OUR LADY & ST EDWARD'S LONG TERM PLANNING OVERVIEW 2016-17

YEAR 5

YEAR 5	AUTUMN 1:1	AUTUMN 1:2	SPRING 2:1	SPRING 2:2	SUMMER 3:1	SUMMER 3:2
ENGLISH	Diary writing (non-fiction/fiction) Letters Stories in imaginary worlds **SPAG** Proper nouns Adverbs, Fronted Adverbial phrases Punctuation ***Book – The Lion, the Witch and the Wardrobe***	Poetry Recounts Non-chronological reports **SPAG** Relative clauses Relative pronoun Noun phrases Punctuation ***Book – Trash***	Biography/Auto biographies Instructions Myths **SPAG** Modal verbs Determiners Adjectives Punctuation ***Book – The Treasury of Egyptian Mythology***	Plays Newspaper reports Letters **SPAG** Proper nouns Adverbs, Fronted Adverbial phrases Punctuation ***Book – Holes***	Legends Information texts (adverts) Chronological reports **SPAG** Relative clauses Relative pronoun Noun phrases Punctuation ***Book - Beowulf***	Persuasive writing Stories from other cultures Poetry from other cultures **SPAG** Proper nouns Adverbs, Fronted Adverbial phrases Punctuation ***Book – Journey to the river sea***
MATHS	**Number – Place Value** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.	**Number – multiplication and division** Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a	**Number – Multiplication and Division** Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.	**Number: Fractions -** Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by	**Number: Decimals** – Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for	**Geometry- position and direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Measurement-**

	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number- Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers.	number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19 **Perimeter and Area**	Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Number: Fractions** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented	materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 = 71 100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number: Decimals and Percentages** Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the	example, length, mass, volume, money] using decimal notation, including scaling. **Geometry- Properties of Shapes and Angles –** Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	converting units Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. Measures Volume Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure. **CONSOLIDATION**

	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret	Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes. **CONSOLIDATION**	visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 2 5 + 4 5 = 6 5 = 1 1 5] **CONSOLIDATION**	nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1 2 , 1 4 , 1 5 , 2 5 , 4 5 and those fractions with a denominator of a multiple of 10 or 25. **CONSOLIDATION**	Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o. **CONSOLIDATION**	

OUR LADY & ST EDWARD'S LONG TERM PLANNING OVERVIEW 2016-17

YEAR 5

	information in tables including timetables. **CONSOLIDATION**					
R.E	**Ourselves –** Created in the image and likeness **Judaism**	**Life Choices –** Marriage commitment and service **Hope –** Advent; waiting in joyful hope for Jesus; the promised one	**Mission –** continuing Jesus' mission in diocese **Memorial Sacrifice –** the eucharist is the living memorial of Jesus' sacrifice **Islam**	**Sacrifice –** Lent a time of aligning with the sacrifice already made by Jesus	**Transformation –** celebration of the Spirit's transforming power	**Freedom and Responsibility –** Commandments enable Christians to be free and responsible **Stewardship –** the church is called to the stewardship of creation
SCIENCE	Working Scientifically **Will we ever send another human to the moon?** Earth & Space	Working Scientifically **Can you feel the force?** Forces	Working Scientifically **Could you be the next CSI investigator?** Properties and Changes of materials.	Working Scientifically	Working Scientifically **Do all animals and plants start life as an egg?** Living things and their habitats	Working Scientifically **How different will you be when you are as old as your gandparents?** Animals including humans.
HISTORY	**How did World War II impact on life in Britain?** *Significant people from Britain		**How can we re-discover the wonders of ancient Egypt?** *Significant historical events, people and places in their locality		**Were the Anglo-Saxons really smashing?** *Britains settlements by Anglo-Saxons and Scots.	

OUR LADY & ST EDWARD'S LONG TERM PLANNING OVERVIEW 2016-17

YEAR 5

GEOGRAPHY		**Why should the rainforest be important to us all?** *Geog. Enquiry and knowledge Physical & Human geog. Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? Can they explain what a place might be like in the future, taking account of issuesimpacting		**What's so special about the USA?** *use simple field work and observational skills to study Geography of school, grounds and key human and physical features of surrounding area Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they work out an accurate itinerarydetailing a journey to another part of the world? Can they explain how a location fits into its wider geographical location; with reference to human and		**Why are rivers important to us?** *Identify seasonal and daily weather patterns in the UK Can they explain why many cities of the world are situated by rivers? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they explain why people are attracted to live by rivers?

		on human features? Can they report on ways in which humans have both improved and damaged the environment? Can they begin to recognise the climate of a given country according to its location on the map? Can they locate and name the main countries in South America on a world map and atlas?		economical features? Can they name and locate many of the world's most famous mountain regions on maps? Can they locatethe USA and Canada on a world map and atlas?		
ICT	I can organise data in different ways. I can collect data and identify where	I can add comments appropriately to a blog	I can use a search engine to find appropriate	I can use logical thinking to solve an open-ended problem by	I recognise that an algorithm will help me to sequence	I can insert text boxes, columns and tables I can use a keyboard confidently and make

	it could be inaccurate. I can plan, create and search a database to answer questions. I can insert a graph into a presentation.	I understand information placed online leaves a trail I can discuss the importance of choosing an age-appropriate website or game. I can explain why I need to protect my computer or device from harm.	information and check its reliability. I can recognise and evaluate different types of information I find on the World Wide Web. I recognise some information on the internet may be biased I can describe the different parts of a webpage. I can find out who the information on a webpage belongs to. I can describe different parts of the Internet. I can use different online communication tools for different purposes.	breaking it into smaller parts. I know that I need to keep testing my program while putting it together. I can recognise an error in a program and debug it I can create a procedure (groups of commands)	more complex programs. I recognise that using algorithms will also help solve problems in Maths, Science and Design and Technology.	use of a spellchecker to write and review my work. *Presentation* I can create, modify and present documents for a particular purpose I can add background colours and change the appearance of text to increase its effectiveness I can use pictures, videos and audio to create an atmosphere when presenting. Animation and Audio I can plan, shoot and edit animation frames. I can insert sounds onto an animation.
ART & DESIGN	Nuffield D&T – creating an evacuation bag.	Art using recycled materials. Artists who work with recycled materials.	Egyptian masks using clay.	Pop art – look at the works of Andy Warhol, Keith Harring and Roy Lichenstein	Food tech.	Create an animal that you would find along the Amazon river – (Nuffield) Or Mechanisms.

OUR LADY & ST EDWARD'S LONG TERM PLANNING OVERVIEW 2016-17

YEAR 5

MUSIC	Delivered through PPA.	Delivered through PPA.	Delivered through PPA.	Delivered through PPA.	Delivered through PPA.	Delivered through PPA.
P.E	Netball Tag Rugby	Basketball Hockey	Gymnastics Pop Lacrosse	Football Tri Golf	Rounders Athletics	Tennis Athletics