

Half-termly Overview

Summer 1

Year 5 Barn Owl and Otter



English - Writing to describe - Writing stimulus - Viking Boy by Tony Bradman.

Spelling shed

Reading skills

Who let the Gods Out? Maz Evans

PE - Rounders: To throw and catch with accuracy under pressure.
To develop the bowling action and understand the role of the bowler.
To develop batting technique.
To make decisions about where and when to send the ball to stump a batter out.
To develop a variety of fielding techniques and when to use them in a game.
To develop long and short barriers in fielding and understand when to use them.

Tennis:

To develop the forehand groundstroke.
To develop returning the ball using a forehand groundstroke.
To develop returning the ball using a backhand groundstroke.
To work cooperatively with a partner to keep a continuous rally.
Learning Objective
To develop the underarm serve and understand the rules of serving
To develop the volley and understand when to use it.

Geography - Enough for Everyone

Can I explain what settlers need?
Can I explain how electricity is generated and distributed?
Can I explain renewable sources of electricity?
Can I explain where our food comes from?
Can I understand the importance of conserving food, water and energy supplies?
Can I understand that access to natural resources varies in different countries?

Religious Education - Hinduism

Theme: Beliefs and moral values

Key Question: Do beliefs in karma and moksha help Hindus lead good lives?

Art - Architecture - Artist - Shoreditch Sketcher

Can I explore domestic architecture?
Can I use inspiration from the Shoreditch sketcher to draw houses?
Can I design a tiny house?
Can I create a tiny house?
Can I evaluate my architectural designs

Maths

- **Perimeter and Area** - Understanding the difference between calculating the area and perimeter of 2D shapes
- **Statistics** - Reading and interpreting line graphs and timetables
- **Shape** - understanding degrees and angles, estimating and measuring angles, drawing lines and angles accurately, regular and irregular shapes
- **Times table Rockstars**

Science - Living Things/Habitats Scientist: Sir David Attenborough

To describe the stages of human development.
To describe how babies grow and develop.
To describe and explain the main changes that happen during puberty.
To describe the changes that take place in old age.
To describe gestation periods in animals.
To compare gestation periods and life expectancies of animals.
Working Scientifically:
Take cuttings and observe their growth over time.
Sort flowers into groups of those that are pollinated by the wind and those that are pollinated by insects.
Sort statements into groups of advantages and disadvantages of sexual and asexual reproduction in plants.
Research and complete life cycles of amphibians and insects that undergo metamorphosis.
Research about different life cycles to then produce a short narrative in the role of a wildlife presenter.

PSHE - Changes in Friendships

What does friendship look like?
How can we deal with our emotions and behaviour when we fall out with friends?
What can you do if you think someone is being bullied?
How do you know who to trust?
Is an online friend the same as a real friend?

RSE - Asking for help

I know that the internet can contain images and information that I find upsetting. I understand that people can be upset by different things. I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.

French

Chez Moi - My home

Computing - Creating Media - Vector Drawings

To identify that drawing tools can be used to produce different outcomes
To create a vector drawing by combining shapes
To use tools to achieve a desired effect
To recognise that vector drawings consist of layers
To group objects to make them easier to work with
To apply what I have learned about vector drawings
Internet Safety - To apply online safety rules to real-life scenarios.

Music - Social Question: How Does Music Shape Our Way of Life?

Musical Learning: I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.
I can talk about the emotions I feel when I listen to a piece of music.
I can rehearse a song and learn it from memory, both orally and visually.
To play melodies on tuned percussion, melodic instruments or keyboards.
To explore improvisation within major and minor scales,
I can compose music in response to musical and/or video stimuli.