

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 restrict commit disrupt	Skill: Listen without interrupting and respond appropriately to others. Vocabulary convenient uproot distinguished	Skill: Listen without interrupting and respond appropriately to others. Vocabulary construct community versatile	Skill: Listen without interrupting and respond appropriately to others. Vocabulary promote equality conformity	Skill: Listen without interrupting and respond appropriately to others. Vocabulary glower scuttle gloat	Skill: Listen without interrupting and respond appropriately to others. Vocabulary orderly fatigue enlighten	Skill: Listen without interrupting and respond appropriately to others. Vocabulary Recap words of the term.
Grammar	Grammar Ninja Procedural Variation 'Build and Vary'	Unit 4: Use adverbs of possibility	Unit 8 - Paragraphs	Unit 9 – Linking Paragraphs	Unit 19 – Using Dashes	Unit 18 – Using Commas – part 1	Unit 18 – Using Commas – part 2
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	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	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	Discussion Assessment task Discussion-Should School Uniforms Be Compulsory? To independently plan a discussion giving reasons for and against the question. To independently write a discussion. To independently edit writing.	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	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	Poetry Write a Christmas poem about toys coming to life under the tree.

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	NOT be built in the park. Read 'Meet the Future' and list reasons why a new shopping mall and arena SHOULD be built in the park.	possibility and modal verbs.	using the ABC system (Add, Better, Correct)		in the two poems.	different parts of a school at night.	
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	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	L9 Use a written method to multiply L10 Multiply two 2-digit numbers using long multiplication (2 sessions) L11 Multiply two 2-digit numbers	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	Assessment week	Booster session Unit 5 L1 Calculate and measure perimeter L2 Calculate the area of rectangles L3 Calculate the area of rectilinear	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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	L4 Establish if a number less than 100 is prime	derived facts L8 Solve problems using a range of strategies	using long multiplication (2 nd session)	with remainders (2 sessions)		shapes (2 sessions)	
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)	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. To use the results of an investigation on dissolving as evidence to support or refute predictions made.	Separating Mixtures 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. 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.	Christmas Crafts	Types of Change To share what they know about types of change in materials. To find out that some materials dissolve and that solubility rates vary. To predict whether the solute can be recovered from the solution due to evaporation. To learn that mixing and dissolving are reversible changes and use this knowledge to separate materials. To understand that melting is a reversible change and investigate this process.	Types of Change To understand that burning is an irreversible change and that new materials are formed. To learn that heating some materials can cause them to change and that this can be irreversible. To discover that putting acid on bicarbonate of soda will cause a chemical change that is irreversible. To use their knowledge of changing and separating materials to complete a meal-making challenge.	Physical Geography To be able to locate Scandinavia's counties and major cities on a map To explore the physical features of Scandinavia To explore some aspects of the human geography of Scandinavia	Physical Geography To identify the countries of North America To explore the geographical features of North America. To compare North American cities To construct a fact file on Florida To compare some of the features of Florida with Norway.

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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 if necessary, constructively challenge their points of view.	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 as themselves.	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 rules.	Create poster showing the importance of working in a team.
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 Indoor – Volleyball Outdoor – Hockey	To use the serve with consideration of attacking principles. To develop dribbling to beat a defender.	To develop the fast catch volley with consideration of attacking principles. To send and receive the ball with control under pressure.	To develop the set shot and use it to pass to a teammate. To select the appropriate skill, choosing when to pass and when to dribble.	To recap the set shot and develop the dig, identifying when to use each. To move into and create space to support a teammate.	To use a variety of shots to keep a continuous rally going. To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play against an opponent. To apply rules, skills and principles to play in a tournament.	Christmas activities
FRENCH – All about ourselves	Counting to 100		My address is...		How do you say...		French Christmas activity.

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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.
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