Year 5 Yearly Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Fiction Unit:** The Firebird. Reading and analysing fiction. **Poetry:** Shadow, by Louis Stevenson. Haiku, Diamante, Limericks. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Words with endings that sound like / shuhs/ spelt with –cious Words with endings that sound like / shuhs/ spelt with –tious or -ious. Words with the short vowel sound /i/ spelt with y Words	**Fiction Unit:** Greek Myths and Mythical Creatures. **Non-Fiction Unit:** Influential Scientist and famous discoveries. Reading and analysing non-fiction texts. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Words with 'silent' letters. Modal verbs. Words ending in 'ment' Adverbs of possibility and frequency. Statutory Spelling Challenge Words	**Fiction Unit:** Paddington by Michael Bond. **Non-Fiction Unit:** Protecting our planet Reading and analysing non-fiction texts. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones **Handwriting:** Write legibly, fluently and	**Word Detectives:** Dictionary, thesaurus and grammar skills **Non-Fiction Unit:** Writing non-fiction texts. Writing for specific audience and purpose. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs	**Narratives:** Writing stories for purpose and audience. **Fiction:** The Lion, The Witch and The Wardrobe by C.S. Lewis. Reading and analysing fiction. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words	**Creative writing:** Settings and character descriptions. Writing from picture prompts. **Non-Fiction Unit:** Newspaper Articles. Making sense of the news. **Grammar, Vocabulary and Punctuation:** Proper Nouns, adverbs of possibility, converting nouns and adjectives into verbs, suffixes –ate, -ise and –ify. Expanded noun phrases **Spellings:** Unstressed vowels in polysyllabic words Adding verb prefixes de- and reAdding verb prefix overConvert nouns or verbs into adjectives using suffix -ful Convert nouns or

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	with the long vowel sound /i/ spelt with y Homophones & near homophones. Homophones & near homophones. **Handwriting:** Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	**Handwriting:** Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en **Handwriting:** Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	**Handwriting:** Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al Review Week **Handwriting:** Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.
Maths	**Students will be learning about:** Number Place value Times tables up to 12 Addition & subtraction Measure Time	**Students will be learning about:** Multiplication and Division Factors & multiples Fractions Decimals and Percentages	**Students will be learning about:** Multi-step problems 2D shape Angles Geometry	**Students will be learning about:** 3D shape Position and direction Algebra and basic operations (+ - x /)	**Students will be learning about:** Statistics Data handling Revision of fractions and decimals	**Students will be learning about:** Fractions, ratio and proportions Properties of shapes Area, perimeter and volume

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Geography	**World Trade** Understanding the distribution of the world's natural resources and these are traded between places across the world	**Mountains** Mountains. The Alps. The High Peaks of the Himalayas. American Mountains. African Mountains.	**Africa** The Continent of Africa. Past civilizations and empires – Mansa Musa. The Sahara Desert and Desertification. Food Security. Kenya.	**Australia** Australia - location and physical geography. The history of Australia. Settlements. Climate. Biodiversity.	**New Zealand and South Pacific** New Zealand and the South Pacific - location and physical geography. The history of New Zealand - The Maori. Earthquakes. Climate, Biomes and Animals. South Pacific Islands.	**Local Study** Geography of the local area. Sketch Maps (Fieldwork). Local Issues. Data Collection (Fieldwork). Graphing data.
History	**Greeks** Where and when did the Ancient Greek civilization exist? Explore significant events from this time. How was the Greek empire established and maintained?	**Medieval Monarchs** Who were the major monarchs through the medieval era? What made a successful monarch?	**Celebrating classroom countries and cultures.** Children will investigate the history, art, culture of their home countries and create a presentation to celebrate the various countries throughout the class.	**The Rise and Fall of the Persian Empire** What was the Persian empire? When and where did it sprout? How large was it and how did it continue to expand and govern? When and how did the Persian Empire fall? The death of Darius, the introduction of Xerxes. Greek alliances: Famous battles include Salamis, Marathon and Thermopylae. Alexander the Great and the fall of the Persian Empire.	**Industrial Revolution** Investigate and learn about the industrial revolution which began in 1760. Understand about inventions that changed society during this time including railway, mechanized mills and electricity.	**Outdoor Learning** Use fieldwork to observe, measure, record and present the human and physical features in the local area

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Science	**Earth and Space** Describe the Sun, Earth and Moon as spherical. Name the planets in the solar system independently. Distinguish between heliocentric and geocentric ideas of planetary movement. Explain that day and night is due to rotation of the Earth. Support the idea that different places on Earth experience night and day at different times with evidence. Report and present findings from enquiries. Explain how the Moon moves relative to the Earth. **Working Scientifically:** Planning different types of scientific enquiries to answer	**Forces** Identify and explain the different forces acting on objects. Explain Newton's role in discovering gravity. Accurately measure an object's weight and mass. Explain how to increase the effects of air resistance. Explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance. Investigate the effects of friction. Explain how different mechanisms work and design their own mechanism to achieve a given purpose. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including	**Human Development to Old Age** Look at changes that human beings experience as they develop to late adulthood. Explain about the life cycle of a human being. Compare the gestation period of humans and other animals and investigate the development of babies. Identify the changes that humans and other animals experience. How has the life expectancy of humans changed over time? **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and	**Life Cycles** What are the similarities and differences between Mammalian life cycles? Explore how the life cycles of amphibians are different to those of mammals. Are all insect life cycles the same? How are the life cycles of birds similar to and different from other animals? Explore metamorphosis. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment,	**Properties and Changes of Materials** Compare and group materials based on their properties, including hardness, transparency, magnetism and ability to conduct heat and electricity. Suggest materials for a given purpose. Explain the process of dissolving and sort materials based on whether they are soluble or insoluble. Explain the difference between reversible and irreversible reactions, giving examples of each. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and	**Properties and Changes of Materials** Compare and group materials based on their properties, including hardness, transparency, magnetism and ability to conduct heat and electricity. Suggest materials for a given purpose. Explain the process of dissolving and sort materials based on whether they are soluble or insoluble. Explain the difference between reversible and irreversible reactions, giving examples of each. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and

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	questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and	recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as	controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as	with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support	controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as	controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as

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	written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	or refute ideas or arguments.	displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.
ICT	**Computer safety** Online safety Cyber bullying Handling Spam	**Computer skills** Making a power point presentation Research skills	**Software use** Using Excel spreadsheets to calculate budgets and data handling graphs	**Coding** Use logical reasoning to explain how some simple algorithms work. Detect and correct errors.	**Computer skills** Typing skills Using Word document	**Creating media** Writing News Infographics