

## Y5 Spring Overview

Writing			Maths		
<p><b>Based on The Highwayman, Kaspar, Prince of Cats &amp; Titanium (Literacy Shed),</b>  <b>Genres covered:</b> Instructions, Poetry, Story, Setting Description, Narrative, Interview, Newspaper Report, Character Description, Non-Fiction report, Witness statement, Diary Entry, Persuasive Letter  <b>Cross curricular:</b> Chronological report about The Titanic, advertisement for The Titanic</p> <p><b>Other focus:</b>  figurative language, speech, varied sentence openers, using a thesaurus, legible fluent handwriting</p>			<p><b>Multiplication &amp; Division B</b></p> <ul style="list-style-type: none"> <li>- Multiply up to a 4-digit number by a 1-digit number</li> <li>- Multiply a 2-digit number by a 2-digit number (area model)</li> <li>- Multiply a 2-digit number by a 2-digit number</li> <li>- Multiply a 3-digit number by a 2-digit number</li> <li>- Multiply a 4-digit number by a 2-digit number</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>- Past or Present?</li> <li>- Present Perfect Form</li> <li>- Recognising Past Perfect Form</li> <li>- Using the Past Perfect Form</li> <li>- Recognising the Future Perfect Form</li> <li>- Using the Future Perfect Form</li> <li>- Recognising the Perfect Form in Sentences</li> <li>- Using the Perfect Form in Sentences</li> <li>- Which tense?</li> </ul>		
<b>SPAG</b>			<p><b>Decimals &amp; Percentages</b></p> <ul style="list-style-type: none"> <li>- Thousandths as fractions</li> <li>- Thousandths as decimals</li> <li>- Thousandths on a place value chart</li> <li>- Order and compare decimals (same number of decimal places)</li> <li>- Order and compare any decimals with up to 3 decimal places</li> <li>- Round to the nearest whole number</li> <li>- Round to 1 decimal place</li> <li>- Understand percentages</li> <li>- Percentages as fractions</li> <li>- Percentages as decimals</li> <li>- Equivalent fractions, decimals and percentages</li> </ul> <p><b>Perimeter &amp; Area</b></p> <ul style="list-style-type: none"> <li>- Perimeter of rectangles</li> <li>- Perimeter of rectilinear shapes</li> <li>- Perimeter of polygons</li> <li>- Area of rectangles</li> <li>- Area of compound shapes</li> <li>- Estimate area</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Draw line graphs</li> <li>- Read and interpret line graphs</li> <li>- Read and interpret tables</li> <li>- Two-way tables</li> <li>- Read and interpret timetables</li> </ul>		
<b>Spelling</b>			<ul style="list-style-type: none"> <li>- Words ending in '-able', where the 'e' from the root word remains</li> <li>- Words that are adverbs of time</li> <li>- Words ending in '-fer'</li> <li>- Words with 'silent' first letters</li> <li>- Words with 'silent' letters</li> <li>- Challenge Words</li> </ul> <ul style="list-style-type: none"> <li>- Words spelled with 'ie' after c</li> <li>- Words where 'ei' makes an /ee/ sound</li> <li>- Words where 'ough' makes an /or/ sound</li> <li>- Words containing 'ough'</li> <li>- Adverbs of possibility and frequency</li> <li>- Challenge Words</li> </ul>		
<b>Reading</b>			<p><b>Decimals &amp; Percentages</b></p> <ul style="list-style-type: none"> <li>- Decimals up to 2 decimal places</li> <li>- Equivalent fractions and decimals (tenths)</li> <li>- Equivalent fractions and decimals</li> </ul>		

<p><i>Texts covered: Kasper, Prince of Cats &amp; The Highwayman</i></p> <p><i>Objectives:</i></p> <p>Predict what might happen from details and images</p> <p>Find definitions of unfamiliar vocab</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Retrieving, recording and presenting information from non-fiction (Ancient Maya)</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</p> <p>Answer a variety of questions on a written reading comprehension</p>	<p>(hundredths)</p> <p>-Equivalent fractions and decimals</p>	
<b>Geography</b>	<b>History</b>	
<p><b>Fair Trade and the Silk Road</b></p> <ul style="list-style-type: none"> <li>-Describe and explain why the Silk Road was the most important trading route in the history of the world.</li> <li>-Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading.</li> <li>-Use 4 and 6 figure grid references.</li> <li>-Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences.</li> <li>-Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.</li> <li>-Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification.</li> </ul>	<p><b>Why did the Ancient Maya change their way of life?</b></p> <ul style="list-style-type: none"> <li>-Who are the Maya and where do they live?</li> <li>-What are the main occupations of Maya people today?</li> <li>-What did John and Frederick rediscover in 1839?</li> <li>-What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</li> <li>-Why do historians know so much about ancient Maya society?</li> <li>-Why was pok-a-tok more than just a ball game?</li> <li>-Why did the ancient Maya leave their jungle cities?</li> </ul>	
<p><b>Rivers, South America and the Amazon</b></p> <ul style="list-style-type: none"> <li>-Understand and use 4 and 6 figure grid references</li> <li>-Name and describe parts of a river</li> <li>-Locate rainforests around the world</li> <li>-Locate the Amazon rainforest</li> <li>-Name the countries of South America</li> <li>-Research the continent of South America</li> </ul>	<p><b>Artist studied – Henri Rousseau</b></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- To learn about the artist, Henri Rousseau and to evaluate his paintings</li> <li>- To use sketchbooks to record and sketch observations from real life</li> <li>- To explore the tonal variation in Rousseau's paintings</li> <li>- To use sketches and swatches to create small painted studies</li> <li>- I can experiment with composition</li> <li>- I can sketch, compose and paint a Henri Rousseau inspired picture</li> </ul>	<p>Mayan masks – Sculpture/ textiles</p>

<ul style="list-style-type: none"> <li>-Know reasons for and consequences of deforestation</li> <li>-Cross curricular: Write a balanced argument about deforestation</li> </ul>				
<p style="text-align: center;"><b>Science</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>-I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>-I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>-I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>- What is a place of worship? What is it for?</li> <li>- What is a Christian place of worship? What is it for?</li> <li>-What is a Hindu place of worship? What is it for?</li> <li>-What is a Jewish place of worship? What is it for?</li> <li>- Are people more important than the place?</li> <li>- What is a place of worship? What is it for?</li> <li>- What does a place of worship mean to believers?</li> </ul>			
<p style="text-align: center;"><b>PE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>-I can communicate with my team and move into space to keep possession and score.</li> <li>-I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>-I can identify when I was successful and what I need to do to improve.</li> <li>-I can use tracking, tackling and intercepting when playing in defence.</li> <li>-I know what position I am playing in and how to contribute when attacking and defending.</li> <li>-I understand the need for tactics and can identify when to use them in different situations.</li> <li>-I understand the rules of the game and I can use them most of the time to play fairly and honestly.</li> <li>-I understand there are different skills for different situations and I am beginning to apply this.</li> </ul> </td> <td style="width: 25%; 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Computing		Design Technology
<b>Databases</b> -To learn how to search for information in a database. -To contribute to a class database. -To create a database around a chosen topic.	<b>Game Creator</b> -To plan a game. -To design and create the game environment. -To design and create the game quest. - To finish and share the game. -To self and peer evaluate.	<b>Pop up books</b> <i>Design</i> -Designing a pop-up book which uses a mixture of structures and mechanisms. -Naming each mechanism, input and output accurately. -Storyboarding ideas for a book. <i>Make</i> -Following a design brief to make a pop-up book, neatly and with focus on accuracy. -Making mechanisms and/or structures using sliders, pivots and folds to produce movement. -Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. <i>Evaluate</i> -Evaluating the work of others and receiving feedback on own work. -Suggesting points for improvement. <i>Technical</i> -To know that mechanisms control movement. -To understand that mechanisms can be used to change one kind of motion into another. -To understand how to use sliders, pivots and folds to create paper-based mechanisms. <i>Additional</i> -To know that a design brief is a description of what I am going to design and make. -To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.
<b>PSHE</b>		
<b>Citizenship</b> -Understand what happens when someone breaks the law. -Understand what rights are and that freedom of expression is one of these rights. -Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. -Understand how people contribute to society and how this is recognised. -Understand the role of pressure groups. -Understand the basics of how parliament works including the parts of parliament.		
Music		MFL
<b>Musical Theatre</b> -Explain what musical theatre is and be able to recall at least three features of this kind of music. -Categorise songs as action songs or character songs. -Select appropriate existing music for their scene to tell the story of a journey. -Perform in time with their groups, ensure smooth transitions between spoken dialogue, singing and dancing.		<b>What is the date?</b> -Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. -Ask and answer what the date is in French. -Ask and answer the question ‘when is your birthday?’ in French.