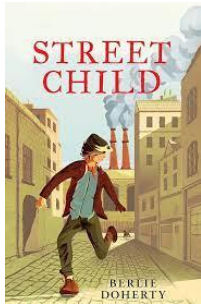
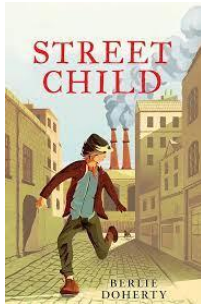

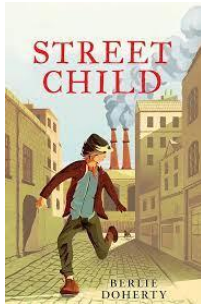




Barnet Hill Academy Termly Overview

Year 5

Term Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Street Child</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>
<b>Writing</b>	<p><b>Myths</b></p> <p>Children will be analysing mythical stories. They will think deeply about the structure and the language used. Mythical stories will fascinate the children and will help develop their imagination resulting as them making prediction based off the front</p>	<p><b>Myths</b></p> <p>From reading several mythical stories children will begin to appreciate a new culture and how it is different or similar to their own. It will help providing them with lots of unique and invaluable learning experiences. They will figure out the genre of the story and the message behind it. This</p>	<p><b>Persuasion</b></p> <p>Children will revisit the purpose of persuasion. They then will focus on the structure of writing a persuasion, including an introduction, 'stages' that outlines the key information, and finally a conclusion, to sum everything up. Children will then look at what to include in a persuasion</p>	<p><b>Persuasion</b></p> <p>Children will create their own persuasion styled writing based on everything they have learnt. They will base their persuasion on a specific topic, then will ensure to include the structure/ format of a persuasion writing, use key language used in persuasion, providing</p>	<p><b>Discussion</b></p> <p>Children will revisit the purpose of Discussion texts, they will look at the structure of writing a discussion text, including an introduction, 'stages' that outlines the key information, and finally a conclusion, to sum everything up.</p>	<p><b>Discussion</b></p> <p>Children will create their own Discussion text based on everything they have learnt. They will include the structure/ format, a clear guide of how to do something and a detail reason to why something happens.</p>





	cover. Children will build an understanding on what type of story mythical stories is, whether it is a fictional or nonfictional book.	will help them retelling the story in their own words, to then creating a pictorial map.	writing, the style of writing it should include, and the message it intends to give.	facts and evidence based on their topic, ensure they have written in a formal tone and is written in present tense as if it is happening now.		
<b>Maths</b>	<p><b>Decimals and Percentages</b></p> <p>Key skills: Children will learn how to work out decimals up to 2 decimal places. They then will move on to finding equivalent fractions and decimals of tenths. Then equivalent fractions and decimals of hundredths and then will move on to finalising equivalent fractions and decimals. Children will then discover thousandths as fractions.</p>	<p><b>Decimals and Percentages</b></p> <p>Key skills: Children will learn how to complete calculations finding thousandths as decimals, they will then use the place value chart plotting the thousandths. Children will then learn to order and compare decimals (same number of decimal places) and order and compare any decimals with up to 3 decimal places, hoping to end the week with rounding the decimals to the nearest whole number.</p>	<p><b>Decimals and Percentages</b></p> <p>Key skills: Children will build on their understanding of rounding by rounding to 1 decimal place. They then will move on to understanding percentage, percentages as fractions and percentages as decimals. By the end of this unit children should be able to find and identify equivalent fractions, decimals and percentages.</p>	<p><b>Perimeter and Area</b></p> <p>Key skills: Children will move on to a new topic perimeter and area where they will find the perimeter of rectangles, rectilinear shapes and polygons. They will then move on to finding the area of rectangles, of compound shapes and will estimate the area of shapes using their prior knowledge of timetable.</p>	<p><b>Statistics</b></p> <p>Key skills: Children will move on to a new topic statistics, helping them with their assessment of dotting data. Children will learn to draw line graphs, will learn to read and interpret line graphs and tables. They will move on to a more complex table known as the two-way tables and will read and interpret timetables.</p>	<b>Assessment Week</b>
<p><b>Science</b></p> <p><b>Animals including</b></p>	<p><b>The human life cycle and babies and children</b></p> <p>Enquiry Skill:</p>	<p><b>Adolescence and puberty and Adults and the elderly</b></p> <p>Enquiry Skill:</p>	<p><b>Gestation periods of mammals and Gestation periods and lifespan</b></p> <p>Enquiry Skill:</p>	<p><b>Life cycles of Mammals</b></p> <p>Enquiry Skill:</p>	<p><b>Life cycles of amphibians (frogs)</b></p> <p>Enquiry Skill:</p>	<p><b>Life cycles of insects and bird</b></p> <p>Enquiry Skill:</p>



<p><b>Humans and Life cycles</b></p>	<p>Children learn how humans grow and develop. They look at the six stages of the human life cycle – foetus, baby, child, adolescent, adult and elderly adult. Children will then explore key milestones in baby and child development. They understand that babies are completely dependent on an adult to survive and will cry to communicate if they are hungry, uncomfortable, too hot or too cold.</p>	<p>Children should understand puberty as the process of changing from a child to an adult. Puberty prepares humans for reproduction. Children explore the key changes that happen to humans in adulthood and late adulthood. They learn that a human is categorised as an adult from the age of 18 and by this point rapid growth will have slowed down. The body is fully developed and ready to reproduce.</p>	<p>Children explore the gestation periods of different mammals and learn that gestation is the period of time that a foetus develops in its mother’s womb. Children will move on to analysing data to explore whether there is a relationship between the gestation periods of animals and their lifespans. They should look at a range of different animals and should conclude that the longer the gestation period of an animal, the longer the lifespan.</p>	<p>Children learnt about the life cycle of humans. In this block, they will build on this knowledge by exploring the life cycles of different animal groups, starting with mammals. Children have learnt that humans are classed as mammals and that mammals are warm-blooded vertebrates, have fur or hair on their bodies, give birth to live young and produce milk to feed their young. By the end of this small step, they will understand that a mammal has a similar life cycle to a human, which begins as a foetus in the mother’s womb.</p>	<p>Children learnt about the life cycle of mammals. In this step, they explore the life cycle of amphibians, with a focus on frogs. Children learnt about amphibians in previous year groups and should be able to describe an amphibian as an animal that lives both on land and in water. Remind children that amphibians lay eggs, which usually hatch and develop in water before emerging onto land when reaching the adult stage of the life cycle.</p>	<p>Children have studied the life cycles of mammals and amphibians. In this step, children should be able to describe an insect as a small animal that has three body sections and six legs. By the end of this step, they should be able to describe the four stages of the life cycle of an insect – egg, larva, pupa and adult. Children should then be able to describe a bird as a vertebrate with feathers, wings and a beak and identify that birds lay eggs. By the end of this step, they should be able to know the five distinct stages – egg, hatchling, nestling, fledgling and adult.</p>
<p><b>Computing</b>  <b>Programming A – Selection in physical computing</b></p>	<p><b>Connecting Crumbles</b>  In this lesson, learners will become familiar with the Crumble controller and the programming environment used to</p>	<p><b>Combining output components</b>  In this lesson, learners will connect a Sparkle and a motor to the Crumble controller. Learners will design sequences of</p>	<p><b>Controlling with conditions</b>  In this lesson, learners will be introduced to conditions, and how they can be used in programs to control their flow. They</p>	<p><b>Starting with selection</b>  In this lesson, learners will develop their understanding of how the flow of actions in algorithms and programs can be controlled by</p>	<p><b>Drawing designs</b>  In this lesson, learners will apply their understanding of microcontrollers and selection when designing a project to meet the</p>	<p><b>Writing and testing algorithms</b>  In this final lesson of the unit, learners will develop Crumble programs to control the model of a fairground ride they built</p>



	<p>control it. Learners will connect a Sparkle to a Crumble and then program the Crumble to make the Sparkle flash different colour patterns. Learners will also use infinite loops, which were introduced to the learners in the previous school year.</p>	<p>actions for these components. They will then apply their understanding of repetition by using count-controlled loops when implementing their design as a program.</p>	<p>will identify conditions in statements, stating if they are true or false. Learners will be introduced to a Crumble switch and learn how it can provide the Crumble controller with an input that can be used as a condition. They will explore how to write programs that use an input as a condition.</p>	<p>conditions. They will be introduced to selection and then represent conditions and actions using the 'if...then...' structure. Learners will create algorithms that include selection. They will use their algorithms to guide their program writing. Learners will see that infinite repetition is required to repeatedly check if a condition has been met.</p>	<p>requirements of a given task. To support their understanding, learners will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge to design their project. Learners will produce design sketches to show how their model will be made and how they will connect the microcontroller to its components.</p>	<p>in Lesson 5. First, learners will identify how they are going to use selection before writing an algorithm to meet the requirements of the given task. They will then implement their algorithms as code. Learners will run their programs to identify any bugs, and then return to the code or algorithm to debug it where necessary. Finally, to conclude the unit, learners will evaluate their designs.</p>
<p><b>Geography</b></p> <p><b>Why do oceans matter?</b></p>	<p><b>How do we use our oceans?</b></p> <p>Children will explain why the ocean is important, how it is used and its significance in the water cycle. Children will be exploring the importance of our oceans and how we use our ocean. They will also be describing the</p>	<p><b>What is the Great Barrier Reef?</b></p> <p>Children will be locating Australia on a map and identifying its physical and human features. Researching the benefits and threats to the Great Barrier Reef. Children should understand how to locate and describe the significance of the Great Barrier Reef. They will</p>	<p><b>Why are our oceans suffering?</b></p> <p>Children will learning about how humans are impacting coral reefs and oceans. Children will study and should be able to explain how humans have an impact on the coral reefs and oceans. Children will learn to interpret thematic maps about coral reefs and</p>	<p><b>What can we do to help our oceans?</b></p> <p>Children will be learning about ways to keep our oceans healthy and will begin to plan fieldwork. Children will learn to understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. They will explain ways to support our oceans and</p>	<p><b>How littered is our marine environment? – Data collection</b></p> <p>For this part of the topic children will learn to collect data on the types of litter polluting a marine environment. They will collect quantitative data using a variety of fieldwork methods. Then will mark on a sketch map to show</p>	<p><b>How littered is our marine environment? – Findings</b></p> <p>Children will be presenting data on a digital map and pie chart to analyse and evaluate their findings. Children will learn to present, analyse and evaluate data collected. From the data and finding children collected they will create</p>

	oceans place in the water cycle and will explain why the ocean is important to our planet. Children will also learn to map an example of how the ocean is used for trading.	then learn to identify the location of the Great Barrier Reef and will discuss the benefits of the coral reefs. This will later help the children to understand the threats to coral reefs.	oceans and will explain the ways human activity is changing our marine environments. They will later be encouraged to describe how humans will be impacted by changing ocean conditions.	will justify methods for data collection. This will later help them to identify potential risks during fieldwork.	where data has been collected. They then will safely assess and avoid potential risks during my fieldwork.	a pie chart. They will find way and learn how to plot data on a digital map. Children will then suggest how to improve a marine environment.
<b>DT Bridges</b>	<p><b>Ramadan Calendar</b></p> 	<p><b>Ramadan Calendar</b></p> 	<p><b>Arch and Beam Bridges!</b></p> <p>Children will be developing an understanding of structures by investigating how different shapes affect their strength. Children will explore how to reinforce a beam (structure) to improve its strength. They will learn to identify different beams and arches of bridges. They will then create a range of beam and arch bridge designs and will identify stronger and weaker structures to find different ways to reinforce structures.</p>	<p><b>Spaghetti trust Bridges!</b></p> <p>Children will investigate how different shapes can improve the strength of a structure when creating spaghetti truss bridges. Children will build a spaghetti truss bridge. They will identify arch, beam and truss bridges and use triangles to create truss bridges and assess them. This will help them understand how triangles can be used to reinforce bridges.</p>	<p><b>Building Bridges!</b></p> <p>Children will be learning how to use tools to build a wooden bridge. At this stage children will measure and mark out accurately on wood. They will select appropriate tools and equipment for this particular tasks. They will make sure to follow health and safety rules and will explain why selecting appropriating materials is an important part of the design process.</p>	<p><b>Finalising Bridges!</b></p> <p>Children will learn to build, reinforce and evaluate truss bridges. They will aim to complete their wooden truss bridge and will then point out their strengths and weaknesses of their bridges. They will evaluate their truss bridge against a specification.</p>



<p><b>PSHE</b></p> <p><b>Economic Wellbeing</b></p>	<p><b>How can we make our money stretch further?</b></p> <p>Children will build understanding on how to prioritise their needs over their wants.</p>	<p><b>How should I budget for the week?</b></p> <p>Children will explore how to create a weekly budget to give them an idea of some responsibility in life.</p>	<p><b>Borrowing and loaning</b></p> <p>Children will be encouraged to think about how they should identify the significance of borrowing and loaning money and the consequences that comes with it.</p>	<p><b>Risks handling money online.</b></p> <p>Children will build an understanding of examining the risks associated with handling money online.</p>	<p><b>Why challenge workplace stereotypes?</b></p> <p>Children will begin to understand that within a workplace there is stereotyping, they will learn to identify and challenge stereotyping in the workplace.</p>	<p><b>Finding a suitable career</b></p> <p>Children will learn to explore and have an understanding of exploring how personal interests and skills align with different careers.</p>
<p><b>PE</b></p> <p><b>Stike and Field</b></p>	<p><b>Striking and Hitting a Ball!</b></p> <p>Be able to strike a ball with confidence and control and direct it accurately into a target area. Using a ball or a quoit, practise throwing and catching in pairs. Make it harder e.g. by stepping further apart, by using the other hand, by throwing it to the side of your partner so they have to move to catch it, throwing under one leg etc. For continuous practise, 'A' throws to 'B' and then</p>	<p><b>Throwing/ Catching a Ball!</b></p> <p>Receive the ball from one direction and be able to throw or strike it away in another direction. Take out one hoop between two and bounce the ball down into the hoop for partner to catch. Start with ball held above head, point fingers downwards, get body behind ball to receive. Try again, standing two or three paces away from the hoop, and bouncing it down into the hoop to make your partner move to catch the ball.</p>	<p><b>Tactics and Rules!</b></p> <p>Understand and identify good striking and fielding techniques. Practise throwing and catching ball with a partner. 'B' holds hand out in front of body above waist height with fingers pointing downwards. 'A' throws underarm to 'B' aiming at his/her hands. 'A' rolls the ball to 'B' who picks it up and throws it back. Change over after six turns. Repeat but rolling ball to the side of partner who has to move to collect it before throwing it back. For variation,</p>	<p><b>Attacking and Defending!</b></p> <p>Children should learn how to choose the best tactics for attacking and defending. They should use fielding skills as a team to prevent the opposition from scoring. Children will learn to think ahead and create a plan of attack or defence. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	<p><b>Combining key skills!</b></p> <p>Combine skills to play effectively in a small sides striking/fielding game and use simple attacking and defending tactics e.g. work as a team to field the ball. 'A' rolls ball to 'B' who uses bat to hit it straight back to 'A' along the ground ('B' needs to stand sideways on to 'A' with the bat edge touching the ground, and 'A' aims to roll the ball towards the bat). Swap over after six turns. Beat the ball, as in lesson 3, but this time one of the pair in the hoops has a</p>	<p><b>Skittle Game!</b></p> <p>Stand in threes with one ball between you. Throw around the triangle, making it harder by throwing the ball higher for your partner to catch. Pick one of the three to be the thrower. This person throws the ball up high into the middle of the triangle and calls the name of one of the other two, who has to move forward to try and catch it. If they succeed, they become the thrower. Make sure go back into triangle to start each time. Build on defend the</p>



	runs around 'B' back to place. 'B' repeats.		partner practises throwing back over-arm accurately.		bat, and their partner has to throw it so that it bounces, and they can bat it back.	skittle game to try and play a game of rounders.
--	---	--	--	--	--	--