



CLASS HALF TERM OVERVIEW OF PLANNING

Year 5 - Magnolia Class

Spring 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.9 Why is the Torah so important to Jewish people?	What do Jewish people look like, and where do we find Jewish people in the UK?	What is the Torah? What is a Sefer Torah?	Why are there different types of synagogue in the UK?	How does the Torah influence what Jewish people might eat?	How are Jewish people adapting festivals in the UK?	Why is the Torah important to Jewish people?
PSHE Rights & Respect What are my rights?	What's the story? Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	Fact or opinion? Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	Mo makes a difference Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	Rights, respond duties Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.	Spending wisely State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.	Lend us a fiver! Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
Maths	Focus Area: Year 5 – Spring Block 3- Decimals and percentages Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals	Focus Area: Year 5- Spring Block 3- Decimals and percentages Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places)	Focus Area: Year 5 - Spring Block 3- Decimals and percentages Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as	Focus Area: Year 5 - Spring Block 4- Perimeter and area Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons	Focus Area: Year 5 - Spring Block 4- Perimeter and area Area of rectangles Area of compound shapes Estimate area	Focus Area: Year 5 - Spring Block 5- Statistics Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables



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		Order and compare any decimals with up to 3 decimal places	decimals Equivalent fractions, decimals and percentages			
No Nonsense number	Multiplying and dividing by ten, 100 and 1000.	Multiplying and dividing by ten, 100 and 1000.	Multiplying and dividing by ten, 100 and 1000.	Using understanding of multiplying and dividing by ten, 100 and 1000 to convert measures.	Applying understanding of multiplying and dividing by ten in the context of measures.	Applying understanding to identify multiples and factors and to multiply and divide.
English	<p>Genre: Poetry</p> <p>Text: 'The Sea' by James Reeves.</p> <p>Key Learning Outcome To write your own extended metaphor poem.</p> <p>Before sharing the poem with the children, find and play some audio clips of the sea when it is calm and when it is rough and stormy. Discuss what memories/experiences the sounds evoke for the children. Predict what the text might be about.</p> <p>Reading fluency: Read the poem to the class, modelling effective fluency through the use of expression, attention to the punctuation, emphasis and pace. Teach the children to read the poem effectively using the echo reading strategy</p>	<p>Genre: Poetry</p> <p>Text: 'The Sea' by James Reeves.</p> <p>Key Learning Outcome To write your own extended metaphor poem.</p> <p>The starting point for writing needs to be identifying lots of other ideas for subjects of a similar poem. To use the poem as a model, generate ideas with the class of things that:</p> <p>Change at different times Change dramatically involve movement/action Could be compared to another creature or person. Some ideas include: roads, cities, forests, wind, snow, rain, and the more first-hand the experience the better. Begin to structure a poem using stanzas.</p>	<p>Genre: Poetry</p> <p>Text: 'The Sea' by James Reeves.</p> <p>Key Learning Outcome To write your own extended metaphor poem.</p> <p>Ensure that all children have a good idea before they write their poem. Before drafting they will need to: Find images to support their ideas of both subject and the metaphor</p> <p>Choose the two/three different states for each stanza and articulate the desired mood Generate vocabulary ideas using synonyms to find the most effective words. Once they have planned thoroughly, write the first draft in a silent 30-minute session.</p> <p>Peer edit by reading</p>	<p>Genre: Non-fiction</p> <p>Text: The Secrets of Stonehenge by Mick Manning and Brita Granstrom.</p> <p>Key Learning Outcome: To create a book about the secrets of a local place and its history over time.</p> <p>In pairs, children map, learn and remember the main section of their page. Create a timeline to order the pages and tell the whole text as a class.</p> <p>Share the whole book with the class. Reflect on what the secrets of Stonehenge are. What are the aspects that are unclear? Identify what information is unambiguous fact and what is informed opinion or professional hypothesis? Create a list of fact and opinion.</p>	<p>Genre: Non-fiction</p> <p>Text: The Secrets of Stonehenge by Mick Manning and Brita Granstrom.</p> <p>Key Learning Outcome: To create a book about the secrets of a local place and its history over time.</p> <p>Encourage children to identify any challenging vocabulary as they learn and read the pages. Model using the glossary to check the meaning of some of the more specific words.</p> <p>Explore the meaning of these words in detail. All of these provide potential for exploring the morphology of words to support understanding of meaning. Use of suffixes to change word class is a useful avenue to explore e.g. evident/evidence,</p>	<p>Genre: Non-fiction</p> <p>Text: The Secrets of Stonehenge by Mick Manning and Brita Granstrom.</p> <p>Key Learning Outcome: To create a book about the secrets of a local place and its history over time.</p> <p>To create a double page spread that would go in a book about The Secrets of the School. Bring into the classroom a piece of evidence which gives a clue to something that used to happen in the school in the past.</p> <p>Children draft their double page spread and then read their draft texts to a partner, small group or the class to identify any elements which need to be improved before editing accordingly. Proof-read for</p>



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			<p>each other's poems aloud and suggesting possible improvements/refinements.</p> <p>Re-draft independently. Practise reading aloud with fluency and expression.</p> <p>Proofread for spelling and punctuation.</p> <p>Perform poems: this could be accompanied by a slide show of images using the chrome books.</p>	<p>Discuss how the language used in the speech bubbles is different from the main body of the text.</p> <p>Encourage children to use terminology: formal/informal, personal/impersonal.</p>	<p>probable/probably/probability, adding -ful to words.</p> <p>Link ideas within and between paragraphs to create cohesion</p> <p>Verb forms, including modals</p>	<p>punctuation and spelling.</p> <p>Present the writing as a book.</p>
Spelling	<p>Step 19: Words with 'ie' after 'c'</p> <p>society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient</p>	<p>Step 20: Words where 'ei' can make an /ee/ sound</p> <p>caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize</p>	<p>Step 21: Words where 'ough' makes an /or/ sound</p> <p>afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought</p>	<p>Step 22: Words containing 'ough'</p> <p>although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen</p>	<p>Step 23: Adverbs of possibility and frequency</p> <p>certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely</p>	<p>Step 24: Challenge Words</p> <p>accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p>
Grammar	<p>Using expanded noun phrases to convey complicated information concisely (Y5/6).</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing (Y5).</p>	<p>Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>Paragraphs to organise ideas around a theme (Y4).</p>	<p>Using the perfect form of verbs to mark relationships of time and cause (Y5/6)</p>	<p>Using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)</p>
Science No science this half term						
PE	<p>Pass, dribble and shoot with control in games</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p>					



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	<p>Mark opponents and help each other in defence</p> <p>Know and carry out warm-up activities that use exercises helpful for invasion games</p> <p>Pick out thinks that could be improved in performances and suggest ideas and practices to make them better</p>					
<p>PE</p> <p>Invasion games</p> <p>What does invasion mean?</p> <p>Football x3</p> <p>Netball x3</p>	<p>Football- Introduction</p> <p>Choose skills that meet the needs of the situation.</p> <p>2. Participate in competitive games, modified where appropriate.</p> <p>3. Show good awareness of others in game situations.</p> <p>Passing</p> <p>Develop technique. 2. Pass with accuracy, confidence, and control.</p> <p>3. Adapt games and activities making sure everyone has a role to play.</p>	<p>Football- Attacking play</p> <p>Apply basic principles suitable for attacking.</p> <p>2. Use a variety of tactics to keep possession of a ball.</p> <p>3. Learn how to evaluate and recognise their own success.</p> <p>Defending play</p> <p>Apply basic principles suitable for defending.</p> <p>2. Defend by marking, covering, and tracking opponents as appropriate. 3. Understand how physical activity can contribute to a healthy lifestyle.</p>	<p>Football- Tournament</p> <p>Combine and perform skills with control.</p> <p>2. Choose different formations to suit the needs of the game.</p> <p>3. Watch and evaluate the success of games.</p> <p>Show good awareness of others in game situations.</p> <p>2. Choose skills that meet the needs of the situation.</p> <p>3. Identify parts of the game where they are performing well.</p>	<p>Netball- introduction</p> <p>Know the difference between attacking and defending skills.</p> <p>2. Choose skills that meet the needs of the situation.</p> <p>3. Identify parts of the game that need improving</p> <p>Passing</p> <p>Pass with accuracy, confidence, and control.</p> <p>2. Use a variety of tactics to keep the ball.</p> <p>3. Understand how the muscles work, e.g. work by getting shorter, relax by getting longer</p>	<p>Netball- Attacking play</p> <p>Shoot with accuracy.</p> <p>2. Explain why a performance is good.</p> <p>3. Explain how their bodies react and feel when they play different games and take on different roles.</p> <p>Defending play</p> <p>Mark an opponent.</p> <p>2. Know how to mark and defend their goal.</p> <p>3. Make up short warm up routines that follow basic principles, e.g. raise body temperature, mobilise joints, stretch muscles.</p>	<p>Netball-Tournament</p> <p>Perform skills with accuracy, confidence and control.</p> <p>2. Choose positions in their teams and know how to help when attacking.</p> <p>3. Identify parts of the game that they are doing well.</p> <p>Know and find ways to get the ball towards their opponent's goal.</p> <p>2. Find and use space to help their team.</p> <p>3. Watch and evaluate the success of games.</p>
<p>Computing</p> <p>Data and information – Flat-file databases</p> <p>Can I create a database?</p>	<p>Data and information – Flat-file databases (<i>IT and DL</i>)</p> <p>To use a form to record information</p>	<p>To compare paper and computer-based databases</p>	<p>To outline how you can answer questions by grouping and then sorting data</p>	<p>To explain that tools can be used to select specific data</p>	<p>To explain that computer programs can be used to compare data visually</p>	<p>To use a real-world database to answer questions</p>
<p>Internet Safety</p>	<p>Unit 04: Respect Each Other – Activity 5, Be Internet Legend Curriculum</p>					



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<p>Geography Non- European study USA - What are the similarities and differences between my region and the Western United States?</p>	<p>What are the key features of the UK and my region? (recap)</p> <p>What is the geography of the North American continent?</p>	<p>What is the USA?</p> <p>What is the main economic activity of states in the Western United States?</p>	<p>What is the water cycle?</p> <p>What are rivers? (including comparison case study)</p>	<p>What are mountains? (including comparison case study)</p> <p>What are the biome and climate zones of the Western United States?</p>	<p>What are the vegetation belts of the Western United States?</p> <p>What are the volcanoes and earthquake zones of the Western United States?</p>	<p>What are the key settlements in the Western United States and how do they compare to my region?</p> <p>What are the similarities and differences between my region and the Western United States?</p>
<p>Art Monochromatic How can we find our own style of drawing?</p>	<p>How can we describe different styles of drawing?</p>	<p>Can a doodle be art?</p>	<p>How can we describe different styles of drawing?</p>	<p>How can we draw in a geometric style?</p>	<p>How can I explore my own style of drawing?</p>	<p>Famous Artist Study – Vincent Van Gogh</p>
<p>Music: Charanga Fresh Prince of Bel Air Instrument Djembe drums</p>	<p>The Fresh Prince of Bel Air Listen and appraise</p>	<p>Me, Myself and I by De La Soul Listen and appraise Learn the song</p>	<p>Ready or Not by The Fugees Listen and appraise Learn the song Add percussion</p>	<p>Rapper’s Delight by The Sugarhill Gang Listen and Appraise Learn to sing the song Add percussion Improvise Compose</p>	<p>U Can’t Touch This by MC Hammer Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform</p>	<p>It’s Like That by Run DMC Listen and Appraise Warm up Add percussion Improvise Compose Perform</p>
<p>MFL Who is in my family?</p>	<p>To revise the vocabulary previously taught in the ‘Presenting myself’ unit and to learn how to say the various nouns for family members in French.</p>	<p>To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective ‘my’ in French with increasing accuracy and understanding.</p>	<p>To introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)</p>	<p>To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, je m’appelle to 3rd person singular, [il/elle] s’appelle</p>	<p>To revise numbers 1-70 in French and use this knowledge to be able to say how old our family members are. Children will therefore learn how to move from the 1st person singular conjugation of the verb avoir (to have) to the 3rd person singular form to be able to ask and</p>	<p>To revise all language covered so far and complete assessment for the unit.</p>



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					answer the target question for the week: Quel age a...? (How old is...?)	
Educational visits/visitors						