**Lambley Primary School Long Term Overview – Year 5**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn (1)** | **Autumn (2)** | **Spring (1)** | **Spring (2)** | **Summer (1)** | **Summer (2)** | |
| **Topic** | **Romans** | | **Other Worlds** | | **Greece** | | |
| **Texts** | Image result for Roman Quests: Escape from Rome | | Orphans of the Tide : Murray, Struan, Sumberac, Manuel: Amazon.co.uk: Books | | The Odyssey: 1 (Illustrated Classics): Amazon.co.uk: Cross, Gillian,  Packer, Neil: 9781406345353: Books | | |
| **Supplementary texts** | Image result for Rotten Romans: Horrible  book | |  | |  | | |
| **English** | To write an information text.  To write a story with a historical setting  To memorise a poem (based on Josiah Wedgwood’s poem ‘I am a Roman soldier’) | | To write a newspaper report.  To write a Science-Fiction story.  To write a recount (National Space Centre) | | **Modern Greece**  To write a persuasive text (tourist leaflet). | | **Ancient Greece**  To rewrite a Greek myth. |
| **Rainbow Grammar** | Trip –ed opener  How but how fronted adverbial  Avoid tautology  Personification  Modal verbs  Auxiliary verbs  Relative pronouns  Relative clause | | Abstract nouns  Collective nouns  Indefinite pronouns  Dialogue: direct and indirect  Bracket  Dash  Parenthesis | | Hyperbole  Adverbs of probability  Adverbs of frequency  Infinite verb form  Consolidation and gap filling | | |
| **Maths** | Number and Place Value  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.  Addition and Subtraction  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  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.  Statistics  To solve comparison, sum and difference problems using information presented in a line graph  To complete, read and interpret information in tables, including timetables.  Multiplication and Division  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 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)  Measurement – perimeter and area  To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes  To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. | | Multiplication and Division  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 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.  Fractions (including decimals and percentages)  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 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  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. | | Fractions (including decimals and percentages)  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  Measurement  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 estimate volume [for example, using 1 cm3 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, volume, money] using decimal notation, including scaling.  Geometry  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. | | |
| **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.  To be able to investigate electrical conductors. | **Properties and materials**  To understand how to separate mixtures of materials.  To be able to identify irreversible changes.  **Forces**  To understand how gravity was discovered **(Isaac Newton**).  To know how the force of gravity is measured.  To understand how air resistance affects moving objects. | **Forces**  To understand the effects of water resistance and friction.  To understand how different mechanisms work.  **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. | **Space**  To understand how to estimate time around the world.  To be able to describe the movement of the moon relative to the Earth. | **Animals including humans**  To describe the changes as humans develop to old age. (RSE link)  To describe the changes experienced in puberty (RSE link)  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. | |
| **History** | **Ancient Rome**  Where did the Romans invade?  Was invading Britain easy  How do we benefit from Roman roads today?  Why is Britain a Christian country?  Who was Boudica and why is she still important today?  Why did this great empire suddenly came to an end? | | **Space**  To know the history of space travel (and moon landings) including important figures (**Yuri Gagarin, Buzz Aldrin, Michael Collins, Neil Armstrong, Valentina Tereshkova**) | | **Ancient Greece (2nd half term)**  Who were the Ancient Greeks?  How have the Greeks influenced other cultures?  How do different sources help me to learn about the past?  What does the Olympics tell us about our beliefs? | | |
| **Geography** |  | | *Rivers*  Is the longest river in the world in the UK?  What is the course of a river?  Why are ports important?  Where is the Amazon River?  What is the Amazon River like? | | **Modern Greece (1st half term)**  Where is Greece?  How does the climate in Greece compare to the UK?  Why is Greece a popular tourist destination?  What does Greece export to the world? | | |
| **DT** | Digital World: Monitoring Devices | | Structure: Bridges | | Electrical System: Doodlers | | |
| **Art** | Drawing – Roman soldier | | Screen -printing - Kandinsky – Circles | | Collage - Matisse (Icarus) | | |
| **RE** | **Religion and the Individual: what matters to Christians?**  I understand some Christian beliefs about God  I know what the Holy trinity is  I know what the Fruit of the Spirit is  I know why the Eucharist is important to Christians  I know what Pentecost is  I know why Easter is important to Christians  I know why Christmas is important to Christians  I can explain what I think is most important to Christians and why (Eucharist, Pentecost, Easter, Christmas) | | **Beliefs and Questions (Islam and Hinduism)**  I can understand some main teachings in Islam and Hinduism (e.g. 5 pillars, Hindu gods and goddesses)  I can develop my understanding of what Muslims and Hindus think about God  I know what the holy books of Islam and Hinduism are  I can compare how Muslims and Hindus worship God  I can understand how religious teaching might affect the daily lives of Muslims and Hindus (e.g. ahimsa and zakat)  I can compare Islamic and Hindu religious art and architecture  I can give my own opinions when debating why people have different religious beliefs or no religious beliefs | | **Inspirational people in today’s world**  I know some of the teachings of Dr Martin Luther King  I understand why Gandhi was an influential person  I can explain the impact of Dr Hany El Banna’s work (Islamic Relief)  I understand how Stephen Hawking has influenced people’s lives | **Beliefs in Action in the World**  I can understand how a building can express religious beliefs  I can understand how art can express religious beliefs  I can understand how Islamic Relief tries to help others  I can understand how Christian Aid tries to help others  I can debate how religious art and architecture is linked to religious charity | |
| **Music** | Miss Barnes | | Miss Barnes | | Miss Barnes | | |
| **Computing** | **Online Safety: Year 5** | | **Data Handling: Mars Rover 1**  **Computing Systems and Networks: Search Engines (Kapow)** | | **Skills showcase: Mars Rover 2**  **Programming 2:Micro:bit** | | |
| **PE** | Fitness (IR)  Basketball (SJ) | Football (IR)  Dance(SJ) | Parkour (IR)  Dodgeball (SJ) | Orienteering (IR)  Rugby (SJ) | Athletics (IR)  Unihoc (SJ) | Cricket (IR)  Tennis (SJ) | |
| **PSHE/RSE** | **Looking after me, understanding me, understanding others**  To be able to set goals  To have a good understanding of mental wellbeing and ways I can look after my own mental health.  To understand how to make a choice | | **Looking after me, understanding me, understanding others, understanding groups**  To understand how to make a decision  To understand how to cope with change  To understand peer pressure  To understand what to do if you feel uncomfortable  To understand loss  To examine healthy and unhealthy relationships  To understand what stereotypes are  To understand what prejudice means  To know how to challenge others’ views | | **Looking after me, understanding me, understanding others, understanding groups**  To understand what debt is  To explore what taxes are  To understand the British voting system  To explore how to save money and the environment | | |
| **MFL** | **Family & Friends – Miss Barnes** | | **All About Ourselves – Miss Barnes** | | **That’s Tasty – Miss Barnes** | | |