

Long Term Overview

Each subject / area should include a Knowledge and a Skill

Year 5



| | Term 1 7 weeks | Term 2 7 weeks | Term 3 6 weeks | Term 4 8 Weeks | Term 5 7 Weeks | Term 6 8 Weeks |
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| Topic | STEM Heroes Topic (Individual for each class) Ancient Egypt Drama workshop (Hobgoblin visit) | | Crime and Punishment | | Survival | |
| Maths (Gaps: %, properties of shape, position and direction, converting units and Volume) | Place Value (3 weeks) Addition and Subtraction (2 weeks) | Statistics (2 weeks) Multiplication Division (3 weeks) Measurement: Perimeter and Area (2 weeks) | Multiplication and Division (3 weeks) Fractions (3 weeks) | Fractions (3 weeks) Decimals and Percentages (2 weeks) Decimals (3 weeks) | Geometry: Properties of Shape (3 weeks) Geometry: Position and Direction (2 weeks) | Measurement: Converting Units (2 weeks) Measurement: Volume (1 week) |
| Reading (Gaps: comprehension and word meaning) | The Kane Chronicles (VIPERS skills) Secrets of a Sun King | | Windrush Child ? - Benjamin Zephaniah. | | Kensuke's Kingdom (VIPERS skills) Shackleton's Journey | |
| Writing (Gaps: Myths/ creation story and suspense writing, passive voice and prefixes/ suffixes) | Writing Biographies (organising paragraphs) Suspense Story - Howard Carter, finding Tutankhamun. | Myth - The creation of the Sphynx/Egyptian Gods/Creation story Instructions - Mummification | Poetry Week Newspaper Report - Stories with a Moral | Persuasive writing (letter) - Writing as a convict Detective Tale - Crime Short Story | Non-Chronological Report - New species discovery Adventure Tale - Journey through the Amazon | Recount - Recount of survival day. (1st person) Narrative - Overcoming fears - Jumanji |
| GP | Word classes. Sentence Openers Conjunctions (semi-colons) Emotive Language (metaphors) Commas to avoid ambiguity. Cohesion and Paragraphs. | Modal Verbs Relative Clauses (& pronouns) Emotive Language (similes) Cohesion and Paragraphs. | Emotive Language (personification) Speech (reported) Passive and Active Voice Cohesion and Paragraphs. | Direct and Reported Speech Parenthesis (formal and informal) Cohesion and Paragraphs. | Grammar to be added when needed and reviewed throughout the year). Commas for lists. Cohesion and Paragraphs. | Grammar to be added when needed and reviewed throughout the year). Pronouns Cohesion and Paragraphs. |
| Spelling | <u>Spelling Shed</u> Rule 1 - '-ious' Rule 2 - '-cious' Rule 3 - '-cial' and '-tial' Rule 4 - '-cial' and '-tial' Rule 5 - '-cial' and '-tial' Rule 6 - Challenge Words | <u>Spelling Shed</u> Rule 7 - '-ant' Rule 8 - '-ance' Rule 9 - '-ent' and '-ence' Rule 10 - '-able' and '-ible' Rule 11 - '-ably' and '-ibly' Rule 12 - Challenge Words | <u>Spelling Shed</u> Rule 13 - '-able' Rule 14 - Adverbs of time Rule 15 - Suffixes Rule 16 - Words with starting silent letters Rule 17 - Words with silent letters | <u>Spelling Shed</u> Rule 19 - Words spelt 'ie' after 'c' Rule 20 - Words spelt 'ei' after 'c' Rule 21 - 'ough' Rule 22 - 'ough' Rule 23 - Adverbs of Possibility | <u>Spelling Shed</u> Rule 25 - Homophones Rule 26 - Homophones Rule 27 - Homophones Rule 28 - Homophones Rule 29 - Homophones | <u>Spelling Shed</u> Rule 31 - Words continuing hyphens Rule 32 - Challenge Words Rule 33 - Revision Rule 34 - Revision Rule 35 - Revision Rule 36 - Revision |

| | | | Rule 18 - Challenge Words | Rule 24 - Challenge Words | Rule 30 - Challenge Words | |
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| Science | STEM WEEK Earth and Space - what did the Ancient Egyptians believe? | Forces - How to build a pyramid. Pulleys - forces recap. Make a pulley system to build a pyramid. | Properties and changes of materials - Crime scene investigation | Properties and changes of materials | Living Things and their Habitats | Animals including Humans |
| Computing | Multimedia – Vector drawing (Pyramids and tombs?) | Programming – Selection in Quizzes (End of topic quizzes) | Computer Systems and Networks – Sharing information (Crime Scene Investigators) | Handling Data – Flat file database (Crime Scene Skills) | Programming – Repetition in games | Multimedia – Video editing (survival day) |
| History | Ancient Egyptians (reliability of sources) | | Notable figures in History - Windrush Generation? | | Famous Explorers - The discovery of different continents, islands and countries. | |
| Geography | Egypt – Human+ Physical Geography (map skills, locational skills) River Nile – Human + Physical Geography (fieldwork skills) | Compare and contrast physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | Comparing developed and underdeveloped countries, what it means and where are these located (map work). Link to crime and punishment - human rights around the world. | | Locate the world's countries, using maps to focus on Europe. Use the eight points of a compass, four and six-figure grid references, symbols and key | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| DT | | Food from different cultures - design a menu or meal (savoury). | Pulleys - forces recap. Make a system to build torture devices. | | Food Technology - Survival Snacks + Packaging | Whittling |
| Art | Paper Making | Batik designs on Hieroglyphics | | Street Art - Spray paints (artist visit) | | Observation drawing and painting. The art of looking. |
| RE (Discovery RE) | Religions of the world (diversity). Pupil Voice Religions of Egypt. | Sikhism - Guru Nanak's birthday and Maghi Festival (Jan) | Hinduism (Holi festival) | Judaism (Passover) | Islam (Eid) | Buddhism (animal reincarnations, mental health) |
| PE (discrete – PE LTP) | Athletics *1 week swimming | Handball | Floor Gymnastics | Dodgeball | Cricket | Floor Gymnastics |
| Games (discrete – PE LTP) | Rounders (hitting a ball, fielding, catch and throw) | Hockey (dribbling, shooting, defending) | Netball | Tennis | OAA | Tag Rugby |
| MFL (discrete – MFL LTP) | Core Unit 1 Recap -Greeting each other -Introducing themselves -Counting up to 20 -Introducing their immediate family | Core Unit 2 -Saying the days of the week -Naming colours -Counting and writing to 20 -Naming countries/intercultural topic -Expressing likes and dislikes | Core Unit 3 -Identifying body parts -Counting up to 31 -Identifying items of clothing -Naming the months of the year | Unit A -Saying animal vocabulary -Asking about pets -Describing animals using adjectives -Using prepositions | Unit B -Naming common foods -Expressing likes and dislikes -Saying what they are eating -Naming cutlery -Saying what they would like to have | Unit C -Saying how they travel to school -Naming places in school -Listing the contents of their pencil case -Telling the time Naming sch |

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| | | | -Talking about birthdays | -Naming animal homes | -Understanding cooking instructions | |
| Music | Writing music, using symbols and basic terminology. | Poetry Rap - performance skills. | Music and Crime Stormzy | Charanga, pitch, tone, dynamics, tempo, pace etc. | Nature Instruments (Outdoor learning?) | |
| British Values (Woven through) Democracy Rule of Law Tolerance Respect Individual liberty | Tolerance and respect – Religion | Democracy Rule of Law Tolerance Respect Tolerance and respect Race Tolerance and respect – Religion | | | Tolerance and respect – Religion | |
| Outdoor Learning | Pyramid building? River visits - pond (joining materials to make structures) | | | Compass work (geography) Use fieldwork to observe, measure, record (geography skill) | Whittling | |