



St.Clement's Medium Term Overview Year 5

Term- 1.2 Year 5	Week 1 <b>Child safety week</b>	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Christmas week
<b>Numeracy</b>		Negative numbers	Multiplication by partitioning leading to short multiplication (2 by 1-digit)	Multiplication by partitioning leading to short multiplication (2 by 1-digit)	Multiplication by partitioning leading to short multiplication (3 by 1-digit)	Multiplication by partitioning leading to short multiplication (3 by 1-digit)	Understand the concept of area
<b>Literacy Writing</b> TEXT- Alte Zachen - Old Things by Ziggy Hanaor		Character description	flashbacks	Diary entry in role	Short autobiography	Analytical essay on what we can learn from other generations	
<b>Literacy Reading</b> Text- Letters from the Lighthouse by Emma Carroll		increasing familiarity with a wide range of books	Prediction- what might happen from details stated and implied	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction	Identify/ explain how meaning is enhanced through choice of words and phrases	Summarise main ideas from more than one paragraph
<b>Science materials</b>		To classify and group materials by their properties, including hardness, transparency and magnetism	To compare and group various materials based on their properties of thermal insulation	To investigate whether materials are electrical conductors or insulators	To explore how some materials will dissolve in water and others will not	To use knowledge of the processes of magnetism, sieving, evaporation and filtration to separate a mixture of materials	To explain the differences between reversible and irreversible changes
<b>RE Incarnation</b>		To understand Jesus as the Messiah	To explain the big Story of the Bible so far.	to explore the qualities of the Messiah	To explain connections between biblical text	To know how Christians put their belief about Jesus' incarnation into practise at Christmas	To consider how important the idea of a Messiah is in today's world.
<b>Geography Africa</b>		To be able to identify African countries and locate them on a map.	To find out about western Africa and the country of Nigeria.	To explore northern Africa and Morocco.	To explore central Africa and the Central African Republic.	To explore eastern Africa and Tanzania.	To explore southern Africa and South Africa.
<b>DT African instruments</b>		To investigate and analyse African musical instruments.	To explore kalimbas, how they work and how they can be recreated.	To select suitable tools and materials to create a kalimba.	To investigate and design a strengthened body of an African percussion instrument.	To create an African-inspired percussion instrument.	To use our products in a performance and evaluate their effectiveness.



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<b>PSHE</b> <i>Celebrating difference</i>		I understand that cultural differences sometimes cause conflict	I understand what racism is	I understand how rumour-spreading and name-calling can be bullying behaviours	I can explain the difference between direct and indirect types of bullying	I can compare my life with people in the developing world	I can compare my life with people in the developing world
<b>Computing</b> <i>I-Draw</i>		To understand digital tools can create images	To know vector images are made of shapes and lines	To use digital tools to improve detail in images	To know vector images are made in layers	To design and create a vector image	
<b>PE</b> <i>Hockey</i>	Why exercise is good for you	To use attacking skills to beat a defender.	To send and receive under pressure.	To communicate with my team, move into space and take the ball towards goal.	To learn defensive techniques to gain possession.	To use defending tactics to gain possession	To apply rules, skills and principles to play in a tournament.
<b>Music</b> <i>African music</i>		To sing a traditional African song unaccompanied.	To use tuned percussion to play a chord progression.	To use vocals or tuned percussion to perform a piece of music as an ensemble.	To play call and response rhythms using percussion instruments.	To create an eight beat break to play within a performance.	
<b>PD/ESR</b> <i>PD- getting along</i>  <i>ESR- what is wealth</i>		PD-I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.	ESR- To understand that there are different types of wealth	PD-I can say things and do things that are likely to make a difficult situation better.	ESR- To understand the different ways in which wealth can be shared	PD-I can use my skills for solving problems peacefully to help other people resolve conflict.	ESR- To know how we can increase our wealth and the wealth of others
<b>French</b> <i>French speaking world</i>		To recognise, read and respond to Directional language.	To read and give directions in French	To identify features of countries in the French-speaking world.	To investigate climate data from the French speaking world using authentic materials.	To ask and answer questions about different countries in the French-speaking world.	