropriate stitching methods to add pattern, an image or join fabrics so that the piece meets its purpose. (Art)</p> <p>Children practice and evaluate their stitching methods before using to create the final product. (Art)</p> <p>Create objects that employ a seam allowance. (DT)</p> <p>Children use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. (DT)</p> <p>Children can join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). (DT)</p>

		<p>Children begin to develop accuracy and expression in observational drawings, including the human figure.</p> <p>Children use different textures, colours and techniques when designing and making pieces of work.</p> <p>Children use their sketchbooks effectively to inform, plan and develop ideas.</p> <p>Children can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>			
DT	<p><b>Develop and make a salad of their choosing with at least one boiled item – potato, pasta or egg.</b></p> <p>Children know that food is grown, reared and caught in the UK, Europe and the wider world and can give examples of food and where it comes from.</p> <p>Children know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Children know how to use a grater safely and grate different ingredients.</p>			<p><b>Wooden Truss Bridge Structure</b></p> <p>Children combine elements from the work of Asian inventors, designers, engineers, chefs or manufacturers to generate ideas for designs, giving reasons for choices.</p> <p>Children cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Children develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Children can use software to design.</p>	

	<p>Children think about what could be added or taken away from a meal to make it healthier.</p> <p>Children can cut, peel and grate ingredients safely and hygienically.</p>			<p>Children can evaluate the design of products and suggest improvements to the user experience.</p> <p>Children create innovative designs that improve upon existing products.</p>	
<p>RE</p>	<p><b>Key question: Why do some people believe God exists</b></p> <p><u>Questions within this thread:</u></p> <p>How many people believe in God?</p> <p>Is God Real? What do Christians think?</p> <p>How do we know what is true? Why do people believe or not believe in God?</p> <p>What do Christians believe about how the world began? Do they all share the same idea?</p> <p>Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p> <p><u>Learning Objectives:</u></p> <p>I can outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p>	<p><b>Key question: If God is everywhere, why go to a place of worship?</b></p> <p><u>Questions within this thread:</u></p> <p>What is a place of worship? What is it for?</p> <p>What is a Christian place of worship? What is it for?</p> <p>What is a Hindu place of worship? What is it for?</p> <p>What is a Jewish place of worship? What is it for?</p> <p>Are people more important than the place?</p> <p>What is a place of worship? What is it for?</p> <p>What does a place of worship mean to believers?</p> <p><u>Learning Objectives:</u></p> <p>I can make connections between how believers feel about places of worship in different traditions (A3).</p> <p>I can select and describe the most important functions of a place of worship for the community (B3).</p> <p>I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>I can present ideas about the importance of people in a place of worship, rather than the place itself (C1)</p>	<p><b>Key questions: What does it mean to be a Muslim in Britain today?</b></p> <p><u>Questions within this thread:</u></p> <p>What helps you through the journey of life? What helps Muslims through the journey of life?</p> <p>What is the key belief of Muslims? How does this affect their life?</p> <p>Why does prayer matter to Muslims?</p> <p>How is charity important to Muslims? How is charity important to you?</p> <p>Why do Muslims fast?</p> <p>Why do Muslims want to go on pilgrimage?</p> <p>Where do people get advice and guidance from?</p> <p>What is a special place for Muslims?</p> <p>Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</p> <p><u>Learning Objectives:</u></p> <p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>I can describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>		



	<p>I can express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>I can present different views on why people believe in God or not, including their own ideas (C1).</p>					
Music	<p>I can describe a piece of music using musical vocabulary and I use this to identify strengths and weaknesses in the music.</p> <p>I can explore and identify the different instruments that are being played.</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>I can improvise freely, using up to 3 notes, developing a sense of shape and character.</p> <p>I can sing or play expressively in tune and show control, breathing well and showing clear dictation.</p> <p>I can sing or play within a group to a variety of audiences.</p>				<p>I can compare music of contrasting styles and genres using appropriate vocabulary.</p> <p>I can create music that uses appropriate sounds to achieve an intention.</p> <p>I can understand music is given character using metre and rhythm patterns and select them as appropriate in my composition.</p> <p>I can lead a group by counting in, beating time.</p> <p>I can discuss and talk musically about my performance - "What went well?" and "It would have been even better if...?"</p>	
Computing	Computing systems and networks – Sharing information	App Design	Data handling	a) Programming with Sphero & b) Text based Programming	Ebook Creation	Programming with Scratch – Selection in physical computing
Latin	<p>Unit 6</p> <p>6.4a Dinosaur compounds</p> <p>6.5 Story</p> <p>6.6 Summary and Assessment</p> <p>6.6a The Olympics</p>	<p>Unit 7</p> <p>7.1 Self descriptions</p> <p>7.2 Guess who?</p> <p>7.2a Scientific classificatin</p>	<p>Unit 7</p> <p>7.4 Adjectival agreement ( number)</p> <p>7.5 Adjectival Agreement ( subject / object)</p> <p>7.6 Adjectives practice</p>	<p>Unit 8</p> <p>8.1 recap</p> <p>8.2 prepositions</p> <p>8.3 preposition roots in English</p>	<p>Unit 8</p> <p>8.4 Story translation</p> <p>8.5 Summary and Assessment</p> <p>8.5 Millefiore pots</p>	<p>Start Unit 9</p>

		7.3 Adjectival agreement ( gender) 7.3a Homeric epic	7.7 Story 7.8 Summary and Assessment			
PE	Gymnastics -Hand and low apparatus Harrogate Town -	Dance - Shape, Artistry and Circle Harrogate Town -	Ball Skills Harrogate town primary stars	Static balance Harrogate town primary stars	Static balance and coordination Harrogate town primary stars	Athletics Harrogate town primary stars
PHSE	Becoming an Active Citizen	My Healthy Lifestyle	Changing Me RSHE	Celebrating Differences	Keeping Myself Safe	Me and My future
E-safety	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Online Bullying
Coppice 50	<b>Raise money for charity</b>	<b>Visit an art gallery, museum, library or theatre</b> <b>Orienteer using a compass</b>	<b>Redesign and repurpose a brown field site and present to an audience</b>	<b>Take part in a play or a show</b>	<b>Sleep away from home</b>	<b>Encourage a business to reduce, reuse or recycle</b>