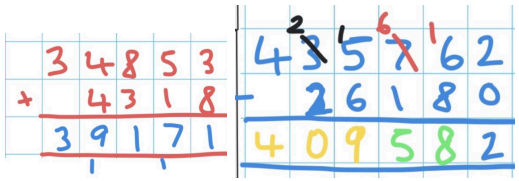
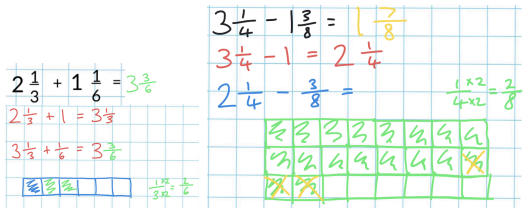
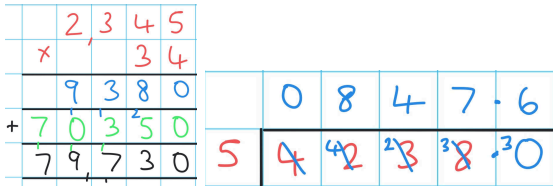
# Year 5 Termly Overview

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| **Reading.** Children read the following texts through whole class reading sessions:<br>Fiction:<br>• The Savage, David Almond<br>• The Boy at the Back of the Class, Onjali Rauf<br>• The Last Bear, Hannah Gold<br>Poetry:<br>• Cosmic Disco, Grace Nichols<br>Non-fiction:<br>• Young, Gifted and Black: Meet 52 Heroes from Past and Present, Jamia Wilson<br><br>**Writing.** This term focuses on:<br>• using adverbials effectively<br>• developing use of dialogue by including ellipsis, combining it with narrative to move the plot on and omitting the reporting clause<br>• clear paragraphing structure<br>Children practice these skills through a range of stimulus and genres including:<br>• A retelling (narrative) of The Savage (David Almond) and A Christmas Carol (Charles Dickens)<br>• Biography of Emily Pankhurst based on Fantastically Great Women who Changed the World.<br>• Persuasive writing inspired by The Boy At the Back of the Class (Onjali Rauf)<br><br>**Maths.** In Autumn, children develop their fluency and flexibility with numbers up to 1,000,000. This involves partitioning, ordering and rounding. They learn how to add and subtract using both a column method with exchanging.<br><br>Towards the end of the term, they learn the formal written methods of both multiplication and division: | **Reading.**Children read the following texts through whole class reading sessions:<br>Fiction:<br>• Beowulf, Michael Morpurgo<br>• The Boy in the Tower, Polly Ho-Yen<br>Poetry:<br>• Werewolf Club Rules, Joseph Coelho<br>• The Highwayman, Alfred Noyes<br>Non-fiction:<br>• Survivors, David Long<br><br>**Writing.** This term the children learn to:<br>• Include description by 'showing not telling' a character's opinions or emotions by making something clear without saying it directly.<br>• Using concluding sentences within paragraphs<br>• Use formal conjunctions and semicolons confidently<br>• Use parenthesis for extra, non-essential information<br>• Start to use and identify relative clauses<br>Children practice these skills through a range of stimulus and genres including:<br>• A retelling (narrative) of Beowulf (Micheal Morpurgo) and Boy in the Tower (Polly Ho-Yen)<br>• A report inspired by Survivors (David Long<br>• An explanation text based on their learning across the wider curriculum<br><br>**Maths.** In Spring, children learn how to add and subtract fractions. This involves mixed numbers e.g.<br><br>They then move on to finding fractions of amount by multiplying. Now children understand the concept of less than one, they are introduced to decimals and percentages.<br><br>**Science.** The topics they cover during the Spring include:<br>• **Life Cycles.** Children identify patterns in the life cycle of living things e.g. comparing reproduction of plants and animals, | **Reading.**Children read the following texts through whole class reading sessions:<br>Fiction:<br>• Miraculous Journey of Ed Tulaine, Kate DiCamillo<br>• The Adventures of Odysseus, Hugh Lupton<br>• Tyger, SF Said<br>Poetry:<br>• Love That Dog, Sharon Creech<br><br>**Writing.** Children develop their use of key skills taught across the year, becoming more confident in parenthesis (using brackets and dashes) and the use of paired conjunctions in compound sentences (both/and, either/nor/ not as/as e.g it was not as warm as he had expected).<br>Children practice these skills through a range of stimulus and genres including:<br>• Retelling of Miraculous Journey of Ed Tulaine (Kate DiCamillo), Odysseus and Tyger (SF Said)<br>• Poetry inspired by Love That Dog (Sharron Creech)<br><br>**Maths.** Children explore various aspects of measure, learning about perimeter and area. Then look at solving problems involving geometry. Towards the end of the term, children revisit decimals and discover negative numbers.<br><br>**Science.** The topics they cover during the summer include:<br>• **Forces.** Children learn about mechanisms and how pulleys, levers and gears are used in machines. They learn about the significant influence of Galileo Galilei and Issac Newton (gravity and pendulum clock).<br>• **States of Matter and Conductivity.** Children develop and refine their scientific conclusions when writing their findings about material properties e.g. hardness, transparency, electrical and thermal conductivity.<br>• **Life Cycles.** Children learn to write effective explanations about different life cycles including plant reproduction and pollination and metamorphosis.<br>• **Dissolving and Solutions.** Children use knowledge from the previous unit to problem solve. They prove if the change is reversible or irreversible by trying known methods e.g. filtering, sieving or evaporation. |



**Science.** The topics they cover during the Autumn include:

- **Earth and Space**. Children produce oral scientific explanations of how the Earth's rotation gives rise to day and night, why we have seasons and time zones.
- **Forces.** Children conduct a range of experiments to investigate the effects of friction, air resistance and water resistance. They develop their written conclusions throughout the unit.
- **States of Matter and Conductivity.** Children learn to present data effectively in tables when exploring the properties of different liquids, solids and gases.

**History.** Children continue their historical journey from Y4 (the fall of Rome), and discover Early Medieval Britain. They look at how Britain changed after the Roman army left.

**Geography.** Children name and locate countries in both North and South America. They can also identify the region of the Caribbean and locate Jamaica. Children discover some physical and human features of these countries including the Rocky mountains, Amazon river and rainforest, Atacama desert, Panama Canal and major cities e.g New York Sao Paulo and Mexico city.

**RE.** Children develop their understanding of Judaism by looking at various religious stories, important prayers and keeping kosher. They learn about both orthodox and progressive views within judaism.

**DT.** Children develop their sewing skills, learning about different stitches and their purposes when designing and making a drawstring bag.

**Music.** Children futher develop skills in ukulele playing, learning chords and finger-picking for songs. Children go on to create compositions based on Old School HIp-Hop, The Fresh Prince of Bel Air.

**PE.** Children develop their hockey skills learnt in Y4 during PE sessions.

looking at the size of an animal and its life span, comparing gestation times for various mammals.

- **Dissolving and Solutions.** Children learn to take accurate measurements using thermometers. They complete various experiments to show dissolving, filtering, sieving and evaporation.
- **Earth and Space.** Children learn about scientific observations of Zhang Heng, Galileo and Caroline Hershel. They go on to observe how shadows change throughout the day and the phase of the moon.

**History.** Next children discover the Anglo-Saxons and Vikings, learning about the tumultuous times between 793 and 1066 CE.

**Geography.** Children discover how earthquakes and volcanoes happen, then specifically learn about the pacific Ring of Fire.

**RE.** Children explore the concept of God's grace in Christianity e.g. forgiveness, generosity and humility. These themes are explored through religious stories (e.g. The Last Supper) and their own personal reflections.

**DT.** Children learn how to bake bread, making both sweet and savoury loaves.

**Music.** Children learn about the composer Modest Mussorgsky. They then go on to compose short songs ready to perform.

**PE.** Children are introduced to netball. They learn key passes, practice shooting and how to communicate as a team.

**Art.** In their second project, children create wire planets, developing their understanding of line, shape and form. They study the works of Galileo Galilei, Thomas Harriot and Antony Gormley.

**PSHEE.** Children learn about gender equality and sexism. They go on to learn about inspiring life stories of various significant women which challenge a range of stereotypes. Children are then taught about respecting different life choices including varying views on marriage, different families and employment.

**Computing.** Children deepen their understanding how search engines work and how to use databases from Y4. They also make more complex games using Kodu.

**History.** Children learn about what else was happening in the world while the Anglo-Saxons and Vikings ruled Britain. They study both the Maya Civilisation and Early Islamic Civilisation.

**Geography.** Children start to compare trade in the UK (cabbages) with Brazil (bananas). Children learn about imports, exports and trade links.

**RE.** Children are introduced to Humanism. They make comparisons to Buddhism and reflect on the idea of being 'good without God'. Finally, children look at how religions are responding to the climate crisis in the 'Green Religion' unit.

**DT.** Children develop their understanding of electronics by creating circuits involving motors to make a moving toy car.

**Music.** During this term, children learn how to use basic rhythmic and melodic standard notation through the composer study of Hannah Kendall. In the final unit, children look at Richard Strauss and improvise rhythmic and melodic patterns based on Also Spoke Zarathustra.

**PE.** Children develop their cricket skills learning in Y4 during PE sessions. They also take part in the annual school sports day at Mile End stadium.

**Art.** In their third and final project, children create pottery to represent a chosen biome. They study the artists, Thomas Heatherwick and Noriko Kuresumi throughout the project.

**PSHEE.** This term, children explore the concept of online identity.They discuss the use of false photography, online filters and AI-generated images. Media influences are taught. Children are encouraged to seek the support of trusted adults when needed. NB: RSE is also taught in summer. We are reviewing the RSE curriculum. This will be completed and updated shortly.

**Computing.** Children learn how to use Google sheets to collect and sort data. They also deepen their understanding of coding, revisiting Spheros from the Autumn term.

**Spanish.** Children learn about the Spanish-speaking countries then review all the grammar taught in Y5.

**Trips, Visits and Experiences.**

- **St Paul's Cathedral.** Children attend a guided tour and visit the whispering gallery.
- **London Symphony Orchestra.** Following the Y2 concert, children attend a wonderful concert at the Barbican centre.

**Art.** Children create watercolour portraits, learning about the works of Lubaina Himid and Amrita Sher-Gil.

**PSHEE.** Children learn how to keep safe, focusing on learning basic first aid e.g. recovery position. They also learn about vaccinations and allergies. Children go on to learn about disabilities and learn about various barriers and support people with disabilities or difference experience.

**Computing.** Children develop their coding skills, learning how to use HTML. They also create code for Spheros. Toward the end of the term, children learn to use Green screens and the software Do Ink.

**Spanish.** Children learn to describe body parts, using the verb to have (tener). They also look at Spanish art, learning to use both preposition and why (por que).

**Trips, Visits and Experiences**

- **Gilwell Park**.This residential trip is a one night stay in Epping Forest. Allowing children the opportunity to take part in a range of outdoor activities.
- **Houses of Parliament.** Children have a guided tour, learning about how the buildings' history and how our country is governed today.
- **Christmas Events.** This will include decoration making, singing songs and a whole school assembly.

**Spanish.** Children learn to compose more complex descriptions as they develop their range of adjectives. They also learn the use of the infinitive when studying famous people.

**Trips, Visits and Experiences.**

- **Greenwich Observatory and Planetarium.** Children experience the planetarium, enhancing their learning about Space in science.
- **British Museum.** Children have the opportunity to explore one of the most visited museums in the world. Looking at various artefacts studied in history across their time in primary school.
- **Poetry Slam.** This is a whole school event where children learn and perform poetry.
- **World Book Day.** This is a whole school event where children can dress up and celebrate books.
- **Spelling Bee.** This is a whole school spelling event where children go head to head to spell a range of words from their year groups curriculum.
- **Eid al Fitr Events.** A range of events will take place to celebrate Eid with the children.

- **Mulberry and Stepney Green Secondary School Taster Day.**
- **Talent Show.** This is a whole school event, inviting children to perform and share a range of individual talents.
- **Eid al Adha Events.** A range of events will take place to celebrate Eid with the children.
- **Sports Day.** Children will participate and compete in a range of races.
- **Transition Day.** Children will have the opportunity to visit their new teacher and classroom for Year 3.
- **Summer Fair.** The whole school community will be invited to a special event in the school playground involving various stalls and games.