

Becontree Primary School
Year 5 Medium Term Overview of Learning (Autumn A)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	Skill: Consolidate skills from previous years regarding language and communication.	Skill: Consolidate skills from previous years regarding language and communication Vocabulary mischievous peculiar reluctant	Skill: Consolidate skills from previous years regarding language and communication Vocabulary astonished confront anticipate	Skill: Consolidate skills from previous years regarding language and communication Vocabulary exaggerate bewildered notorious	Skill: Consolidate skills from previous years regarding language and communication Vocabulary authority influence consequence	Skill: Consolidate skills from previous years regarding language and communication Vocabulary significant establish demonstrate	Skill: Consolidate skills from previous years regarding language and communication Vocabulary maintain justify determine
Grammar	To identify different word classes – Unit 1 (1 st session)	To identify different word classes – Unit 1 (2 nd session)	To identify phrases and clauses – Unit 2	To use relative clauses – Unit 3	To use modal verbs – Unit 5	To recognise adverbs of possibility – Unit 4	Colons to introduce lists
Writing Story by a Famous Author Explanation texts	Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI) -Story by a Famous Author Organising and structuring writing in books Plan and write dialogues between two sets of characters	Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI) -Story by a Famous Author Plan a sequel to the story. Begin to write a sequel to the story. To use dialogue effectively to develop plot	Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI) -Story by a Famous Author To write a story inspired by the work of Jeremy Strong	Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI) -Story by a Famous Author Complete sequel to the story. Edit story.	Tudor explanation text To understand the purpose and features of an explanation text. To organise historical knowledge into explanations of cause and consequence. To use causal language to explain how Henry VIII's power developed.	Tudor explanation text To plan an explanation using relevant historical information. To write an introduction that introduces the subject and previews the explanation. To write a paragraph explaining how Henry's position as monarch gave him power.	Tudor explanation text To explain how Henry VIII's actions concerning religion increased his power. To explain how Henry's need for an heir and his ability to punish others demonstrate his power. To revise and improve an explanation for clarity and cohesion.

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Spelling	Year 5 Diagnostic Spelling test	Year 5 List 1 Words ending in: -ious and -tious	Year 5 List 2 Words ending in: -cious	Year 5 List 3 Words ending in: -cial	Year 5 List 4 Words ending in: -tial	Year 5 List 5 Words ending in: -cial and -tial	Year 5 List 6 Challenge Words
Reading Read Aloud: Boy in the Tower	10 min x 4 read aloud Comprehension Dragonology	10 min x 4 read aloud Comprehension How to Train Your Dragon Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension Life in Tudor Britain Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension Love Letter 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension The House with Chicken Legs 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension The Wizards of Once 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension The Polar Bear Explorers' Club 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin
Handwriting	Developing a cursive and regular handwriting style linked to weekly spelling patterns.						
Maths	Diagnostic baseline and pre-teaching To read, write, order and compare numbers up to one million To round numbers within one million to the nearest multiple of powers of ten To read Roman numerals up to M (1000)		To use rounding to estimate To use a range of mental calculation strategies to add and subtract integers Illustrate and explain the written method of column addition and subtraction To select efficient calculation strategies		To complete, read and interpret data presented in line graphs To read and interpret timetables including calculating intervals		To identify multiples and factors To investigate prime numbers
Computing	E-safety To know how and why to keep my personal information private. Online safety To know how to deal with Spam to blog Online Safety Digital footprints	Systems and Searching: To explain that systems are built using a number of parts To describe the input, process, and output of a digital system To explain that computer systems communicate with other devices	Systems and Searching: To identify tasks that are managed by computer systems To identify the human elements of a computer systems To explain the benefits of a given computer system To explain how to keep my personal information safe online	Systems and Searching: To make use of a web search to find specific information To refine my web search To compare results from different search engines To recognise trustworthy websites	Systems and Searching: To explain why we need tools to find things online To recognise the role of web crawlers in creating an index To relate a search term to the search engine's index	Systems and Searching: To order a list by rank To explain that a search engine follows rules to rank results To give examples of criteria used by search engines to rank results	Systems and Searching: To describe some of the ways that search results can be influenced To recognise some of the limitations of search engines To explain how search engines make money

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Foundation Subjects	Science: Materials To demonstrate their knowledge of different properties of materials. To think about the different materials that they can see around the classroom and what they are used for. To think of materials that are good thermal conductors and how you would describe a good thermal insulator.	Science: Materials To research the advantages and disadvantages of different types of material. To plan an investigation to answer the questions they raised in Lesson 4. To plan and design their guinea pig outdoor shelter to answer their Quest and give reasons for their choice of materials.	History: What Was Life Like in Tudor times? To interpret sources to understand more about the character of Henry VIII. To explore why Henry VIII had many wives using secondary sources. To make deductions about power and punishment using a range of sources.	History: What Was Life Like in Tudor times? To explore the use of propaganda by a Tudor monarch. To make deductions about people in Tudor England using inventories. To create an inventory for a person from the Tudor times.	Separating Mixtures To share what they know about separating materials. To understand how solid particles of different sizes can be separated by sieving. To investigate which solids dissolve in water to form solutions, recording and reporting the results and understand that although the solid cannot be seen it is still present.	Separating Mixtures To use the results of an investigation on dissolving as evidence to support or refute predictions made To identify that solids which have dissolved, can be recovered by evaporating the liquid from the solution and explain how they know this. To predict and test whether this is always the case for solutions.	Separating Mixtures To understand that when solids do not dissolve or react with water (liquid), they can be separated by filtering and apply this knowledge to solving a filtration problem. To review their work on separating mixtures.
Music	• Learn to strum a ukulele • Learn to play chords on a ukulele • Learn to pluck individual strings and know the name of the notes they are playing • Learn to read music • Learn to sing and play at the same time						
PSHE	Welcome back – A recipe for a happy, healthy classroom Creating classroom moto	To talk about the attributes of a good team	To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.	To compromise and collaborate to ensure a task is completed.	To reflect on the need to care for individuals within a team.	To identify hurtful behaviour and suggest ways I can help	To understand the importance of shared responsibilities in helping a team to function successfully.
RE What inner forces affect how we think and behave?	To consider whether temptations can ever be over come	To consider the nature of human beings	To consider what we can learn today from an ancient story	To consider what beliefs I would refuse to deny	To consider the difficulty of growing in acceptance	To reflect on what force for good I can be in the world	Revision

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PE Indoor – Fitness	To develop an awareness of what your body is able to do.	To develop speed and stamina.	To develop strength using my own body weight.	To develop co-ordination.	To develop agility.	To develop balancing with control.	
Outdoor - Handball	To use a variety of passes to maintain possession under pressure.	To select the appropriate skill to create space, move towards goal and away from defenders.	To select and apply the appropriate skill to score goals.	To use defending skills to prevent an opponent from scoring.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	
French All Around Town	Where do you live?		In my town		Counting in tens		Revision of key words and phrases