



CLASS HALF TERM OVERVIEW OF PLANNING
Year 5 - Magnolia Class
Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.3 Why do Christians believe Jesus was the Messiah?	What was going on that meant the People of God needed a Saviour?	What kind of rescuer/Messiah were people expecting?	Why do Christians believe Jesus fulfils the expectations of the Messiah?	Why do most Christians believe Jesus is the Messiah?	How does Christmas fit in with Christian beliefs about Jesus?	Why do Christians believe that Jesus was the Messiah?
PSHE Growing and Changing	How are we feeling? Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	Taking notice of our feelings Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	Dear Ash Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	Growing up and changing bodies Identify some products that they may need during puberty and why; Know what menstruation is and why it happens	Changing bodies and feelings Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty	Help! I'm a teenager - get me out of here! Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Maths	Focus Area: Year 5 - Autumn Block 3 – Multiplication and division A Prime numbers Square numbers Cube numbers	Focus Area: Year 5 - Autumn Block 3 – Multiplication and division A Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000	Focus Area: Year 5 - Autumn Block 4 – Fractions A Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper	Focus Area: Year 5 - Autumn Block 4 – Fractions A Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1	5 - Autumn Block 4 – Fractions A Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number	Focus Area: Year 5 - Autumn Block 4 – Fractions A Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole



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			fractions to mixed numbers			Subtract two mixed numbers
No Nonsense Number	Using counting in sevens and place value to count in larger steps; using understanding to multiply three single-digit numbers	Linking counting to multiples of six, seven and eight	Applying understanding of multiplying and understanding of place value to multiply and divide	Applying understanding of multiplying and understanding of place value to multiply and divide	Multiplicative properties of numbers	Applying understanding of multiplying, understanding of place value and understanding of properties of numbers to multiply and divide.
English	<p>Genre: Fiction</p> <p>Text: The Ice Bear by Jackie Morris</p> <p>Key Learning Outcome</p> <p>To write a story that shows the links between animals/humans/Earth</p> <p>Learn the text through reading and analysis</p> <p>Use a range of ways to learn and retell the pages (e.g. in groups, pairs, teams, mirroring, performing)</p> <p>Read through the book with the class and ask pupils to identify as many patterns as possible from the text.</p> <p>Record pupils' thoughts and findings about the features and their impact, on the writerly knowledge chart.</p>	<p>Genre: Fiction</p> <p>Text: The Ice Bear by Jackie Morris</p> <p>Key Learning Outcome</p> <p>To write a story that shows the links between animals/humans/Earth</p> <p>Children will need time to consider the idea they want to write about in the Independent writing phase, so we will carry out some research on animals/settings to collect words and phrases that describe it. Then create noun phrases by adding the word of.</p>	<p>Genre: Fiction</p> <p>Text: The Ice Bear by Jackie Morris</p> <p>Key Learning Outcome</p> <p>To write a story that shows the links between animals/humans/Earth Model writing the beginning, middle and end of the story.</p> <p>Children choose what they want to write about and research and collect information about the setting and the animals.</p> <p>Pupils adapt the maps of the three pages to create a map for their story.</p> <p>Write story, then proof read, edit and evaluate.</p>	<p>Genre: Fiction</p> <p>Text: Storyworld Christmas Tales by John and Caitlin Matthews</p> <p>Key Learning Outcome</p> <p>To create a Christmas story for a younger year group</p> <p>Share some Christmas stories as a class.</p> <p>Pick a card write a couple of paragraphs in the first person about the character on the card. See p.8 onwards in the accompanying booklet for examples. Display the writing next to the card.</p>	<p>Genre: Fiction</p> <p>Text: Storyworld Christmas Tales by John and Caitlin Matthews</p> <p>Key Learning Outcome</p> <p>To create a Christmas story for a younger year group</p> <p>Practise reading the dialogue with the fluency and expression that fits with the story.</p> <p>Use some of the noun phrases from the story to briefly revise pre-modification , e.g. the magic sleigh, its festive wrapping, an empty stocking, a mysterious package.</p> <p>Revise relative pronouns (who, which, that) and list them on the board. Choose several cards and model creating noun phrases that include relative clauses to</p>	<p>Genre: Fiction</p> <p>Text: Storyworld Christmas Tales by John and Caitlin Matthews</p> <p>Key Learning Outcome</p> <p>To create a Christmas story for a younger year group</p> <p>In pairs, children choose their own cards to make up a story for a younger year group.</p> <p>Practise telling the story and map it if necessary. Support children with writing the text through revising and editing to include the elements taught throughout the sequence.</p> <p>Proofread for spelling and punctuation.</p> <p>Practise reading the story with a partner, focusing on fluency and prosody, before reading the story to a group of children from</p>



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					describe elements of the picture, e.g. the magic pudding that didn't want to be caught	the chosen year group.
Spelling	<p>Set up new spellings to focus on for Home learning.</p> <p>Step 7: Words ending in '-ant' abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant</p>	<p>Step 8: Words ending in '-ance' and '-ancy'</p> <p>abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy</p>	<p>Step 9: Words ending in '-ent' and '-ence'</p> <p>competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent</p>	<p>Step 10: Words ending in '-able' and '-ible'</p> <p>comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable</p>	<p>Step 11: Words ending in '-ably' and '-ibly'</p> <p>comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly</p>	<p>Step 12: Challenge Words</p> <p>accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p>
Phonics/Grammar	Use expanded noun phrases to convey complicated information concisely (Y5/6).	Use expanded noun phrases to convey complicated information concisely (Y5/6).	Use layout devices to structure text	<p>Revision from Y3/4</p> <p>Using and punctuating direct speech (Y3/4)</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5)</p> <p>Using brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p><u>Terminology</u></p> <p>Y3/4 revision: inverted commas</p> <p>Y5: relative pronoun, relative clause, parenthesis, bracket, dash, cohesion</p>
Science Living things and their habitats-	What are the seven life processes?	How do mammals reproduce?	Do animals reproduce in the same way?	How do plants reproduce?	What is a lifecycle?	What are the stages in the lifecycle of a plant?
PE	<p>Create, practise and refine longer, more complex sequences for a performance including changes in level, direction and speed</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas</p> <p>Adapt their performance to the demands of a task using their knowledge of composition</p> <p>Understand the need for warming up and working on body strength, tone and flexibility</p>					



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	<p>Lead small groups in warm up activities</p> <p>Use basic set criteria to make simple judgements about performance and suggest ways they could be improved</p>					
<p>PE</p> <p>Gym</p> <p>How can I make sequences more complex?</p>	<p>Travelling</p> <p>Explore and develop ways of travelling in gymnastics.</p> <p>2. Move with fluency and purpose.</p>	<p>Individual Balances</p> <p>Develop balance, strength and flexibility.</p> <p>2. Perform more complex balances, including balances that require supporting own body weight.</p>	<p>Rolls</p> <p>Further develop ways of travelling into and out of a roll.</p> <p>2. Learn and develop the quality of a safety roll.</p>	<p>Jumps</p> <p>Link a range of movements with fluency and finesse.</p> <p>2. Perform more complex jumps and jump combinations.</p>	<p>Sequences</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively.</p> <p>2. Link skills to make actions and sequences of movement.</p>	<p>Sequences</p> <p>Explore a range of apparatus and incorporate some into a routine.</p> <p>2. Perform in front of an audience with confidence.</p>
<p>Computing</p> <p>Vector drawing</p> <p>How can I create effective drawings?</p>	<p>To identify that drawing tools can be used to produce different outcomes.</p>	<p>To create a vector drawing by combining shapes.</p>	<p>To use tools to achieve a desired effect.</p>	<p>To recognise that vector drawings consist of layers.</p>	<p>To group objects to make them easier to work with.</p>	<p>To apply what I have learned about vector drawings.</p>
<p>Online Safety (Be Internet Legend)</p>	<p>Unit 02: Check it's for real – Activity 5, Be Internet Legend Curriculum</p>					
<p>History</p> <p>Significant famous person-Nelson Mandela</p>	<p>Explore Nelson Mandela's timeline</p>	<p>Where did Nelson live?</p>	<p>What key events happened within his life and the impact they had on the world?</p>	<p>What legacy did he leave behind and how did he impact others?</p>		
<p>DT - Textiles - Moonlit Magic: Spooky Wall Hangings</p>						
<p>Music</p> <p>Charanga</p> <p>Classroom Jazz</p>	<p>Three Note Bossa</p> <p>Listen and appraise</p>	<p>Desafinado</p> <p>Listen and appraise</p> <p>Learn the song</p>	<p>Cotton Tail</p> <p>Listen and appraise</p> <p>Lear the song</p> <p>Add percussion</p>	<p>Five Note Swing</p> <p>Listen and Appraise</p> <p>Learn to sing the song</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p>	<p>Perdido</p> <p>Listen and Appraise</p> <p>Learn to sing the song</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p>	<p>Things Ain't What They Used To Be</p> <p>Listen and Appraise</p> <p>Warm up</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p>
<p>MFL</p> <p>I am learning French</p>	<p>Introduce the aim of this unit - to learn some common every day</p>	<p>Introduce the aim of the lesson - explain how they will build on</p>	<p>Introduce the aim of the lesson - how they will build on the last</p>	<p>Introduce the aim of the lesson - explain how they will use</p>	<p>Introduce the aim of the lesson – how we will use their new</p>	<p>ALL language from the unit will be revised today as the children complete</p>



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Core learning – Je peux... phonics	<p>verbs/activities and learn how to say these in French.</p> <p>In today's lesson they will be introduced to five. Perhaps discuss verbs in English and ask them to guess which ones may be used in the PowerPoint.</p>	<p>last week's language (if taught) and learn another five verbs in French. Perhaps, see if they can remember the five from last week without revising them first.</p>	<p>two weeks' language, learning how to say that they are able to do that activity in French by using je peux.</p>	<p>their new language knowledge in listening and reading activities.</p> <p>If taught previously, can they remember the ten phrases without the pictures? How many can they manage? Discuss with a partner.</p>	<p>language knowledge in some writing activities. If taught previously, remind your pupils quickly of the language with a quick miming activity.</p> <p>Teacher mimes an activity first and the child that guesses correctly can then mime the next Activity?</p>	<p>their assessment tasks.</p>
Educational visits/visitors						