

**Barnet Hill Academy Termly Overview**

**Year 5 Term Summer 2**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p><b>Tom's Midnight Garden</b></p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>
<b>Writing</b>	<p><b>Exploring Films</b></p> <p>Children will be analysing short films. They will think deeply about the structure and the language used. Short films will fascinate the children and will help develop their imagination resulting as them making prediction based off the films they watch. Children will build an understanding on what type of short film they watch and will relate it back to reality, whether it is a fictional or nonfictional.</p>	<p><b>Exploring Films</b></p> <p>From watching several short films 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 film and the message behind it. This will help them retelling the film in their own words, to then creating a pictorial map.</p>	<p><b>Diary Entry</b></p> <p>Children will revisit the purpose of writing a diary entry. They then will focus on the structure of writing a diary entry, including writing in chronological order, adding conjunctions, description to add details and many imagery techniques to paint a picture in the readers mind (show not tell) to sum everything up. Children will then look at what to include in a diary entry, the style of writing it should include, and the message it intends to give.</p>	<p><b>Diary Entry</b></p> <p>Children will create their own diary entry styled writing based on everything they have learnt. They will base their diary entry on a specific event, then will ensure to include the structure/ format of a diary entry, use key language used in a diary entry, providing facts and evidence based on their significant event, ensure they have written in a formal tone and is written in past/ present tense as if it happened already or is happening now.</p>	<p><b>Playscript</b></p> <p>Children will be exploring many different examples of Playscripts, analysing the details of the Scenes, Character, stage and backdrop. They will then aim to immerge themselves in the several examples where they will be identifying the structural and language features of a playscript and practise how to implement these features in their own writing, preparing them for when they write their own.</p>	<p><b>Playscript</b></p> <p>After exploring a range of examples children will aim to write their own playscript including different scenes, characters, stage and backdrop. They will also aim to follow the structural and language features when planning and writing their own. Children will then edit and publish their final piece and will move in to performing their own playscripts in front of an audience.</p>



<p><b>Maths</b></p>	<p><b>Negative Numbers</b></p> <p>Key skills: Children are introduced to negative numbers for the first time. The focus of this step is exploring negative numbers in real-life contexts. Children become more fluent with negative numbers and explore counting both forwards and backwards through zero in 1s. Counting in other multiples through zero will be covered in the next step. Children continue to practise counting both forwards and backwards through zero, but now in multiples other than 1s. Initially, the focus is on counting where zero is included in the count, which leads to a reflective pattern. Once children are confident with this, they explore counting through zero that does not follow this pattern.</p>	<p><b>Negative Numbers</b></p> <p>Key skills: Children compare and order integers that includes negative numbers. By comparing positive numbers and reflecting on their positions on a number line, children can begin to generalise that greater numbers lie to the right on a number line. Once children are confident with comparing two numbers, they can begin to order groups of integers that include both positive and negative numbers. Children look at finding the difference between positive and negative numbers. To begin with, children count either forwards or backwards in 1s through zero, seeing that the difference is the number of jumps between the two numbers. They then look at more efficient strategies by jumping to and from zero and adding the two jumps together to find the difference.</p>	<p><b>Converting Units</b></p> <p>Key skills: Children first encountered kilograms, kilometres, millimetres and metres in Year 3 &amp; 4. This small step revisits these units of measure and their relationships to grams and metres and then move on to converting amounts given in litres and metres, including decimals and fractions. Children recap what types of things would be measured by each unit of measure, and when each one would be inappropriate.</p>	<p><b>Converting Units</b></p> <p>Key skills: Children are introduced to imperial units of measure and learn to convert between metric and imperial units. When children are confident converting between units, they will solve problems that include both metric and imperial measures. Children have encountered units of time and converted between them in previous years. Children will be encouraged to think of longer units such as days, weeks, months and years as well as smaller units such as seconds, minutes and hours. Once children are confident converting between different units of time, they will solve problems that involve different units.</p>	<p><b>Volume</b></p> <p>Key skills: In this step, children learn that volume refers to the amount of three-dimensional space an object takes up, and they measure volume using cubes. Children make simple shapes with interlocking cubes and describe the volume of each shape in terms of the number of cubes. They then compare the volumes of different shapes by counting cubes, then decide which shape has the greater volume. Children learn to estimate the volumes of different objects, by using cubes with a volume of 1 cm<sup>3</sup> and building a shape similar to the 3-D object.</p>	<p><b>Volume</b></p> <p>Key skills: Children then consider the volumes of much larger objects such as rooms. They discuss why cubic centimetres would be inappropriate for larger volumes and think about the need for different units such as cubic metres. Children move on to looking at the capacity of different objects and aware of the difference between capacity and volume from earlier learning, knowing that the capacity of something. They can then estimate the capacity of a container where a known amount of something is already inside it.</p>
<p><b>Science</b> <b>Scientists and Inventors</b></p>	<p><b>Plastic Pollution</b></p> <p>Enquiry Skill: Children will explore the causes of plastic pollution and should be able to explain how plastic pollution affects</p>	<p><b>David Attenborough</b></p> <p>Enquiry Skill: Children will explore the work of naturalist and animal behaviourist in the context of the life and work of David</p>	<p><b>Eva Crane</b></p> <p>Enquiry Skill: Children build on their knowledge of Reproduction in plants and animals in the context of Eva Crane's research</p>	<p><b>Stephanie Kwolek</b></p> <p>Enquiry Skill: Children begin to compare and group together everyday materials on the basis of their properties, including their hardness, solubility,</p>	<p><b>Leonardo da Vinci</b></p> <p>Enquiry Skill: Children begin to plan different types of scientific enquires to answer questions in the context of checking the accuracy of the proportions</p>	<p><b>Stonehenge Astronomy</b></p> <p>Enquiry Skill: Children will learn to identify scientific evidence that has been used to support or refute ideas in the context of the theories surrounding the</p>



	organisms in the ocean and on land. They should also identify achievable ways to reduce plastic pollution, such as using reusable bags, using recyclable plastic water bottles instead of buying bottled water and recycling and buying items made from more environmentally friendly materials.	Attenborough. They will describe the life and work of David Attenborough. Children will answer questions about David Attenborough's life and will identify how David Attenborough describes animals in his documentaries. The aim of this lesson is for children to create their own documentary inspired by David Attenborough's work.	into the life cycle of bees, they will describe Eva Crane and her work with bees. Children will order facts about Eva Crane's life and will describe Eva Crane's research into the life cycle of bees. Children will describe the life cycle of bees and will consider the importance of bees.	transparency, conductivity (electrical and thermal), and response to magnets in the context of finding materials appropriate for a particular use. Children will describe Stephanie Kwolek and her work with materials and will choose materials for jobs based on their properties.	described in da Vinci's Vitruvian Man. Children rest results to make predictions in the context of making predictions about height and length based on their results about the proportions of the human body.	alignment of the stones at Stonehenge. Children will discuss why the Stonehenge is special and will explore their own theories, finding evidence that supports their ideas.
<b>Computing</b>	<b>Exploring conditions</b>	<b>Selecting outcomes</b>	<b>Asking questions</b>	<b>Designing a quiz</b>	<b>Testing a quiz</b>	<b>Evaluating a quiz</b>
<b>Programming B- Selection in Quizzes</b>	In this lesson, learners revisit previous learning on 'selection' and identify how 'conditions' are used to control the flow of actions in a program. They are introduced to the blocks for using conditions in programs using the Scratch programming environment. They modify the conditions in an existing program and identify the impact this has.	In this lesson, learners will develop their understanding of selection by using the 'if... then... else...' structure in algorithms and programs. They will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They identify the two outcomes in given programs and how the condition informs which outcome will be selected. Learners use this knowledge to write their own programs that use selection with two outcomes.	In this lesson, learners consider how the 'if... then... else...' structure can be used to identify two responses to a binary question (one with a 'yes or no' answer). They identify that the answer to the question is the 'condition' and use algorithms with a branching structure to represent the actions that will be conducted if the condition is true or false. They learn how questions can be asked in Scratch, and how the answer, supplied by the user, is used in the condition to control the outcomes. They use an algorithm to design a program that uses selection to direct the flow of the program based on the answer provided. They implement their algorithm as a program and test whether both outcomes can be achieved.	In this lesson, learners will be provided with a task: to use selection to control the outcomes in an interactive quiz. They will outline the requirements of the task and use an algorithm to show how they will use selection in the quiz to control the outcomes based on the answer given. Learners will complete their designs by using design templates to identify the questions that will be asked, and the outcomes for both correct and incorrect answers. To demonstrate their understanding of how they are using selection to control the flow of the program, learners will identify which outcomes will be selected based on given responses.	In this lesson, learners will use the Scratch programming environment to implement the first section of their algorithm as a program. They will run the first section of their program to test whether they have correctly used selection to control the outcomes and debug their program if required. They will then continue implementing their algorithm as a program. Once completed, they will consider the value of sharing their program with others so that they can receive feedback. Learners conclude the lesson by using another learner's quiz and providing feedback on it.	In this lesson, learners will return to their completed programs and identify ways in which the program can be improved. They will focus on issues where answers similar to those in the condition are given as inputs and identify ways to avoid such problems. Learners will also consider how the outcomes may change the program for subsequent users and identify how they can make use of 'setup' to provide all users with the same experience. They will implement their identified improvements by returning to the Scratch programming environment and adding to their programs. They conclude the unit by identifying how they met the requirements of the given task and identifying the aspects of the program that



worked well, those they improved, and areas that could improve further.

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<p><b>Geography</b></p> <p><b>Would you like to live in the desert?</b></p>	<p><b>What is a hot desert biome?</b></p> <p>Children will learn to summarise the characteristics of a desert biome by identifying the latitude of hot desert biomes. Children will then describe the climate and weather in a hot desert biome and will give examples of plants and animals in a hot desert biome.</p>	<p><b>Where are deserts located?</b></p> <p>Children will learn to locate and explore features of deserts. They will also identify the largest desert in each continent and will locate and identify features in the Mojave Desert. Children will learn to use data to compare the temperatures in two different deserts.</p>	<p><b>What physical features are found in a desert?</b></p> <p>Children will learn to locate and describe the physical features of a desert environment. Children will describe the origins of Death Valley and will name the physical features of a desert environment. Children will then learn to explain how some of the physical features in a desert environment are formed.</p>	<p><b>How can people use deserts?</b></p> <p>Children will learn to explain the different ways humans can use the deserts. They will learn to recognise that different locations may be in different time zones. Children will give examples of how humans use the Mojave Desert and will recall that land use can change over time.</p>	<p><b>What are the threats to deserts?</b></p> <p>Children will learn to describe some of the threat's deserts are facing. Children will also learn to list some of the environmental threats to deserts and will describe how human activity may negatively impact a desert environment. Children will also weigh up the benefits and drawbacks of living in a desert environment.</p>	<p><b>Would you like to live in the desert?</b></p> <p>Children will learn to explore the similarities and differences between two physical environments. Children will identify the differences between two biomes and will compare land use in two different locations. Children will also justify why one place may be more hospitable than another.</p>	
<p><b>DT</b></p> <p><b>Cooking and Nutrition</b></p>	<p><b>Bruschetta</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	<p><b>Pastries</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	<p><b>Tacos</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	<p><b>Pizza</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	<p><b>Cupcakes/ Muffins</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	<p><b>Cookies</b></p> <p>Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.</p>	
<p><b>PSHE</b></p> <p><b>Safety, Enterprise</b></p>	<p><b>Familiarise myself with a new setting- Swimming.</b></p>	<p><b>Safety/ Behaviour- Swimming</b></p> <p>Children will develop their understanding on safety when</p>	<p><b>Enterprise</b></p>	<p><b>Enterprise</b></p>	<p><b>Transition to Year 6</b></p> <p>Children understand the skills needed to take on</p>	<p><b>Transition to Year 6</b></p> <p>Children will learn what they are looking forward to and</p>	



<p><b>and Transition</b></p>	<p>Children will learn and understand the hazards for their swimming trip. They will be taught how to be safe, what they should and shouldn't do to protect themselves. Children will get an overview of the setting to understand where everything is and what they have access too.</p>	<p>travelling to their swimming trip. They will learn their safety when crossing the road and taking public transport. Children will build on their knowledge of how to behave in public especially due to the current situations around the world.</p>			<p>responsibilities and roles in school. Children should be able to explain the skills they have and those that they need to develop. They should also understand that change can bring opportunities but also worries and can explain some ways they can deal with change. Children should create and explain some strategies they use when and if they feel stressed or anxious.</p>	<p>what they are worried about when thinking about transition to moving to their next class year 6. Children will use strategies to prepare themselves emotionally for the transition (changes) and will discuss and reflect what they are excited and worried about moving to year 6.</p>
<p><b>PE Athletics</b></p>	<p><b>FUNDamentals!</b></p> <p>Children will develop flexibility, strength, technique, control and balance. Children will learn to use running, jumping, throwing and catching in isolation and in combination in the context of athletics. They will then learn to practise and refine existing running, jumping and throwing skills. Children will work as part of a team.</p>	<p><b>Sprint Start!</b></p> <p>Children will develop flexibility, strength, technique, control and balance. They will then use running, jumping, throwing and catching in isolation and in combination in the context of sprinting in athletics. Children will then use an effective technique for sprinting including the sprint start and will test and practise their reaction times. Children will compare and evaluate their sprint start from a variety of starting positions and will refine their sprinting technique.</p>	<p><b>Endurance Running!</b></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics. They will sustain their running pace over longer distances and will pace themselves when running for continuous periods. Children will control the pace they run at to suit the activity and will demonstrate stamina.</p>	<p><b>Jumping for height!</b></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination. They will develop flexibility, strength, technique, control and balance in the context of the standing vertical jump and will practise jumping for height. Children will demonstrate power in the take-off and will demonstrate an effective flight phase. They will learn to land safely and will use a learnt technique to jump as high as possible.</p>	<p><b>The Fling Throw!</b></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination and will develop flexibility, strength, technique, control and balance in the context of fling throw (discus). Children will learn the fling throw technique and will identify and describe how to perform a fling throw. Children will use the correct technique for a fling throw and will develop their ability to throw for distance and accuracy.</p>	<p><b>Throwing Gala!</b></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination and will then develop flexibility, strength, technique, control and balance in the context of throwing in athletics. Children will learn to use a variety of throwing techniques using the correct technique and will develop their ability to throw for distance and accuracy. They will measure and record their throwing distance.</p>