

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

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Language and Communication</b>	To use language and vocabulary taught in vocabulary and reading lessons when answering questions and in discussion.  frantic  dismal  relish	To use language and vocabulary taught in vocabulary and reading lessons when answering questions and in discussion.  beam  emerge  preserve	To use language and vocabulary taught in vocabulary and reading lessons when answering questions and in discussion.  aspire  legacy  significance	To use language and vocabulary taught in vocabulary and reading lessons when answering questions and in discussion.  anticipate  enthusiasm  perturbed	To use language and vocabulary taught in vocabulary and reading lessons when answering questions and in discussion.  determined appreciate contribution	
<b>Grammar</b>	Grammar Ninja Relative Clauses who, which, that)	Unit 16: Using prefixes	Unit 15: Using suffixes	Unit 17 – Using Brackets	Unit 12 Past perfect tense	
<b>Writing</b>	<b>Biographies</b>  To identify the features of a biography.  To use knowledge of the structure of a biography to plan questions for research of Roald Dahl.  To research and make bullet point notes - research about Roald Dahl answering planned questions.	<b>Biographies</b>  To organise research information into paragraphs.  To write an introduction and paragraphs about Roald Dahl's early life.  To continue writing a biography of Roald Dahl with paragraphs about his adult life.	<b>Assessment week</b>  <b>Biographies</b>  To write a conclusion to a biography. To edit and share writing.  <b>Narrative: The Matchbox Diary</b> To respond to illustrations in a story  To create a description using adjectives and prepositional phrases	<b>Narrative: The Matchbox Diary</b>  To write a response to a letter  To write reasons why a family should or shouldn't move to a different country  To write a diary entry	<b>Narrative: The Matchbox Diary</b>  To consider both sides of an argument  To plan an autobiographical piece of writing  To write an autobiographical piece of writing  To edit an autobiographical piece of writing	
<b>Spelling</b>	Year 5 List 19 Words with ie after c	Year 5 List 20 Words where ei can make an ee sound	Spelling challenge	Year 5 List 21 Words where ough make an or sound	Year 5 List 22 Words containing ough	

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<p><b>Reading</b></p>	<p>10 min x 4 read aloud</p> <p>45 mins x 2 Class text – Vipers resource – Loki: A Bad God’s Guide to Being Good</p> <p>Comprehension focus: Retrieval Unit 11: Seaworld Decides to Stop Killer Whale Breeding Program</p>	<p>10 min x 4 read aloud</p> <p>45 mins x 2 Class text – Vipers resource – Loki: A Bad God’s Guide to Being Good</p> <p>Comprehension focus: Relationship Unit 11: Seaworld Decides to Stop Killer Whale Breeding Program</p>	<p>10 min x 4 read aloud</p> <p>45 mins x 2 Class text – Vipers resource – Loki: A Bad God’s Guide to Being Good</p> <p>Assessment week</p>	<p>10 min x 4 read aloud</p> <p>45 mins x 2 Class text – Vipers resource – Loki: A Bad God’s Guide to Being Good</p> <p>Comprehension focus: Inference Y6 Unit 1: Who Let the Gods Out</p>	<p>10 min x 4 read aloud</p> <p>45 mins x 2 Class text – Vipers resource – Loki: A Bad God’s Guide to Being Good</p> <p>Comprehension focus: Inference Y6 Unit 1: Who Let the Gods Out</p>	
<p><b>Handwriting</b></p>	<p>Developing a cursive and regular handwriting style linked to weekly spelling patterns.</p>					
<p><b>Maths</b></p>	<p><b>Unit 8 Fractions and Percentages</b></p> <p>L5 Multiply a mixed number by a whole number</p> <p>L6 Fractions of quantities</p> <p>L7 Solving problems involving fractions of a quantity</p> <p>L8 Relate percentage to ‘number of parts per hundred’</p>	<p>L9 Relate percentages, decimals and fractions</p> <p>L10 Use percentage to describe proportions of a set of any size</p> <p>L11 Identify percentage of amounts</p> <p>L12 Use percentage to compare</p>	<p>Revision and</p> <p>Assessment week</p>	<p><b>Unit 9 Transformations</b></p> <p>L1 Translate shapes and identify congruency</p> <p>L2 Describe positions on a 2-D grid as coordinates</p> <p>L3 Use coordinates in all four quadrants to describe translation</p> <p>L4 Use coordinates in all four quadrants to describe translation of polygons</p>	<p>L6 Identify, describe and represent position on a grid following reflection</p> <p>L7 Identify, describe and represent position using coordinates following reflection</p> <p>L8 Reflect shapes across the x- or y-axis</p> <p>L9 Explore reflections and translations</p>	

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<p><b>Computing</b></p>	<p>Selection in physical computing</p> <p>1 Connecting Crumbles: To control a simple circuit connected to a computer</p>	<p>Selection in physical computing</p> <p>2 Combining output components: To write a program that includes count-controlled loops</p>	<p>Selection in physical computing</p> <p>3 Controlling with conditions: To explain that a loop can stop when a condition is met</p>	<p>Selection in physical computing</p> <p>4 Starting with selection: To explain that a loop can be used to repeatedly check whether a condition has been met</p>	<p>Selection in physical computing</p> <p>5 Drawing designs: To design a physical project that includes selection</p>	
<p><b>Foundation</b></p>	<p><b>D.T.: Designing and Making a Fairground Ride</b></p> <p>Introduction to topic and examples.</p> <p>To make decisions with regard to the type of ride they will make.</p> <p>To design a fairground ride.</p> <p>To create the basic structure for a fairground ride.</p>	<p><b>D.T.: Designing and Making a Fairground Ride</b></p> <p>To create supports for the base.</p> <p>To attach wood using hot glue.</p> <p>To create the wheel and support axles and make the wheel turn.</p>	<p><b>D.T.: Designing and Making a Fairground Ride</b></p> <p>To add lights using crumble.</p> <p>To decorate our fairground rides.</p>	<p><b>Art: Pop Art of Roy Liechtenstein</b></p> <p>To research and compare the artwork of modern artists focusing on their style, techniques and chosen medium used</p> <p>To discuss and evaluate the work of Lichtenstein looking at styles, techniques and medium used.</p> <p>To make marks using a pen/ pencil in the style of Lichtenstein using the pointillism technique.</p>	<p>To develop sketches of face by drawing extra features on the face in the correct position and proportion.</p> <p>To draw, cut and stick shapes from coloured paper for other features on own artwork, such as hair.</p> <p>To review learning of techniques learned during this topic.</p>	
<p><b>Music</b></p>	<p>Learn and practise skills and songs using the ukulele.</p>					
<p><b>PSHE</b> Money Matters And It's My Body</p>	<p>1. Looking after it I can explain some financial risks we might encounter and can discuss how we can avoid them.</p>	<p>2. Value for Money I understand what 'value for money' means and can explain how we can tell if things are good value.</p>	<p>3. Money in the Wider World I understand what tax is and why we need to pay it.</p>	<p>4. Sleep Well, Be Well I understand why getting enough sleep is important.</p>	<p>5. How We Think and Feel About Our Bodies I understand what a positive body image is.</p>	<p>health</p>

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<b>RE</b> How do Christians try to follow Christ's example?	1. What does it mean to 'be influenced by others' and 'to influence others'?	2.How can we show charity with both time and money?	3.What is the difference between 'want' and 'need'?	4.What is meant by 'Do to others as you would have them do to you'?	5.What does 'forgiveness' mean to different people?	
<b>PE</b> <b>Indoor – Dodgeball</b>	To apply rules honestly and fairly to a game situation.	To develop throwing at a moving target	To use timing, balance and agility to avoid being hit.	To develop catching under pressure to get an opponent out.	To select and apply tactics in the game	
<b>Outdoor – Rounders</b>	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.	
<b>FRENCH</b> On the Move	I like to move it! To describe people, places, things and actions orally and in writing, in the context of directions		How do I get to...? To engage in conversations; ask and answer questions, in the context of travelling round a town		We all go together To understand basic grammar in the context of talking about travel.	