

# 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 Maths No Problem. This half term, pupils learn:

Number and Place Value (to 1,000,000): In this chapter, pupils will be looking at numbers and their place value to 1 000 000. The chapter begins reviewing how to read and write numbers to 100 000, quickly moving onto numbers to 1 000 000. Time is spent using concrete materials to represent numbers to 1 000 000, including place-value counters and place-value charts. Pupils then compare numbers to 1 000 000 using their knowledge of place value in addition to bar model supports to assist them. Pupils complete the unit by making number patterns and rounding numbers to the nearest 10, 1000, 10 000 and 100 000.

**Calculations (Addition and Subtraction):** This chapter covers addition and subtraction. The chapter starts off with simple addition before moving on to addition where renaming is required. Subtraction is also covered in a similar way where simple subtraction is mastered before moving to subtraction where renaming is required. Once pupils master addition and subtraction, they start to look at problem-solving questions and practice using bar models.

This chapter uses three different ways to show addition and subtraction visually. This will help pupils develop flexibility, however, some pupils may need additional support and time in order to be able to use all of the methods fluently.

**Calculations (Multiplication and Division):** In this unit, pupils are multiplying and dividing 3- and 4-digit numbers by single- and double-digit numbers. The unit begins by finding and defining multiples and factors and common factors. Pupils begin to work with prime numbers and determine what makes a number prime or composite. After this, they work with square and cube numbers before moving on to multiplying by 10, 100 and 1000. When multiplying, pupils are encouraged to use a variety of methods, including: number bonds, column methods and the grid method. Number bonds are used to represent multiplicative word problems. Pupils then move on to multiply by 2-digit numbers before beginning to divide by 10, 100 and 1000. The unit ends as pupils learn to divide, giving rise to remainders using multiple methods, including number bonds and long and short division.

## **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**

**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.