

## Year 5 Topic Overview

Topic/Theme	Magic in the Making		Our Universe		Vile Victorians	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hook</b>	Harry Potter Day - children to write letters to Hogwarts		Speaker from the Institute of Astronomy to come and do a talk.		Victorian Day (Victorian School Role-Play, Victorian games, Victorian music hall style entertainment).	
<b>Key Literature</b>	<b>Harry Potter and the Philosopher's Stone</b> by J K Rowling		<b>Cosmic</b> by Frank Cottrell-Boyce <b>George's Secret Key to the Universe</b> by Stephen and Lucy Hawking		<b>Street Child</b> by Berlie Doherty Victorians by Ruth Brocklehurst A Victorian Childhood by Ruth Thompson Victorian Life: Clothes by Liz Gogerly	
<b>First-hand experiences</b>	Trip to Harry Potter Studio in London 'Potion making' in Science Creating a 'Marauder's Map' of the local area		Looking through the telescope at the Institute of Astronomy Meeting and talking with an astronomer Science Week		Experiencing what it would be like to be a Victorian child.  Year 5 and 6 Production	
<b>English Reading</b>	<ul style="list-style-type: none"> <li>- Identify and discuss themes in writing</li> <li>- Fact retrieval</li> <li>- Make comparisons within and across texts</li> <li>- Draw inferences e.g. feelings, thoughts, motives</li> </ul>		<ul style="list-style-type: none"> <li>-Ask questions to improve understanding</li> <li>-Predict what might happen from details stated and implied</li> <li>-Distinguish between fact and opinion</li> <li>-Explain and discuss understanding of texts</li> <li>-Provide reasons and justification for views</li> </ul>		<ul style="list-style-type: none"> <li>- Summarise the main ideas drawn from more than one paragraph</li> <li>- Explore the meaning of words in context</li> <li>- Recommend books they have read to their peers</li> <li>- Discuss a wide range of fiction and non-fiction</li> </ul>	
<b>English Writing</b>	<ul style="list-style-type: none"> <li>- Explanation texts (How to play Quidditch)</li> <li>- Descriptive writing (Describing scenes – Great Hall etc.)</li> <li>- Letter-writing (Troll in the Dungeon – writing home)</li> <li>- Balanced arguments (For and Against Boarding Schools)</li> </ul>		<ul style="list-style-type: none"> <li>- Diary entries from Space</li> <li>-Non-chronological reports</li> <li>- Persuasive news editorial</li> </ul>		<ul style="list-style-type: none"> <li>-Historical fiction - travelling back in time (The Pain of the Mines)</li> <li>-Newspaper reports (Local Woodcutter Wins Medal)</li> <li>-Poetry</li> </ul>	
<b>English speaking and listening</b>	-Listen and respond appropriately in groups and classroom sets.		<ul style="list-style-type: none"> <li>-Practise listening skills by working in a group.</li> <li>-Prepare a presentation on a poster about a different country.</li> </ul>		<ul style="list-style-type: none"> <li>- Show an awareness of audience and perform in the Year 5 and 6 Production</li> </ul>	

	-Participate in discussions, presentations, performances, role play/improvisations and debates.	-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	- Participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>Maths</b>	- Number and place value - Addition and subtraction - Area and perimeter - Multiplication and division	- Fractions - Decimals - Percentages - Statistics - Geometry	-Properties of shapes -Position and direction -Measurement and conversion -Measurement and volume -Determining what each class needs to revisit and focus on consolidating/challenging so pupils are ready for Year 6
<b>Science</b>	- 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.	- 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 unsupported objects fall towards the Earth because of the force of gravity. - Identify the effects of air resistance, water resistance and friction.	-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 life process of reproduction in some plants and animals reproduction in some plants/animals
<b>Computing</b>	E-safety - How to keep safe on the internet Design a title page for Magic in the Making topic	Understanding coding and write code using Scratch.	Using Excel to make graphs (links with Maths)  Creating Stop-Motion
<b>Art and Design</b>	- Hogwarts silhouettes - Patronuses/Mythical Creatures	Space art - improve control using a range of materials. Paper mache planets Chalk/pastel recreations of space (rocketship windows) Name aliens	Quilling  William Morris - repeated motifs

<b>Design technology</b>	Building bridges using scrap - give reasons for the particular uses of everyday materials.	Recognise that some mechanisms allow smaller force to have a greater effect.		Make a pinhole camera.  Make and costumes for the Year 5 and 6 production.
<b>History</b>	None this term (as there is a geography focus).	None this half- term (as there is a geography focus).	The Space Race!	Victorian Era (Working children, school, Monarchy, public health, development of the railways/transport, famous Victorians, Empire, The Great Exhibition)
<b>Geography</b>	Study symbols and maps to identify our own locality. Use a range of maps, including Google maps, OS maps, street maps.  Use co-ordinates to read maps.  Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Identify the position of significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Describe/understand types of settlement and land use (mainly a history topic).
<b>Music</b>	Pupils will explore the Harry Potter film scores, considering how pitch, tempo, dynamics and texture contribute to the atmosphere created.  Pupils will develop their own compositions to accompany specific parts of the story.  Listen critically to a range of Christmas music and express preferences.	The Planets (Holst) - develop an understanding of musical composition, organising and manipulating ideas within musical structures; develop an understanding of the history of music)		Sing and play musically with increasing confidence and control; play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression).

<b>Religious Education</b>	- Jesus: Who do people say I am?		What is it like to be a Christian? - in the UK and other parts of the world.		What can stories and images of Hindu deities tell us about Hindu beliefs?	
<b>PSHE</b>	Diversity and communities (Citizenship 10) Anti-bullying (Myself and My Relationships 17)		Family and friends (Myself and My Relationships 16) Beginning and belonging (Myself and My Relationships 14) Drug Education (Healthy and Safer Lifestyles 22)		Sex and relationships education (healthy and safer lifestyles 20 and 24)	
<b>Physical Education</b>	Football and Health Related Fitness	Dancing (Waltz) and Orienteering	Tag Rugby and Netball	Gymnastics (Flight) and Handball	Athletics and Swimming	Rounders and Athletics
<b>Spanish</b>	My Family Pets Christmas		The weather Clothing Easter in Spain		Sports Like/not like Sport clothing/Sports posters Instruments	