



**CLASS HALF TERM OVERVIEW OF PLANNING**  
**Year 5 - Magnolia Class**  
**Autumn 1**

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>
<b>RE</b> <b>Unit U2.1 What does it mean for Christians to believe that God is holy and loving?</b>	<p>To identify some different types of biblical texts, using technical terms accurately</p> <p>To ask pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like?</p>	<p>To explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>To explore what Christians, believe about God, using a selection of Bible texts.</p>	<p>To make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>To explore which parts of the texts, talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms.</p>	<p>To show how Christians put their beliefs into practice in worship</p> <p>To listen to some Christian worship songs, both traditional and contemporary. Find some that talk about God and look closely to work out how much they emphasise the idea of God's holiness and/or love.</p>	<p>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>To ask pupils to express creatively the Christian ideas they have learned about God in this unit. They should use symbols, images, signs and colours to represent the qualities and attributes explored.</p>	<p>Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas. Consider whether these guidelines reflect more of a 'holy' or a 'loving' response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving?</p>
<b>PSHE</b> <b>Me and my relationships</b>	<p><b>Collaboration Challenge!</b></p> <p>Explain what collaboration means;</p> <p>Give examples of how they have worked collaboratively;</p> <p>Describe the attributes needed to work collaboratively</p>	<p><b>Give and take</b></p> <p>Explain what is meant by the terms, negotiation and compromise;</p> <p>Describe strategies for resolving difficult issues or situations.</p>	<p><b>Communication (OPTIONAL)</b></p> <p>Understand that online communication can be misinterpreted;</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p><b>How good a friend are you?</b></p> <p>Demonstrate how to respond to a wide range of feelings in others;</p> <p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p>	<p><b>Relationship cake recipe</b></p> <p>Children will be able to:</p> <p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p>	<p><b>Our emotional needs</b></p> <p>Children will be able to:</p> <p>Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this</p>



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						situation, including emotional risks.
<b>Maths</b>	<p>Focus Area: Year 5 - Autumn Block 1 - Place Value</p> <p>Roman numerals to 1,000</p> <p>Numbers to 10,000</p>	<p>Focus Area: Year 5 - Autumn Block 1 - Place Value</p> <p>Numbers to 100,000</p> <p>Numbers to 1,000,000</p> <p>Read and write numbers to 1,000,000</p> <p>Powers of 10</p>	<p>Focus Area: Year 5 - Autumn Block 1 - Place Value</p> <p>10/100/1,000/10,000/100,000 more or less</p> <p>Partition numbers to 1,000,000</p> <p>Number line to 1,000,000</p> <p>Compare and order numbers to 100,000</p>	<p>Focus Area: Year 5 - Autumn Block 1 - Place Value</p> <p>Compare and order numbers to 1,000,000</p> <p>Round to the nearest 10, 100 or 1,000</p> <p>Round within 100,000</p> <p>Round within 1,000,000</p>	<p>Focus Area: Year 5 - Autumn Block 2- Addition and Subtraction</p> <p>Mental strategies</p> <p>Add whole numbers with more than four digits</p> <p>Subtract whole numbers with more than four digits</p> <p>Round to check answers</p>	<p>Focus Area: Year 5 - Autumn Block 2- Addition and Subtraction</p> <p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p> <p>Compare calculations</p> <p>Find missing numbers</p>
<b>No Nonsense Number</b>	Set up times tables, test times tables.	Using understanding of additive composition of ten for understanding other numbers	Using understanding of additive composition of ten for understanding other numbers	Adding and subtracting ones, tens, hundreds and thousands	Adding and subtracting ones, tens, hundreds and thousands	Applying understanding of adding and subtracting with four-digit numbers
<b>English</b>	<p>Genre: Non-fiction</p> <p>Text: 101 Things To Do to Become a Superhero ... or evil genius by Richard Horne and Helen Szirtes</p> <p>Key Learning Outcome</p> <p>To write their own page for a book of Things To Do to Become a Superhero or evil genius</p> <p>Read the first page of the introduction: use this as a hook to get</p>	<p>Genre: Non-fiction</p> <p>Text: : 101 Things To Do to Become a Superhero ... or evil genius by Richard Horne and Helen Szirtes</p> <p>Key Learning Outcome</p> <p>To write their own page for a book of Things To Do to Become a Superhero ... or evil genius</p> <p>Children need to read a range of the pages to</p>	<p>Genre: Non-fiction</p> <p>Text: 101 Things To Do to Become a Superhero ... or evil genius by Richard Horne and Helen Szirtes</p> <p>Key Learning Outcome</p> <p>To write their own page for a book of Things To Do to Become a Superhero ... or evil genius</p>	<p>Genre: Fiction</p> <p>Text: Straw into Gold: Fairy tales re-spun By Hilary McKay</p> <p>Key Learning Outcome</p> <p>To write a retelling of a well-known fairy tale but alter this in some way.</p> <p>Reading books that are structured in different ways increasing their familiarity with a wide</p>	<p>Genre: Fiction</p> <p>Text: Straw into Gold: Fairy tales re-spun By Hilary McKay</p> <p>Key Learning Outcome</p> <p>To write a retelling of a well-known fairy tale but alter this in some way.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Genre: Fiction</p> <p>Text: Straw into Gold: Fairy tales re-spun By Hilary McKay</p> <p>Key Learning Outcome</p> <p>To write a retelling of a well-known fairy tale but alter this in some way.</p> <p>Write HOT piece</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar</p>



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	<p>the children excited about creating and becoming a superhero/evil genius. Show the children the book cover and talk about some of the things that are included.</p> <p>Map and learn at least one page, to lock the 'voice' of the text into the children's minds.</p>	<p>build up a sense of how the text works</p> <p>Children create their own 'How to write like an expert' vocabulary bank for the working wall</p> <p>The children will write one page for their manual based on the character they have begun to develop already.</p> <p>Model organising ideas into the text structure chart. Ensure that ideas are sufficiently well developed and that there are enough ideas to write an effective page.</p> <p>Model creating some sentences in the style of the book: Use the 'How to write like an expert' vocabulary bank if you created one earlier. In pairs, get children to orally rehearse some of their ideas</p>	<p>Give children the categories from the book (see Resources) and encourage them to brainstorm as many ideas as they can into the different categories.</p> <p>Support them to choose a minimum of two areas from two different categories that they will write about.</p> <p>Children can have free rein to create their own pages for a manual about how to become a Superhero/Evil genius</p> <p>Children to draft their writing, edit and proofread.</p> <p>Publish the writing by producing at least one page as a double-page spread, including a form for readers to complete.</p>	<p>range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings</p>	<p>Describe settings, characters and atmosphere</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>	<p>and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors.</p>
<b>Spelling</b>	<p>Step 1: Words ending in '-tious' and '-ious'</p> <p>ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious,</p>	<p>Step 2: Words ending in '-cious'</p> <p>atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious</p>	<p>Step 3: Words ending in '-cial'</p> <p>artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special</p>	<p>Step 4: Words ending in '-tial'</p> <p>circumstantial, confidential, essential, impartial, influential, potential,</p>	<p>Step 5: Words ending in '-cial' and '-tial'</p> <p>commercial, controversial, controversially, financial, financially, initial, initially,</p>	<p>Step 6: Challenge Words</p> <p>appreciate, cemetery, conscious, convenience, environment, immediately,</p>



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	repetitious, obvious			preferential, residential, substantial, torrential	palatial, provincial, spatial	language, sufficient, thorough, vegetable
<b>Phonics/Grammar</b>	Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) (Y6)	Using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5).	Using commas to clarify meaning or avoid ambiguity in writing (Y5)	Using hyphens to avoid ambiguity (Y6)	Punctuating bullet points consistently to list information (Y6).	Layout devices (e.g. headings, subheadings, columns, bullets or tables to structure text) (Y6).  <u>Terminology</u> Y5: modal verb, Y6: subject, bullet points, dash
<b>Science</b> <b>Earth and Space</b> <b>How does the Earth fit in to our solar system?</b>	What are the names of the planets in the solar system?	How do we know the Earth is a sphere?	How long does it take for Earth (and other planets) to orbit the Sun once?	What is the largest object that orbits the Earth?	Why is there day and night on Earth?	Does the Moon change shape?
<b>PE</b>	Use maps and diagrams to orientate themselves and to travel around a simple course Respond when the task or environment changes and the challenge increases Start to plan sensible responses to physical challenges or problems, talking and working with others in their group Recognise some of the physical demands that activities make on them Identify parts of the work that were successful Respond to feedback on how to go about their work differently			Use forehand, back hand and overhead shots increasingly well in games Use the volley in games where it is important Use the skills they prefer with competency and consistency Understand the need for tactics Start to choose and use some tactics effectively Play cooperatively with a partner Apply rules consistently and fairly Identify appropriate exercises and activities for warming up Recognise how these games make their bodies work Pick out what they and others do well and suggest ideas for practices		
<b>PE</b> <b>Outdoor</b> <b>Net wall</b>	Orienteering Problem solving  Problem solve with other members of your team. Use communication	Orienteering Line orienteering  Participate in an orienteering game. Meets challenges effectively working as	Orienteering Single control event  Complete a single control orienteering event. Use features on the map to select and plan a route to a	Tennis Introduction  Choose skills that meet the needs of the situation. 2. Hit the ball with	Tennis Court targets  Direct the ball towards the opponent's court or target area. 2. Identify spaces and	Tennis Competitive mini games  Participation in competitive games, modified where



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	<p>skills to achieve success.</p> <p>Teamwork</p> <p>Work within your team trusting and valuing each other.</p> <p>Develop communication skills.</p> <p>To demonstrate all the physical skills needed for orienteering: agility, balance and co-ordination.</p>	<p>part of a team.</p> <p>Indoor Mapping</p> <p>To make a map with symbols and legend.</p> <p>To understand scale and legend.</p> <p>To orientate themselves and map correctly keeping track of their position with increasing accuracy.</p>	<p>control.</p> <p>Use relevant techniques to navigate to and from control points.</p> <p>Control plotting</p> <p>Identify what they have done well and adapt plans for future challenges.</p> <p>Work as a team to decide what approach to use to meet the challenge set.</p> <p>Use a map to plot the best route between controls.</p>	<p>purpose, varying speed, height, and direction.</p> <p>Cooperative rallies</p> <p>Play shots on the forehand and backhand side of body.</p> <p>2. Use good footwork that allows the ball to be hit with good technique.</p>	<p>understand the tactic of hitting into gaps.</p> <p>Simple Games</p> <p>Play shots on the forehand and backhand side of body.</p> <p>2. Show good awareness of others in game situations.</p> <p>3. Learn how to evaluate and recognise their own success.</p>	<p>appropriate.</p> <p>2. Identify spaces and understand the tactic of hitting into gaps.</p> <p>3. Explain why a performance is good.</p> <p>Identify spaces and understand the tactic of hitting into gaps. 2. Show good position on court.</p> <p>3. Watch and evaluate the success of the games.</p>
<p><b>Computing</b></p> <p><b>Systems and searching</b></p> <p><b>Why are computer systems important?</b></p>	<p>To explain that computers can be connected together to form systems</p> <p>I can explain that systems are built using a number of parts</p> <p>I can describe the input, process, and output of a digital system</p> <p>I can explain that computer systems communicate with other devices</p>	<p>To recognise the role of computer systems in our lives</p> <p>I can identify tasks that are managed by computer systems</p> <p>I can identify the human elements of a computer system</p> <p>I can explain the benefits of a given computer system</p>	<p>To experiment with search engines</p> <p>I can make use of a web search to find specific information</p> <p>I can refine my web search</p> <p>I can compare results from different search engines</p>	<p>To describe how search engines, select results</p> <p>I can explain why we need tools to find things online</p> <p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p>	<p>To explain how search results are ranked</p> <p>I can order a list by rank</p> <p>I can explain that a search engine follows rules to rank results</p> <p>I can give examples of criteria used by search engines to rank results</p>	<p>To recognise why the order of results is important, and to whom</p> <p>I can describe some of the ways that search results can be influenced</p> <p>I can recognise some of the limitations of search engines</p> <p>I can explain how search engines make money</p>
<p><b>Internet Safety</b></p>	<p>Unit 01: Think before you share – Activity 5 <a href="#">Be Internet Legend Curriculum</a></p>					
<p><b>Geography</b></p> <p><b>Biomes and Ecosystems</b></p> <p><b>What is an ecosystem?</b></p>	<p>What biomes and ecosystems are found in the UK?</p>	<p>What can I learn about ecosystems by studying the New Forest?</p>	<p>How can I study a local ecosystem?</p>	<p>What data can I collect from my local woodland ecosystem?</p>	<p>How can I present the data collected from my local ecosystem?</p>	



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<b>Art</b> <b>Chromatic</b> <b>How realistic do portraits need to be?</b>	What are the seven elements of art?	What is a portrait?	Who was Sarah Biffin?	Who is Noor Bahjat?	What can portraits tell us?	
<b>Music</b> <b>Living on a prayer</b>  <b>What is great about rock music?</b>	Livin' On A Prayer by Bon Jovi Listen and appraise	We Will Rock You By Queen Listen and appraise Learn the song	Smoke On The Water by Deep Purple Listen and appraise Learn the song Add percussion	Rockin' All Over The World by Status Quo Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Johnny B. Goode by Chuck Berry Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	I Saw Her Standing There by The Beatles Listen and Appraise Warm up Add percussion Improvise Compose Perform
<b>MFL</b> <b>I am learning French</b>  <b>Les fruits</b>  <b>What are my favourite fruits?</b>	To introduce the aim of the unit "Les fruits".  In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French. The next lesson will focus on the remaining five.	Five more nouns for fruits in French using 'Les fruits (2)' PowerPoint	To move from singular noun to plural noun and consolidate all ten fruits in French using the 'Les fruits 3' PowerPoint.	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	The children will be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?" ("Do you like...?") They can use this new language to perform a short, simple role play	To revise all language covered in this unit and complete assessment materials.
<b>Educational visits/visitors</b>					<b>We are Curious-Bristol</b>	