

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

	<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>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>roamed</p> <p>ramshackle</p> <p>enthralled</p>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>cunning</p> <p>curiosity</p> <p>hideous</p>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>fluttered</p> <p>overcome</p> <p>decency</p>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>unravel</p> <p>honour</p> <p>proceed</p>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>devour</p> <p>whittled</p> <p>utter</p>	<p>Skill: When in a discussion look, listen and show interest to the person speaking.</p> <p><b>Vocabulary</b></p> <p>compel</p> <p>sluggish</p> <p>humility</p>
<b>Grammar</b>	Grammar Ninja Relative Clauses who, which, that)	Unit 13 - Subject and verb agreement	Added Unit – Direct Speech	Spelling and Vocabulary – Unit 23 - Antonyms	Unit 3: Relative clauses	Unit 11: Present perfect tense
<b>Writing</b>  Linked to our Power of Reading text, 'The Princess' Blankets' Plus, a short unit on instructional writing	<b>The Princess' Blankets</b> To use conjunctions to link sentences and paragraphs. To use evidence to make a prediction about the storyline. To use clues from the text to understand the feelings of the main characters.	<b>The Princess' Blankets</b> To identify key features of a letter. To write a formal letter giving advice. To use subordinate clauses to create complex sentences.	<b>The Princess' Blankets</b> To use paragraphs to organise the content of my writing. To plan for writing an ending in the style of a modern fairy tale. To predict the ending of the story. To use descriptive language and create noun phrases to describe characters and settings.	<b>The Princess' Blankets</b> To write an ending to a story. To use and punctuate fronted adverbials to expand sentences. To predict and write the ending of a story based on knowledge of the characters.	<b>Instructions</b> To use the key organizational features of instructional writing. To write in present tense with the inclusion of imperative (bossy) verbs. To write instructions for how to do something (of their choice).	<b>Instructions</b> To plan and write a set of instructions
<b>Spelling</b>	Year 5 List 13 Words ending in '-able', where the 'e' from the root word remains	Year 5 List 14 Words that are adverbs of time	Year 5 List 15 Words ending in '-fer	Year 5 List 16 Words with 'silent' first letters	Year 5 List 17 Words with 'silent' letters	Year 5 List 18 Challenge Words

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<p><b>Reading</b></p> <p><b>Read Aloud – ‘The Witches’ by Roald Dahl</b></p> <p><b>Viper text – Loki: A Bad God’s Guide to Being Good by Louie Stowell</b></p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 4: The British (serves 60 million) - relationship questions</p> <p>Vipers- 45mins x 2 Intro and Day 1</p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 4: The British (serves 60 million) -relationship questions</p> <p>Vipers- 45mins x 2 Day 2 and Day 3</p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 12 Beetle Boy – summarising questions</p> <p>Vipers- 45mins x 2 Days 4-6 and Days 7 to 9</p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 12 Beetle Boy – summarising questions</p> <p>Vipers- 45mins x 2 Days 10 to 13 and Days 14 to 16</p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 13 Beetle Collector – word meaning questions</p> <p>Vipers- 45mins x 2 Day 17 and Days 18 to 19</p>	<p>10 min x 4 read aloud</p> <p>Comprehension focus: Unit 7 The Polar Bears Explorers Club - inference</p> <p>Vipers- 45mins x 2 Days 20 to 21 and Day 22</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 6 Fractions and decimals</b></p> <p>L1 Recognise different interpretations of fractions</p> <p>L2 Represent fractions</p> <p>L3 Identify, name and write equivalent fractions</p> <p>L4 Equivalent tenths and hundredths</p> <p>L5 Compare and order fractions</p>	<p>L6 Read and write fractions as decimals</p> <p>L7 Relate thousandths to tenths and hundredths</p> <p>L8 Compare and order fractions and decimals</p> <p>L9 and 10 Recognise mixed numbers and improper fractions</p>	<p>L11 Read, write and order numbers with up to three decimal places</p> <p>L12 Round decimals</p> <p>L13 Solve problems involving fractions and division</p> <p><b>Unit 7 Angles</b></p> <p>L1 Classify, compare and order angles</p> <p>L2: Measure angles using a protractor</p>	<p>L3: Draw angles using a protractor</p> <p>L4 Know that angles at a point are equal to 360°</p> <p>L5: Measure and draw reflex angles</p> <p>L6 Identify angles at a point on a straight line total 180°</p> <p>L7 Investigate angles at a point within shapes</p>	<p>L8 Investigate angles within shapes</p> <p><b>Unit 8 Fractions and Percentages</b></p> <p>L1 Add and subtract fractions with the same denominator</p> <p>L2 Add and subtract fractions with denominators that are multiples of the same number</p> <p>L3 Add and subtract fractions, including improper fractions</p> <p>L4 Multiply a fraction by a whole number</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><b>Computing</b></p> <p>Flat-file databases</p>	<p><b>Digital Literacy (E-safety)</b></p> <ul style="list-style-type: none"> <li>To describe ways technology can affect healthy lifestyles</li> <li>To use a form to</li> </ul>	<ul style="list-style-type: none"> <li>To compare paper and computer-based databases</li> </ul>	<ul style="list-style-type: none"> <li>To outline how you can answer questions by grouping and then sorting data</li> </ul>	<ul style="list-style-type: none"> <li>To explain that tools can be used to select specific data</li> </ul>	<ul style="list-style-type: none"> <li>To explain that computer programs can be used to compare data visually</li> </ul>	<p>To use a real-world database to answer questions</p>

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	record information					
<b>Foundation</b> Ancient Greeks	<b>Science: Earth and Space</b>  Children will have shared initial ideas about Earth and space.  Children will have created a mini fact file about a planet.  Children will have modelled how Earth's rotation explains day and night.	<b>Science: Earth and Space</b>  Children will have planned and completed an investigation into how shadows change over the course of a day.  Children will have learned about the phases of the moon.  Children will have participated in a debate about the nature of the solar system.	<b>Ancient Greeks</b>  To explain where and when the ancient Greeks lived.  To identify ancient Greek beliefs by exploring their gods and goddesses.  To use a range of secondary sources to identify similarities and differences between Athens and Sparta.	<b>Ancient Greeks</b>  To recognise how Athenian democracy worked by participating in a debate.  To use research to explore the significance of the ancient Greek philosophers.  To evaluate the legacy of the ancient Greek civilisation.	<b>Art – Greek Pottery</b>  To have an awareness of different kinds of art  To improve their mastery of art techniques (3D sculpture) (2 lessons)	<b>Art – Greek Pottery</b>  To improve the mastery of art techniques (drawing/painting)  To improve the mastery of art techniques (drawing/painting)  To improve their mastery of art techniques (clay)
<b>Music</b>	To learn and practise skills and songs using the ukulele.					
<b>PSHE</b> Be Yourself	The Big Questions: Is it OK to think and feel differently to other people?	Why is it important to share our thoughts and feelings with those around us?	What are some of the uncomfortable feelings that people can feel?	What situations might make us feel nervous or shy?	How can we know when we might have to make a different choice to those around us?	How can I make amends when things go wrong?
<b>RE</b> What do religions believe about God?	Where is God? What do I think about God? What do atheists believe about God?	What do Muslims believe about God?	What do Hindus believe about God?	What do Sikhs believe about God?	What do Christians believe about God?	How might people represent God?

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<b>PE</b> <b>Indoor – Dance</b> (Rock n Roll and Chinese themed)	<b>Rock n Roll</b> To copy and repeat movements in the style of rock 'n' roll.	<b>Rock n Roll</b> To work with a partner to copy and repeat actions in time with the music.	<b>Rock n Roll</b> To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	<b>Chinese Dance</b> To use matching, canon and unison in the style of the lion dance.	<b>Chinese Dance</b> To use space and relationships to create a dragon dance.	<b>Chinese Dance</b> To select and combine dance tools to choreograph and perform a Chinese dance
<b>Outdoor – Football</b>	To maintain possession when dribbling.	To dribble 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.	<b>To play a game</b>
<b>FRENCH – On the Move</b>	Transport		How do you go to school?		Directions	

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.