

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 plump hearsay eavesdrop	Skill: Consolidate skills from previous years regarding language and communication Vocabulary arrogant chitter shroud	Skill: Consolidate skills from previous years regarding language and communication Vocabulary reminisce loyal honour	Skill: Consolidate skills from previous years regarding language and communication Vocabulary procedure distraction acceptable	Skill: Consolidate skills from previous years regarding language and communication Vocabulary approximately extract responded	Skill: Consolidate skills from previous years regarding language and communication Vocabulary glower scuttle gloat
Grammar	To identify different word classes – Unit 1 (2 nd 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 recognise adverbs of possibility – Unit 4	To use modal verbs – Unit 5	To recognise expanded noun phrases – Unit 6
Writing Diary writing Story by a Famous Author	'Bling' by Jon Blake Diary Writing Understanding the changing personality and feelings of a character through a story. Use appropriate language and vocabulary to reflect changing personality, emotions and feelings Identify the features of diary writing	Diary writing linked to the school centenary To find out about events during the 1940s to inspire diary writing To use drama to consider how a child may have felt during the Blitz in World War 2. Plan a diary entry in chronological order, related to the Blitz	Diary writing linked to the school centenary Write a diary entry Finish writing and editing a diary entry To consider what it would be like in school at the end of World War 2	Diary writing linked to the school centenary To plan, write and edit a diary entry celebrating the end of World War 2	Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI) -Story by a Famous Author 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 Complete sequel to the story. Edit story.

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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 Wolf Wilder 1 x 1hr	10 min x 4 read aloud Comprehension related to the school centenary 1 x 1 hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension Wolves of Willoughby Chase 1 x 1hr Vipers- 45mins x 2 Frankenstiltskin	10 min x 4 read aloud Comprehension Life in Tudor Britain 1 x 1hr 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
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	Creating maps to scale of the school. 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		
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.	History Linked to the centenary To find out about how World War 2 affected the children who attended Becontree To find out about the end of World War 2 and how people celebrated it. To look at the experiences of pupils attending Becontree Primary School in the 1940s	History linked to the centenary To look at the experiences of pupils attending Becontree Primary School in the 1950s To look at some of the events that took place in the 1950s	Science: Materials To think of materials that are good thermal conductors and how you would describe a good thermal insulator. To research the advantages and disadvantages of different types of material.	Science: Materials 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: 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 does 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?
Music	<ul style="list-style-type: none"> • Sing a song from the 1940s or 1950s • 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	You Can Achieve Anything! To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	Breaking Down Barriers To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	Future Focus To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.	Equal Opportunities To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.	Innovation and Enterprise To understand what is meant by enterprise and begin to develop enterprise skills.	Onwards and Upwards To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.
RE What inner forces affect how we	To consider whether temptations can	To consider the nature of human beings	To consider what we can learn today from an ancient	To consider what beliefs I would refuse to deny	To consider the difficulty of growing in	To reflect on what force for good I can be in the world	Revision

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think and behave?	ever be over come		story		acceptance		
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