

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Language and Communication	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary eccentric devious bickering</p>	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary pursue nemesis slumber</p>	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary shimmer elated collide</p>	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary diminish sombre sinister</p>	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary ascend shatter magnified</p>	<p>Listen attentively to the speaker and respond appropriately</p> <p>Vocabulary influence recognition achievement</p>
Grammar	Grammar Ninja Relative Clauses (where, when, whose)	Spelling and Vocabulary – Unit 17 – Adding Prefixes and Suffixes	Spelling and Vocabulary –Unit 15 – Double Letters	Unit 10: Adverbials in different parts of sentences.	Unit 6: Expanded noun phrases	Unit 7: Relative clauses
Writing	<p>Recounts The Lighthouse Literacy Shed</p> <p>To understand the features of a report</p> <p>To use direct speech in the form of quotes</p> <p>To understand and appropriately use formal language</p>	<p>Recounts The Lighthouse Literacy Shed</p> <p>To note and develop initial ideas</p> <p>To write a report with a suitable ending</p> <p>To combine information about the life of a character and a setting to provide an introduction to narrative</p>	<p>Recounts The Lighthouse Literacy Shed</p> <p>To write a setting description using a variety of sentence styles</p> <p>To write action as a first-person narrative</p> <p>To create atmosphere including an appropriate level of detail</p>	<p>Recounts The Lighthouse Literacy Shed</p> <p>Assessment work</p> <p>To write the story of The Lighthouse as a first-person narrative</p> <p>To combine information about the life of a character and a setting to provide an introduction to narrative</p>	<p>another culture: Dragon Slayer</p> <p>Look at example narrative and identify features of that genre.</p> <p>Read the beginning of the story (Read, Write Inc p56-59) with a focus on dialogue, related punctuation and features from example text.</p> <p>Plan and write a dialogue between several characters using a range of speech verbs and adverbs.</p>	<p>Story from another culture: Dragon Slayer</p> <p>Read the end of the story (p59-63). Map chain of events on working wall.</p> <p>To plan a sequel to the story based on an ogre that has moved into the woods nearby.</p> <p>To write a sequel to the Dragon Slayer</p>
Spelling	Year 5 week 25 To spell words that are homophones or near homophones	Year 5 week 26 To spell words that are homophones	Year 5 week 27 To spell words that are homophones	Year 5 week 28 To spell words that are homophones or near homophones	Year 5 week 29 To spell words that are homophones or near homophones	Year 5 week 30 Revision – Challenge words

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<p>Reading</p> <p>Read Aloud – Overheard in a Tower Block</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>60 mins x1 Testbase Plague! By John Farndon (Retrieval)</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>60 mins x1 Testbase The Island at the End of Everything by Kiran Millwood Hargrave (Inference)</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>60 mins x1 Testbase The London Eye Mystery by Siobhan Dowd (Inference)</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>60 mins x1 Testbase The Jungle Book by Rudyard Kipling (Prediction)</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>60 mins x1 Testbase The Walrus and the Carpenter by Lewis Carroll (Inference)</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>60 mins x1 Testbase The Last Chance Hotel by Nicki Thornton (Progress Check)</p>
<p>Handwriting</p>	<p>Developing a cursive and regular handwriting style linked to weekly spelling patterns.</p>					
<p>Maths</p>	<p>Unit 9 Transformations</p> <p>L8 Reflect shapes across the x- or y-axis</p> <p>L9 Explore reflections and translations</p>	<p>Unit 10 Converting Units</p> <p>L1 Convert between seconds, minutes and hours</p> <p>L2 Convert between units of time</p> <p>L3&L4 Convert between metric units of length</p> <p>L5 Convert between units of length in the context of perimeter</p>	<p>L6 Convert between miles and kilometres</p> <p>L7 Convert between g, kg and tonnes</p> <p>L8 Understand lb and convert kg to lb</p> <p>L9 Consolidate and apply learning</p> <p>L10 Consolidation</p>	<p>Unit 11 Calculating with whole numbers and decimals</p> <p>L1: Represent decimals in a variety of ways</p> <p>L2: Multiply and divide decimal numbers by ten, 100 and 1,000</p> <p>L3: Multiply and divide decimal numbers by ten, 100 and 1,000</p> <p>L4: Derive addition and subtraction facts involving decimal numbers from known facts</p>	<p>L5: Use a written method to add decimals</p> <p>L6: Use a written method to subtract decimals</p> <p>L7: Use a range of strategies to add and subtract decimal numbers</p> <p>L8: Solve addition and subtraction problems involving decimals</p> <p>L9 Consolidation</p>	<p>L 10-11 Consolidation</p> <p>L12: Use a written method to multiply decimal numbers</p> <p>L13-14: Explore strategies to multiply decimal numbers</p>
<p>Computing</p> <p>Creating media – Introduction to vector graphics</p>	<p>The drawing tools</p>	<p>Creating images</p>	<p>Making effective drawings</p>	<p>Layers and objects</p>	<p>Manipulating objects</p>	<p>Becoming a graphic designer</p>

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<p>Foundation Subjects</p> <p>Science</p> <p>Geography</p>	<p>Science: Forces</p> <p>Children will have described what makes things move and how gravity affects how things move.</p> <p>Children will have described how friction acts on moving objects to slow them down and out an investigation to find out which shoes have grip and which do not.</p> <p>Part 1 - Children will have carried out a fair test investigation to determine the effects of air resistance</p>	<p>Science: Forces</p> <p>Part 2 - Children will have carried out a fair test investigation to determine the effects of air resistance.</p> <p>2 Lessons – Children will have identified how air can push things.</p>	<p>Science: Forces</p> <p>2 Lessons – Children will have identified the best shaped hull to reduce the effects of water resistance.</p> <p>Children will have identified some simple mechanisms including levers, gears and pulleys.</p>	<p>Geography: Longitude and Latitude</p> <p>To identify the Northern and Southern hemispheres.</p> <p>To find and understand the importance of the Prime/ Greenwich Meridian</p> <p>To find the position of the Tropics of Cancer and Capricorn and compare their climates to the UK</p>	<p>To learn about the Arctic and Antarctic Circles</p> <p>To use lines of longitude and latitude</p> <p>To find out about day and night across the world</p>	<p>To learn about Time Zones</p> <p>To find out how climate change is affecting the polar regions</p> <p>To explore the reasons for and against deforestation</p>
<p>Music</p>	<p>Learn and practise skills and songs using the guitar.</p>					
<p>PSHE</p> <p>Living in the wider world</p>	<p>Identities</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>Communities</p> <p>To understand what being part of a community means</p>	<p>Respecting the Law</p> <p>To understand why and how rules and laws that protect themselves and others are made and enforced.</p>	<p>Local Government</p> <p>To understand what democracy is and about the basic institutions that support it locally and nationally.</p>	<p>National Government</p> <p>To understand what democracy is and about the basic institutions that support it locally and nationally.</p>	<p>6. Making a Difference</p> <p>I can investigate what charities and voluntary groups do and how they support the community.</p>
<p>RE - Should all creatures be treated equally? Or Peace or Thankfulness</p>	<p>Can we appreciate working with others?</p>	<p>What messages can we learn from stories? How can we find meaning and links between stories?</p>	<p>What question do we want to think and discuss around the theme of thankfulness</p>	<p>What do different religions teach about thankfulness?</p>	<p>What do we want to say about thankfulness?</p>	<p>Can we make a thankful mobile, showing our thoughts to others?</p>
<p>PE</p> <p>Indoor – Badminton</p>	<p>Dodgeball</p>	<p>Badminton</p> <p>To develop footwork and the forehand and</p>	<p>Badminton</p> <p>To develop rallying and understand how</p>	<p>Badminton</p> <p>To develop a range of shots to keep a rally</p>	<p>Badminton</p> <p>To learn how to score points and play in competitive games</p>	<p>Badminton</p> <p>To select and apply the appropriate skill to</p>

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Outdoor - Cricket	Rounders	backhand grip. Cricket Workshop	to start a game Cricket Workshop	going. Cricket Workshop	Cricket Workshop	a game situation. Cricket Workshop
French Gone Shopping	I can express an opinion in French.	I can write sentence answers to a question, using quantifiers.	I can change the French word for 'the' to the French word for 'some'.	I can use adjectives to describe nouns.	I can answer questions in a complete sentence.	I can ask and answer questions in French.