Lambley Primary School Long Term Overview – Year 5

Subject	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	**Romans**		**Space**		**Greece**	
Texts	Rotten Romans: Horrible Histories Roman Quests: Escape from Rome		Cosmic Space non-fiction book		Fleeced The Girl of Ink and Stars	
Supplementary texts	C. Ninja 2 Mountains of the World (Vesuvius) C. Ninja 22 (Year 4 book) Roman Britain C. Ninja 23 (Year 4 book) Boudicca C. Ninja 12 (Year 4 book) Soldier's Armour C. Ninja 7 (Year 3 book) Pompeii		C. Ninja 8 Planets in the Solar System C. Ninja 13 (Year 6 book) The First Man on the Moon		C. Ninja 7 European Culture C. Ninja 6 Ordnance Survey maps C. Ninja 11 (Year 4 Book) Spartan Life C. Ninja 17 (Year 3 book) The Trojan War	
English	To write an information text. To write instructions. To write a story with a historical setting. To write a poem (based on Josiah Wedgwood's poem 'I am a Roman soldier') <u>Guided Reading (Comprehension Ninja)</u> 10 Mental health 22 Germs: unwanted invaders 1 Fair Trade 3 The Gunpowder Plot 4 Queen Victoria 5 The circulatory system		To write a newspaper report (moon landing). To write a Science-Fiction story. To write a recount (National Space Centre) To write an explanation (night and day). <u>Guided Reading (Comprehension Ninja)</u> 9 The Black Death 11 Recycling 12 The Tour de France 13 The British Empire 18 Gravity 14 JK Rowling 15 Residential Activities		To rewrite a Greek myth/legend. To write a persuasive text (tourist leaflet). To write a play. <u>Guided Reading (Comprehension Ninja)</u> 16 Icebergs 17 Rainforest animals 19 Country Study: Australia 20 Mosques 21 Wolves 23 Banksy 24 Tenzing Norgay	

Rainbow Grammar	Trip –ed opener How but how fronted adverbial Avoid tautology Personification Relative pronouns Modal verbs Auxiliary verbs Modal verbs Hyperbole Relative clause	Abstract nouns Collective nouns Indefinite pronouns Dialogue: direct and indirect Ambiguity and compound adjectives Bracket Cohesion Dash Parenthesis	Adverbs of probability Adverbs of frequency Infinite verb form Consolidation and gap filling
Maths	<u>Y5</u> <u>Number and Place Value</u> To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 To solve number problems and practical problems that involve all of the above To read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and Subtraction</u> To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) To add and subtract numbers mentally with increasingly large numbers	<u>Y5</u> <u>Multiplication and Division</u> To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers To establish whether a number up to 100 is prime and recall prime numbers up to 19 To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers To multiply and divide numbers mentally drawing upon known facts To 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 To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 To recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	<u>Y5</u> <u>Measurement</u> To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes To estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] To solve problems involving converting between units of time To use all four operations to solve problems involving measure [for example, length, mass,

	To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. .	To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <u>Fractions (including decimals and percentages)</u> To compare and order fractions whose denominators are all multiples of the same number To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number To add and subtract fractions with the same denominator and denominators that are multiples of the same number To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams To read and write decimal numbers as fractions [for example, 0.71 = 100 71] To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To round decimals with two decimal places to the nearest whole number and to one decimal place To read, write, order and compare numbers with up to three decimal places	volume, money] using decimal notation, including scaling. <u>Geometry</u> To identify 3-D shapes, including cubes and other cuboids, from 2-D representations To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles To draw given angles, and measure them in degrees (o) To identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o To use the properties of rectangles to deduce related facts and find missing lengths and angles To distinguish between regular and irregular polygons based on reasoning about equal sides and angles. To 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. <u>Statistics</u> To solve comparison, sum and difference problems using information presented in a line graph To complete, read and interpret information in tables, including timetables.

			To solve problems involving number up to three decimal places To 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 To solve problems which require knowing percentage and decimal equivalents of half, quarter, one fifth, two fifths and four fifths and those fractions with a denominator of a multiple of 10 or 25.			
Science	**Properties and materials** To understand how to compare materials based on their properties. To be able to investigate thermal conductors and insulators. To develop our understanding of dissolving.	**Properties and materials** To be able to investigate electrical conductors. To understand how to separate mixtures of materials. To be able to identify irreversible changes.	**Space** To understand the shape of the Earth, moon and planets. To develop our understanding of the planets in our solar system. To understand why we have day and night. To understand how to estimate time around the world. To be able to describe the movement of the moon relative to the Earth.	**Forces** To understand how gravity was discovered. To know how the force of gravity is measured. To understand how air resistance affects moving objects. To understand the effects of water resistance and friction. To understand how different mechanisms work. **Space** **Non-curriculum:** To discover the differences between the rocky planets and gas planets. To explore why the planets are different .and how they have	**Animals including humans** To describe the changes as humans develop to old age. To describe the changes experienced in puberty. To compare gestation periods of humans and other animals. To research the length and mass of a baby as it grows.	**Living Things and Habitats** To explore the work of David Attenborough. To describe the life cycle of a mammal, amphibian, insect and bird. To describe the life process of reproduction in some plants and animals. To talk about the different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.

				changed since the solar system formed. To find out why the sun emits light and heat. To explore the possibility of life outside Earth.		
History	**Ancient Rome** To understand when the Roman Empire was around To explore the birth and rise of the Roman Empire To explore Pompeii and how we know what life was like in Roman times To understand what Britain was like before the Romans invaded To understand how the Romans invaded Britain (the army, Hadrian's Wall) To explore why Boudicca revolted against the Romans To understand what life was like in Roman Britain (houses, clothes, food, baths, jewellery etc.) To explore Roman religious beliefs To understand Roman numerals To understand why the Romans left Britain		**Space** To explore the history of space exploration (and moon landings)		**Ancient Greece** To understand where the Ancient Greeks fit onto a timeline To understand how Ancient Greece was organised To understand what Ancient Greek life was like To understand the origins of the Olympics To explore Ancient Greek beliefs and how they compare with the Ancient Romans To explore significant battles and wars from the Ancient Greek times (Battle of Marathon, Trojan War) To understand the achievements of Alexander the Great	
Geography			(2021-22 Add in Rivers, Mountains, USA, South America)		**Modern Greece** To know the countries that make up the European Union To plan a journey to another part of the world (getting to Greece) To make detailed sketched and plans (of Greece and its islands)	

DT			**Space rover** To use electrical systems to make a space rover		**Picture frame** To use research and a wider range of materials to create a picture frame that represents ancient or modern Greece.	
Art	**Roman mosaic** To use sketchbooks to select information and ideas to create a design for a Roman mosaic To experiment with materials and techniques to create a Roman shield.		**Space art** I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space to create a space picture (pastels and chalks). (2021-22 different paint techniques)		**Greek vase** To make personal choices about the shape and size of my work to design and create an Ancient Greek vase. I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople (from Ancient Greece and other examples of pottery).	
RE	**What's important: exploring values** To explore good/bad actions and behaviour To explore behaviour guidelines for living To explore choices of actions and moral dilemmas To explore guidelines in 3 religions To explore choices of action in the community To explore importance of guidelines across 5 faiths	**Making a difference** To explore what it is like to live in poverty To understand how Christian charities help others To understand how Muslim charities help others To understand how we make a difference in the world **Christmas** To explore the idea of change in relation to the angel's visit to Mary. To explore Christmas	**Journey through life** To explore our life journeys so far To understand how Hindus celebrate special times To explore the Hindu sacred thread ceremony To explore Christian and Jewish journeys through life To explore the stages in life's journey	**Pilgrimages** To understand what pilgrimage is To explore Christian pilgrimages To explore Muslim pilgrimages To explore Sikh and Hindu pilgrimages **Easter** To know the events leading up to Jesus' crucifixion To explore the idea of forgiveness at Easter and in our lives	**Islam** To explore the Quran To explore the first mosque and the Muslim story of Bilal To understand what 'Allah' means to Muslims To explore Muslim clothes and home life To explore Muslim Halal food	**Islam** To explore Muslim marriage To explore Muslim welcoming and naming ceremonies To understand the five pillars of Islam To explore Muslim festivals

		celebrations around the world.				
Music	**Roman Music** I understand how lyrics may have cultural and social meaning (*Carmen Saeculare by Horace)* https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-index/zdfk92p		**Creating Space Music** I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others. I play more complex instrumental parts with rhythmic and dynamic control.		**Singing about Ancient Greece** I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs	
Computing	**E-safety and the internet (link to Romans)** I understand that information found online is not always true and unbiased I am starting to develop skills in identifying the origin of websites I can think critically about the information that I put online I understand the difference between a computer network and the internet I understand what a network is and how it links devices I can use the internet safely to access information I can use efficient search terms to research information I can use networks for communication and collaboration **(e.g. working on shared documents)**		**3D Modelling (link to DT space rover)** To be introduced to 2Design and Make. To explore the effect of moving points when designing To understand designing for a purpose. To understand printing and making **Spreadsheets** To use formulae within a spreadsheet to convert measurements of length and distance. To use the count tool to answer hypotheses about common letters in use. To use a spreadsheet to model a real-life problem To use formulae to calculate area and perimeter of shapes. To learn to create formulae that use text variables		**Coding (link to Ancient Greeks)** To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects. To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus code in the program. To explore the options for getting text input from the user in 2Code. How to include interactivity in programming. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To explore how 2Code can be used to make a text-based adventure game.	

					I can design, write and debug algorithms to solve real world problems using physical or digital devices	
PE						
PSHE/RSE	**Dealing with emotions and anti-bullying.** Anti-bullying Week: United against bullying 16-20 November		**Friendships and anti-bullying.**		**SRE** To know what happens specifically to boys and girls during puberty. To begin to understand about hormones and sexual feelings.	
MFL	**Family & Friends**		**All About Ourselves**		**That's Tasty**	