Topic Overview - Year 5

Topic/Theme	Magic in the Making		Our Universe		Roman Britain	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Hook	Hogwarts hook activities: e.g. wand making, golden snitch 'goals' for the year, designing crests.		Space hook activities: e.g. Space Art (chalk pictures)		Roman Hook Activities: e.g. Roman mosaics, Laurel wreaths, learning Latin.	
Key Literature	Harry Potter and the Philosopher's Stone by J K Rowling		Cosmic by Frank Cottrell-Boyce The Jamie Drake Equation by Christopher Edge.		Revolt of the Romans by Tony Bradford Empire's End - A Roman Story by Leila Rasheed	
Possible First-hand experiences	Harry Potter trip – Warner Bros.		Meeting and talking with an astronomer Science Week		Museum of Classical Archaeology in Cambridge Roman feast	
English Reading	**-** Identify and discuss themes and conventions in writing - Fact retrieval **-** Draw inferences, such as characters' feelings, thoughts and motives from their actions and justifying their inferences with evidence. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		-Ask questions to improve understanding -Predict what might happen from details stated and implied (in increasingly complex texts) -Distinguish between fact and opinion -Explain and discuss understanding of texts -Provide reasons and justification for views		- Summarise the main ideas drawn from more than one paragraph - Explore the meaning of words in context - Recommend books they have read to their peers - Discuss a wide range of fiction and non-fiction	

English Writing	Suspense stories based on the story 'Clockwork' focusing on adding suspense and action to a dilemma. Letter writing imagining they are writing home after arriving for their first few days at Hogwarts. Letter writing will focus on using detailed descriptions to paint a picture for the reader. Diary writing based on imaginary experiences of being sorted into their new Hogwarts houses. Persuasive writing focused on creating advertising brochures for Hogwarts School. The unit will focus on using emotive and persuasive language.	Adventure stories based on a story called 'Alien Landing' by Pie Corbett. This unit will focus on using a range of devices to describe settings. Explanation texts about how to be a man/woman on the moon. Moral Tale based on a story about greed. Children will focus on using devices to describe characters. Non-Chronological reports about mythical creatures. Children will focus on using technical language and parenthesis to add important information to a text.	Portal Stories based on a story called The Cupboard Under the Stairs. The unit will focus on creating atmosphere through a setting. Newspaper Reports based on a discovery of Ancient Roman portals/artefacts. A narrative centred around an adaptation of the poem 'The HighwayMan' focusing on developing characterisation through description and dialogue. Balanced Arguments detailing different points of view on a range of topics, including 'should children have chocolate for breakfast?'
English speaking and listening	-Listen and respond appropriately in groups and classroom sets. -Participate in discussions, presentations, performances, role play/improvisations and debates during PSHE and Reading lessons.	-Practise listening skills by working in a group. -Prepare a presentation on a poster about a Space. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	- Show an awareness of audience and perform poems as part of Reading lessons. - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Maths	P**lace Value and Number** -Read, write, order and compare numbers up to at least 1,000,000 (one million). -Use negative numbers in context, counting forwards and backwards through 0. -Keep multiplying a number by 10 or 100 up to 1,000,000 and count back. -Round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000. -Solve practical problems related to place value.	**Measure: Area and perimeter** -Measure and calculate the perimeter of composite rectilinear shapes. -Calculate and compare the area of rectangles, and estimate the area of irregular shapes. **Fractions** -Compare and order fractions whose denominators are multiples of the same number. -Find and name equivalent fractions.	**Geometry: Properties of shapes** -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. -Draw shapes using given dimensions and angles. -Use properties of a rectangle to deduce related facts. -Distinguish between regular/irregular polygons, using reasoning about equal sides and angles. -Use the properties of rectangles to find related facts, missing lengths and missing angles.

	-Read Roman numerals up to 1000 and recognise years written in them. **Addition and Subtraction** -Add and subtract numbers with more than 4 digits using written methods. -Use rounding to check answers to calculations. -Solve addition and subtraction problems needing more than one step. -Add and subtract numbers mentally. **Multiplication and division** -Find multiples and factors of a number and can identify factors common to 2 different numbers. -Find prime numbers, prime factors and composite numbers and recall prime numbers to 19. -Multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods. -Divide numbers with up to 4 digits by a 1 digit number and show remainders. -Multiply and divide whole and decimal numbers by 10,100 and 1000. -Identify and use square and cube numbers. -Solve problems involving multiplication and division, including using factors and multiples, squares and cubes. -Solve problems involving the four operations, including scaling by simple fractions and problems involving simple rates. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. -Read and interpret information in tables.	-Identify mixed numbers and improper fractions and convert from one to another. -Add and subtract fractions whose denominators are all multiples of the same number. -Multiply proper fractions by whole numbers using objects and pictures. **Decimals** -Read and write decimal numbers as fractions. -Identify thousandths and explain how they relate to tenths/hundredths and decimal equivalents. -Write equivalent fractions of a given fraction including tenths and hundredths. =Round numbers with 2 decimal places to the nearest whole number and to 1 decimal place. -Read, write, order and compare numbers with up to three decimal places. -Solve problems involving numbers with up to three decimal places. **Percentages** -Identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals. -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.	-Estimate and compare acute, obtuse and reflex angles, knowing angles are measured in degrees. -Draw given angles and measure them in degrees. -Identify angles at a point on a straight line and ½ a turn (total 180°) and angles at a point, a whole turn (total 360°) and other multiples of 90. **Geometry: Position and direction** -Describe and represent the position of a shape following a reflection, using mathematical vocabulary to explain this. -Describe and represent the position of a shape following a translation using mathematical vocabulary to explain this. **Measure** -Convert between different forms of metric measurement. -Understand and compare equivalences between metric units and common imperial units. -Estimate volume by using 1cm³ blocks to build cuboids and capacity by using water and different containers. -Solve problems by converting between units of time. -Use addition and subtraction to solve problems involving measure (such as length, mass, volume, money, using decimal notation.)

Science	**Properties and Changes of materials** - Compare and group together everyday materials on the basis of their properties. - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including filtering, sieving and evaporating. - Reversible and irreversible reactions. Enquiry skill focuses: -Evaluating methods and suggesting how investigations could have been improved. -Evaluating the reliability of methods and suggesting possible improvements.		**Earth, Space and Forces** -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon -Use the idea of the Earth's rotation to explain day and night. - Explain that objects fall towards the Earth because of the force of gravity. -Identify the effects of air resistance, water resistance and friction. Enquiry skill focuses: -Measuring and taking repeated readings. -Gather and record data of increasing complexity using tables.		**Living things and their habitats and Animals including Humans** -Describe the changes as humans develop to old age -Animals and their habitats - Describe the differences in life cycles of mammals/amphibians/insects/birds -Describe the process of reproduction in some plants and animals' reproduction. Enquiry skill focuses: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar graphs. -Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.	
Computing	**Computer Systems and Networks:** Sharing Information **Digital Literacy:** Strong Passwords	**Vector Drawing** **Digital Literacy:** Digital Citizenship	**Presenting Information: Presentations** **Digital Literacy:** Spam	**Programming: Simulation** **Digital Literacy:** How to Cite a Site	**Creating Media: Video Editing** **Digital Literacy:** Edited photos	**Programming: Selection**
Art and Design	**Typography and Maps:** Children will investigate artists and designers who have used lettering combined with maps to produce maps which tell stories. They will then go		**Mixed Media Land and Cityscapes:** Children will explore how some artists work outside of studios and use the world to draw and paint from life. They will be given freedom to mix media and use sketchbooks to create		**Making Monotypes:** Children will explore the process of making monotypes by first exploring the work of artists who use monotypes to create sculptures and installations. They will then use the monotype	

	on to creating their own three-dimensional maps using a mix of media.	drawings/paintings of different scales and ratios inspired by the world around them.	process, combined with painting and collage, to make a 'zine' inspired by a piece of poetry.
Design technology	**Fashion Design** Children will research different fashion designers and consider how designs are made for a specific purpose. They will explore contemporary designers and use these as inspiration to design their own pieces and bring them to life in 3D form. They will evaluate their final pieces as they work to improve the quality.	**Set Design** Pupils will explore the work of set designers who work on theatre sets and animation sets. They will plan and then create their own sets focusing on the use of materials and ensuring that they are fit for purpose. Children will also use simple electrical circuits to add an electrical element (such a lighting or a moving part) to their sets.	**Dream Big or Small** This unit will focus on building designs. Children explore architects and learn how they have a responsibility to design homes that help us have a brighter future. They will design a home with a specific design brief and consider the impact on the environment when making decisions such as choices of materials. Children will then go onto building an architectural model of their aspirational home before evaluating it and presenting it to the class.
History	**Local History Study** (Victorian Trumpington/Cambridge and the railways) Investigating the following enquiry questions: -What can historical sources tell us about the Victorians? -What was everyday life like in Victorian Cambridge/Trumpington? -What did people in Cambridge/Trumpington do before the railways? -How was life in Cambridge held back by having no railways? -How might people in Cambridge have reacted to the new railways? -How much difference did improvements in transport make to Cambridge/Trumpington?	**The Space Race!** Investigating the following enquiry questions: -Who was involved in the Space Race and what were their aims? -What were some of the key events in the Space Race? -What happened during the Apollo 8 disaster and why was it significant? -What were the key events in the moon landing and why is this still significant today? -Who won the Space Race? Why is this still debated today?	**Roman Britain: The Roman Empire and its impact on Britain** Investigating the following enquiry questions: -What is an empire? -Who were the Romans and how did they become so powerful? -What was Britain like before the Romans? -When and how did Britain become part of the Roman Empire? -Why did Boudicca lead a revolt against the Romans? -What was life like in Roman Britain? -In what ways has life stayed the same since the Roman invasion?

Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (local geography study, using different maps to identify and explore our locality). Use the eight points of a compass, 4 and 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps). Use OS map to recognise that contours show height. Use fieldwork to conduct a local geography study. The fieldwork study will focus on identifying the local land use and economical activity (including transport and trade). Children will create their own maps using symbols and keys.		Identify the position of the Prime/Greenwich Meridian and how this relates to time zones. Describe and understand climate zones, biomes and vegetation belts. Locate the countries of North America on a map. concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in North America. Explore different physical and political maps.		Describe and understand economic activity in countries, including trade links. Explore how settlements were established and consider the difference between historic and modern trade and communication links. Look at maps, and consolidate use of compass points and locational knowledge, to explore the spread of the Roman Empire and different Roman settlements.	
Music	**Listening –** Analysing contrasts in music (loud/soft/fast/slow). Exploring how music can tell a story or convey a message. **Singing-** Singing repertoire with three-rounds with structure verse and chorus. Introduce action songs and develop anticipation through conduction.	**Singing-** Singing seasonal songs whilst practising vocal and conductor techniques. Develop harmony and choral sections. **Improvisation-** Improvise freely over drones using instruments and/or tuned percussion.	**Listening –** Listening to English folk music and exploring associated traditions. Discovering common chord progressions associated with folk music. **Singing-** Singing lyrics and chord based songs. **Composition-** Compose chord progression and respond to the genre.	**Performing –** Practising and performing skills in an ensemble and independently using chords and melodies. Using notation/tab to learn known songs on the chosen instrument. Learn to play several parts to a piece of music.	**Performing –** Perform as an ensemble/band. Using a chosen instrument, develop a repertoire from the previous term. **Listening-** Listening to more music genres and identifying genres from common themes. **Singing-** Develop a singing repertoire in readiness of a	**Performing-** Performing as an ensemble/band. Using chosen instruments, perform the repertoire rehearsed. Play dedicated parts from stave and memory. **Improvisation-** Improvise using acoustic instruments - use major and minor scales and explore the difference. Create

	Composition- Compose songs using chords and understand the relationship to the key. **Performing-** Perform a piece in an ensemble with accompanying parts.				performance.	rhythms that explore the indicative musical features.
Religious Education	- Jesus: Who do people say I am?	Are the Ten Commandments still relevant today?	What is it like to be a Christian? - in the UK and other parts of the world.		**Hinduism** What can stories and images of Hindu deities tell us about Hindu beliefs?	
PSHE	Beginning and belonging Family and friends Anti-bullying		Diversity and communities Relationships and sex education		Personal Safety Digital Lifestyles Managing Risks	
Physical Education	Swimming Football	Swimming OAA	Tag Rugby Dance	Gymnastics (Flight) Handball	Athletics Kwik Cricket	Athletics Rounders
Spanish	**Describing Family and Friends -**They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them. **Spanish Portraits -** Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns.		**Sports -** Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. **Food and Drink -** Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences.		**A trip across Spain-** Discovering the famous pilgrimage route across Spain to the city of Santiago de Compostela, the children learn to say where they are going and what they are going to do. **Saving South America-** Children create a poster which outlines environmental changes that have happened using comparative sentences and make a pledge to help stop deforestation.	