



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

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE Unit U2.8 What does it mean to be a Muslim in Britain today?	<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Windows/mirrors/doors</p>	<p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet</p>	<p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</p>	<p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p>	<p>Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy</p>
PSHE Keeping Safe What are dangers, risks and hazards to me?	<p>Spot bullying</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p>	<p>Play, like, share</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p> <p>Know how to protect personal information online;</p>	<p>Decision dilemmas</p> <p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p>	<p>Ella's diary dilemma</p> <p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>	<p>Vaping: healthy or unhealthy?</p> <p>Describe some of the health risks caused by vaping;</p> <p>Understand that there are potential health risks of vaping that are not yet fully known;</p> <p>Use critical thinking skills when reading information/media;</p> <p>Understand that companies selling vaping products do so to make money;</p>	<p>Would you risk it?</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>



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		Recognise disrespectful behaviour online and know how to respond to it.			Describe some of the possible outcomes of taking a risk.	
Maths	<p>Focus Area: Year 5 - Spring Block 1 -- Multiplication and Division B</p> <p>Multiply up to a 4-digit number by a 1-digit number</p> <p>Multiply a 2-digit number by a 2-digit number (area model)</p> <p>Multiply a 2-digit number by a 2-digit number</p> <p>Multiply a 3-digit number by a 2-digit number</p>	<p>Focus Area: Year 5 -- Spring Block 1 -- Multiplication and Division B</p> <p>Multiply a 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Divide a 4-digit number by a 1-digit number</p>	<p>Focus Area: Year 5 – Spring Block 1- Multiplication and Division B</p> <p>Divide with remainders</p> <p>Efficient division</p> <p>Solve problems with multiplication and division</p>	<p>Focus Area: Year 5- Spring Block 2- Fractions B</p> <p>Multiply a unit fraction by an integer</p> <p>Multiply a non-unit fraction by an integer</p> <p>Multiply a mixed number by an integer</p> <p>Calculate a fraction of a quantity</p>	<p>Focus Area: Year 5 - Spring Block 2- Fractions B</p> <p>Fraction of an amount</p> <p>Find the whole</p> <p>Use fractions as operators</p>	<p>Focus Area: Year 5 - Spring Block 3- Decimals and percentages</p> <p>Decimals up to 2 decimal places</p> <p>Equivalent fractions and decimals (tenths)</p> <p>Equivalent fractions and decimals (hundredths)</p> <p>Equivalent fractions and decimals</p>
No Nonsense number Block 3	Adding and subtracting one, one tenth and one hundredth with decimal numbers	Using understanding of place value with decimal numbers to add and subtract	Using understanding of place value to add and subtract with decimal numbers	Using understanding of place value to add and subtract with decimal numbers	Using understanding of place value to add and subtract with decimal numbers	Applying understanding of place value with decimal numbers to add and subtract
English	<p>Genre: Fiction Text: Hansel & Gretel by Neil Gaiman; illustrated by Lorenzo Mattotti</p> <p>Key Learning Outcome To write a fairy tale from its 'bare bones'</p> <p>Complete a cold task to write the opening of</p>	<p>Genre: Fiction Text: Hansel & Gretel by Neil Gaiman; illustrated by Lorenzo Mattotti</p> <p>Key Learning Outcome To write a fairy tale from its 'bare bones'</p> <p>Explore the vocabulary in the book.</p>	<p>Genre: Fiction Text: Hansel & Gretel by Neil Gaiman; illustrated by Lorenzo Mattotti</p> <p>Key Learning Outcome To write a fairy tale from its 'bare bones'</p> <p>Draft and write by: Selecting appropriate</p>	<p>Genre: Non-fiction Text: Where my wellies take me by Michael and Claire Morpurgo</p> <p>Key Learning Outcome To write about a local walk in detail</p> <p>Read book as a class</p> <p>Go for a regular walk</p>	<p>Genre: Non-fiction Text: Where my wellies take me by Michael and Claire Morpurgo</p> <p>Key Learning Outcome To write about a local walk in detail</p> <p>In grammar explore: Number of clauses;</p>	<p>Genre: Non-fiction Text: Where my wellies take me by Michael and Claire Morpurgo</p> <p>Key Learning Outcome To write about a local walk in detail</p> <p>Plan out a route around the school grounds to share with</p>



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	<p>the fairy tale to quickly (but enjoyably for the reader) set the scene and introduce the characters and their situation. Watch and enjoy a short video created as a trailer for Instructions by Neil Gaiman and Charles Vess:</p> <p>Notice and talk about recurring themes and objects and patterns in these sorts of stories. What references to fairy tales, folk stories, myths and legends do children recognise.</p> <p>Show some of Mattotti's illustrations from the book. Ask children to quickly suggest words and phrases the illustrations prompt.</p>	<p>Challenge pupils to summarise the plot of Gaiman's Hansel & Gretel using pictures, single words or short phrases.</p> <p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>around a local area, noticing differences and similarities each time you go and note these down and build a vocabulary bank.</p> <p>Create likes/dislikes/patterns and puzzles chart for the text. Draw on the ideas that make this book appealing to the reader and record on the Writerly Knowledge Chart. Discuss elements the children are interested in.</p>	<p>main clause and subordinate clause Adverbial phrases (prepositional phrases) Noun phrases (with pre and post-modification) Verb form and tense Commas for a list</p> <p>Have a go at writing a paragraph that uses a variety of sentence lengths. Give them a pattern of lengths to try out as a guidance.</p> <p>Discuss what the children have learnt about the different ways' sentences are constructed and also how length can affect meaning.</p> <p>Use the information about the walk that children have taken around the local area. Draw a map to show the route for the walk.</p> <p>Map out the route on a timeline</p>	<p>new children and parents to the school. Walk this route at different times of the day to collect notes and make sketches and drawings at various points. Create a map of the walk and include the points of interest to write about. Draw a timeline and map out the time of day and how long the walk takes. Arrange notes and images along the timeline.</p> <p>Using the text learnt, and map if necessary, talk about a place on the walk with a partner.</p> <p>Support the children writing the text through revising and editing.</p> <p>Proof-reading for punctuation and spelling.</p>
Spelling	<p>Step 13: Words ending in '-able', where the 'e' from the root word remains</p>	<p>Step 14: Words that are adverbs of time</p> <p>afterwards, earlier, eventually, finally, immediately, previously, recently,</p>	<p>Step 15: Words with suffixes where the base word ends in '-fer'</p> <p>conferring, difference, inference, preference, preferred, referee,</p>	<p>Step 16: Words with 'silent' first letters</p> <p>knife, knight, knowledge, knuckle, mnemonic, pterodactyl,</p>	<p>Step 17: Words with 'silent' letters</p> <p>ascend, autumn, build, disciple, doubt, island, receipt, solemn,</p>	<p>Step 18: Challenge Words</p> <p>ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht</p>



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	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	tomorrow, whilst, yesterday	reference, referring, transference, transferring	wreath, wreckage, wrestler, writer	thistle	
Grammar	Linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) (Y5)	Using expanded noun phrases to convey complicated information concisely (Y5/6)	Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5).	Using commas to clarify meaning or avoid ambiguity in writing (Y5) Using brackets, dashes or commas to indicate parenthesis (Y5). commas in lists	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) 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?)	Using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in because of) to express time, place and cause
Science Forces	What is gravity?	What is friction?	Friction investigation	Identify the effects of air resistance	What is water resistance?	Gears, levers and pulleys
PE	<p>Compose motifs and plan dances creatively and collaboratively in groups</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use</p> <p>Perform different styles of dance clearly and fluently</p> <p>Organise their own warm-up and cool down exercises</p> <p>Show an understanding of safe exercising</p> <p>Recognise and comment on dances, showing an understanding of style</p> <p>Suggest ways to improve their own and other people's work</p>					
PE Dance What is a motif?	<p>Finding the beat</p> <p>Explore timing and understanding of the beat in dance. 2. Show control and dynamics of movement. 3. Understand and deliver accurate use of a canon</p>	<p>Coordination and cooperation</p> <p>Explore timing and understanding of the beat in dance. 2. Show control and dynamics of movement. 3. Understand and deliver accurate use of a canon</p>	<p>Tutting</p> <p>Perform movements accurately with a sense of rhythm. 2. Explore, improvise and combine movement ideas fluently and effectively.</p>	<p>Dancing in unison</p> <p>Perform confidently in front of others. 2. Recognise part of a performance that could be improved and explain how.</p>	<p>Group Choreography</p> <p>Create dance motifs to show ideas, developing expressive qualities. 2. Evaluate other performances and provide constructive feedback..</p>	<p>Performance</p> <p>Perform movements to an audience with rhythm and confidence. 2. Identify which aspects were performed consistently, accurately, fluently and clearly.</p>



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Computing Video editing- what makes a video effective?	To explain what makes a video effective	To identify digital devices that can record video	To capture video using a range of techniques	To create a storyboard	To identify that video can be improved through reshooting and editing	To consider the impact of the choices made when making and sharing a video
Internet Safety	Unit 03: Protect Your Stuff – Activity 5, Be Internet Legend Curriculum					
History Anglo-Saxons and Vikings	What was lifelike in England at the end of the 4 th Century?	How did life change in England after the fall of the Roman Empire?	Why did the Angles, Saxons and Jutes settle in Britain?	How was Anglo-Saxon Britain ruled?	How did the Anglo-Saxons keep control of their kingdoms?	What shifts in religion and power were there and how do we know this?
DT - Construction - Fairytale Engineering: Pulleys and Levers in Action - How can we use pulleys and levers to solve a problem in a fairytale world?						
Music: Charanga Make you feel my love	Make You Feel My Love by Bob Dylan - Adele version Listen and appraise	Make You feel my Love - Bob Dylan version and appraise Learn the song	So Amazing by Luther Vandross Listen and appraise Learn the song Add percussion	Hello by Lionel Richie Listen and Appraise Learn to sing the song Add percussion Improvise Compose	The Way You Look Tonight by Jerome Kern Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Love Me Tender by Elvis Presley Listen and Appraise Warm up Add percussion Improvise Compose Perform
MFL French Presenting myself- avoir Who am I?	This week the children start to learn very simple, fixed phrases in French that they can use to describe how they are feeling. The language will initially be taught through pictorial representation, and the children will therefore	To learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	To consolidate numbers 1-10 and to introduce numbers 11-20 in French.	To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.	To revise all language covered so far and to complete the end of unit assessment.



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	eventually associate what they hear with what they see					
Educational visits/visitors					Escot or Anglo Saxon Experience Day	