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| Bird’s Bush Primary School  Long term overview 2023-2024 | | | | | | | | | | | | | |
| YEAR 5 | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| Visits and Visitors | |  | |  | |  | |  | |  | |  | |
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| English – Talk for Writing | Text | Zelda Claw | Should cats be allowed out in the rain? | The Nightmare Man | Why monsters are extinct | The Red Eye | Should Children be More Responsible? | The Midnight Fox | Animals | Theseus and the Minotaur | How to make a maze | King Minos | Whatever happened to King Minos? |
| Genre | Suspense | Leaflet | Tale of fear | Explain | Losing Tale | Write up a debate | Meeting | Non- Chron report | Defeating the monster | Instructions | Wishing | Newspaper report |
| Toolkit | Openings and endings | Discussion | Suspense | Explanation | Openings and Endings | Discussion | Dialogue/ setting | Inform | Action | Inform | Character | Inform |
| English - Reading | | ’Tom’s Midnight Garden’  ‘Invisible’  ‘The Boy with Wings’  ‘Varjak Paw’ | | | | ‘Wolf Brother’  ‘The Wolves of Willoughby Chase’  ‘The Midnight Fox’  ‘Planet Omar’ | | | | ‘Street Child’  ‘FArTHER’  Malala Yousafzai - My story of standing up for girls' rights | | | |
| Poetry Texts | | ‘Moon Juice’ | | | | ‘Bright bursts of colour | | | | ‘Cherry Moon’ | | | |
| Maths | | Number and place value  Addition and Subtraction (mental and written)  Geometry: Properties of Shape (2D and 3D shape)  Multiplication and Division (Factors and Multiples and Written Multiplication)  Multiplication (written)  Addition, Subtraction and Multiplication Problems  Measurement (time)  Measurement (length, mass and volume)  Multiplication and Division (mental and written division)  Fractions  Place value/ Decimals/ Percentages | | | | Number and place value  Addition, Subtraction, Multiplication and Division  Fractions  Measurement (perimeter)  Geometry  Measurement (area)  Geometry: Properties of Shapes (angles)  Measurement (volume)  Fractions (multiplying and dividing fractions)  Division  Geometry (Plotting and Translation) | | | | Number and Place Value (decimals)  Addition and Subtraction  Multiplication and Division (money)  Fractions (percentages)  Statistics  Measurement | | | |
| Science | | The Human Body | | Materials | | Living Things | | Forces | | Astronomy | | Meteorology | |
| History | | Baghdad AD900 | | The Early British Empire | | The French Revolution | | The Transatlantic Slave Trade | | The Industrial Revolution | | The Victorian Age | |
| Geography | | Spatial Sense | | Mountains | | UK Geography: East Anglia, Midlands, Yorkshire and Humberside | | Australia | | New Zealand and the South Pacific | | Local Study | |
| Art | | Style in Art | | Islamic Art and Architecture | | Art from Western Africa | | Chinese Painting and Ceramics | | Print Making | | Take One Picture – National Gallery Extended Project | |
| DT | |  | | Cams Toys | | **Pitta Bread** | | Honey Cake | |  | | Bags | |
| Computing | | **Unit 5.1 Coding**  Weeks – 6 Main Programs – 2Code | | **Unit 5.2 Online Safety**  Weeks – 3 Programs - 2Publish Plus Writing Templates Display boards 2Connect (Mind Map) | | **Unit 5.3 Spreadsheets**  Weeks – 6  Programs – 2Calculate | | **Unit 5.4 Databases** Weeks – 4  Programs – 2Investigate (database) Avatar creator | | **Unit 5.5 Game Creator**  Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging)  Make links to digital media – Art unit. | | **Unit 5.6 3D Modelling**  Weeks – 4 Programs – 2Design and Make Writing Templates    **Unit 5.7 Concept Maps**  Weeks – 4 Programs – 2Connect | |
| Music | | Solar Systems – Listening (Science | | Our Community – Performing (History) | | Life Cycles – Structure (PSHE) | | Keeping Healthy – Beat (PE) | | At the Movies – Composing (English) | | Celebration – Performing (English) | |
| RE | | **Explore** a variety of forms of literature found in sacred books and **investigate** a range of religious teachings  **2.1b**    **Sacred writings: Hinduism** | | **Explore** the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and **make suggestions** as to the intended meaning they might have for believers  **2.3a**    **Peace** | | **Explore** the diversity of a range of religious traditions and identify and **reflect** on similarities and differences  2.4a    **Religious diversity: happiness** | | **Investigate and reflect upon** a range of religious responses to suffering, hardship and death  **2.5b**    **Easter: suffering and hardship** | | **Explore** the origins of sacred writings and **consider** their importance for believers today  **2.1a**  **Wise words** | | **Investigate** the life of a person who has been inspired by their faith and **make links** between belief and action  **2.2d**  **Values and beliefs** | |
| PE- Indoor | | Dance – Victorians | | Gym – Partner Work | | Net and Wall – Badminton | | Invasion Games – Tag Rugby | | Striking and Fielding – Danish Long Ball | | Athletics | |
| PE- Outdoor | | Swimming | | Swimming | | Swimming | | Swimming | | Swimming | | Swimming | |
| MFL | | Unit 1: Salut Gustave! (Greetings) | | Unit 2: A l’ecole (school) | | Unit 3: La nourriture (food) | | Unit 4: En ville  (Places in town) | | Unit 5: En Vancances (Holidays) | | Unit 6: Chez Moi  (My House) | |
| PSHE | | Me and My School | | Happy and Healthy Me | | Me in the World | | Me and My Safety | | Me and My Relationships | | Me and Other People | |
| * My achievements * My goals * School Council rep * Class rules | | * Physical Health * Emotional Health * What can affect our health including the media? * How will my body change as I grow? | | * How are laws made? * Parliament * Public money * Personal Money | | * When do I feel unsafe? * How can I deal with this? * Pressure including peer pressure * Getting help | | * Puberty emotions * Anti-social behaviour * Nature and the consequence of bullying | | * Identities in the UK * Celebration of diversity * Racism | |