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

Subjects	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	Skill: Listen without interrupting and respond appropriately to others Vocabulary alternate exasperate numerous	Skill: Listen without interrupting and respond appropriately to others. Vocabulary advantage retrieve comply	Skill: Listen without interrupting and respond appropriately to others. Vocabulary concern combine threat	Skill: Listen without interrupting and respond appropriately to others. Vocabulary argue obsolete escalate	Skill: Listen without interrupting and respond appropriately to others. Vocabulary remote vivid suggest	Skill: Listen without interrupting and respond appropriately to others. Vocabulary saunter spurt emphasise	Skill: Listen without interrupting and respond appropriately to others. Vocabulary slither seldom sparse
Grammar	Unit 8 - Paragraphs	Unit 9 – Linking Paragraphs	Unit 18 – Using Commas	Unit 19 – Using Dashes	Unit 6: Expanded noun phrases	Unit 10: Adverbials in different parts of sentences.	Revision of previous units
Writing	**Discussion** Meet the Monster/ Meet the Future Discuss and make notes on the question: Should natural environments be destroyed to make way for buildings for humans? Read 'Meet the Monster' and list reasons why a new shopping mall and arena SHOULD NOT be built in the park. Read 'Meet the Future' and list reasons why a new	**Discussion** Meet the Monster/ Meet the Future To plan a discussion text with opinions for and against an issue To write an introduction to a discussion To write arguments for the proposal including adverbs of possibility and modal verbs.	**Discussion** Meet the Monster/ Meet the Future To write arguments against the proposal including adverbs of possibility and modal verbs. To write a conclusion, summing up the key points To edit writing using the ABC system (Add, Better, Correct)	**Discussion** Debate session- Children to choose topic To independently plan a discussion giving reasons for and against the question. To plan a debate argument in groups. To conduct a debate.	**Poetry** Poems: 'Last night I Saw the City Breathing' and 'Block City' To write a description of a city at night. To explore the language of a poem, identifying imagery and finding synonyms. To identify and compare patterns in the two poems.	**Poetry** Poems: 'Last night I Saw the City Breathing' and 'Block City' To create imagery describing a school at night. To plan for writing a poem using stanzas and pattern. To use imagery to write 3 stanzas describing different parts of a school at night.	**Poetry** Write a Christmas poem about toys coming to life under the tree.

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	shopping mall and arena SHOULD be built in the park.						
Spelling	Year 5 List 7 To spell words ending in '-ant.	Year 5 List 8 Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place	Year 5 List 9 Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule	Year 5 List 10 Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'	Year 5 List 11 Words ending in '-ably' and '-ibly.' The '-able	Half Termly spelling Assessment	Year 5 List 12 Challenge Words
Reading **Read Aloud – 'Boy in the Tower Polly Ho -Yen** **Viper text – 'A Cat's Guide to the Night Sky' by Stuart Atkinson**	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 Wizards of Once 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension 1 x 1hr Vipers- 45mins x 1 Frankenstiltskin and 1 A Cat's Guide to the Night Sky	10 min x 4 read aloud Comprehension 1 x 1hr Vipers- 45mins x 2 A Cat's Guide to the Night Sky	10 min x 4 read aloud Comprehension 1 x 1hr Vipers- 45mins x 2 A Cat's Guide to the Night Sky	10 min x 4 read aloud Comprehension 1 x 1hr Vipers- 45mins x 2 A Cat's Guide to the Night Sky	10 min x 4 read aloud Comprehension 1 x 1hr Vipers- 45mins x 2 A Cat's Guide to the Night Sky
Handwriting	Developing a cursive and regular handwriting style linked to weekly spelling patterns.						
Maths	Unit 4 L1 Identify multiples and factors L2 Find all factor pairs of a number L3 Solve problems using factors, multiples and square numbers L4 Establish if a number less than 100 is prime	L5 Multiply and divide by 10, 100 and 1000 (2 sessions) L6 Multiply and divide mentally using doubling and halving L 7 Multiply and divide using derived facts L8 Solve problems using a range of strategies	L9 Use a written method to multiply L10 Multiply two 2-digit numbers using long multiplication (2 sessions) L11 Multiply two 2-digit numbers using long multiplication (2nd session)	L12 Multiply using knowledge of factors L13 Use knowledge of multiples to divide L14 Use a written method to divide L15 Solve problems involving division with remainders (2 sessions)	Assessment week	Booster session Unit 5 L1 Calculate and measure perimeter L2 Calculate the area of rectangles L3 Calculate the area of rectilinear shapes (2 sessions)	L4 Compare the area and perimeter of rectilinear shapes (2 sessions) L5 Calculate the area of non-rectilinear shapes (2 sessions)

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Computing	To explain what makes a video effective	To use a digital device to record video	To capture video using a range of techniques	To create a storyboard	To identify that video can be improved through reshooting and editing	To consider the impact of the choices made when making and sharing a video	To consider the impact of the choices made when making and sharing a video
Foundation Subjects (This half term Year 5 will be focussing on science and geography)	**History: Were the Vikings raiders, traders or something else?** When and why did the Vikings come to Britain? Were the Vikings raiders, traders or something else? Where did the Vikings go? How did they get there?	**History: Were the Vikings raiders, traders or something else?** Why are there different Viking sagas explaining the same event and what dies this tell us about the Vikings? What were the impacts of Viking raids and settlements on local communities in Britain? What were the Vikings' achievement and how did they impact the world?	Christmas Crafts	**Geography: What is life like in the Alps?** To locate the Alps on a map. To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine region.	**Geography: What is life like in the Alps?** To investigate what there is to do in the local area using data collection. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.	**DT: Cooking and nutrition: Adapting a recipe** To evaluate existing biscuits To prepare and cook a dish To select ingredients and follow a recipe	**DT: Cooking and nutrition: Adapting a recipe** To take inspiration from existing products To make and taste a prototype biscuit To evaluate a final product
Music	Learn and practise skills and songs using the ukulele						
PSHE **Relationships - TEAM**	To know that their actions affect themselves and others	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and	To work collaboratively towards shared goals.	To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well	To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing	Create poster showing the importance of working in a team.

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		if necessary, constructively challenge their points of view.			as themselves.	rules.	
RE How is Christmas celebrated around the world	What differences are there in accounts given by Luke and Matthew?	Which stories have developed from the 'real' Christmas story?	What happens during Advent?	How do Christmas traditions vary around the world?	What is Epiphany? How is Epiphany celebrated around the world?	Create a story or play based on Christmas themes.	End of unit quiz.
PE **Outdoor – Hockey** **Indoor - dance**	To develop dribbling to beat a defender.	To send and receive the ball with control under pressure.	To select the appropriate skill, choosing when to pass and when to dribble.	To move into and create space to support a teammate.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	
	Rock n Roll To copy and repeat movements in the style of rock 'n' roll.	**Rock n Roll** To work with a partner to copy and repeat actions in time with the music.	**Rock n Roll** To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	**Chinese Dance** To use matching, canon and unison in the style of the lion dance.	**Chinese Dance** To use space and relationships to create a dragon dance.	**Chinese Dance** To select and combine dance tools to choreograph and perform a Chinese dance	
FRENCH – **All about ourselves**	Counting to 100		My address is…		How do you say…		French Christmas activity.
Enrichment	Please refer to the Curriculum section on the Becontree School Website to see Cultural Capital and Magic Moments for every year group. Also see the Long-Term Planning Overviews for further information related to enrichment activities in every year group.						