Year 5 Half Termly Overview – Summer 1

<table>
<tr><td colspan="2">Earth, wind and fire
How do natural disasters occur?</td></tr>
<tr><td>Big Impact Event
Natural History museum trip</td><td>Celebration of Learning
Class assemblies</td></tr>
<tr><td>Geography
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Describe and understand key aspects of: physical geography, including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes</td><td>PSHE + C : The Woking World:
Understand and explain why people might want to save money
Identify ways in which you can help out at home
Budget for items you would like to buy
Recognise ways to make money and the early stages of enterprise</td></tr>
<tr><td>MFL
Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.
Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed</td><td>Art
Further develop drawing from observation and produce increasingly accurate drawings.
Use shading to show light and shadow effects – hatching and cross-hatching
Use and choose different grades of pencil and explain choices.
Draw using perspective and increasing detail, using a single focal point and horizon.
Use a range of drawing tools to make different marks, lines, patterns and shapes within a drawing (dry and wet media).
Begin to explore colour mixing techniques using coloured pencils.
Use different techniques for different purposes e.g. shading, hatching.</td></tr>
<tr><td colspan="2">Science
Fossils, geological time and classification
Knowledge Block 1- What is evolution and how do we know it happened?
● The Earth is very old. Around 4.2 billion years. We know this from dating rocks
● Life first appeared on Earth around 3.8 billion years ago.
● Life was, at first, very simple but over millions and millions of years life became more complex through the process of evolution

Knowledge Block 2- Evidence for evolution
● There are many sources of evidence for evolution
● Fossils are one of the main sources of evidence for evolution. They show when new organisms appear and when they go extinct.
● Due to the nature of fossil formation and discovery, fossils only provide an incomplete record of evolution.
● Scientists use fossils along with other pieces of evidence (DNA, Embryology, comparative anatomy, artificial selection) to work out how organisms have evolved
● Fossils form when dead organisms are rapidly buried or leave an imprint and are turned to stone over a long period of time. If they survive in the Earth, they then have to be found by a palaeontologist who will study them.

Knowledge Block 3: Classification of life
● All living (and extinct) organisms are classified into groups based upon their physical features.
● This includes animals, plants, fungi, and microorganisms like bacteria.
● Within each of these broad groups, organisms are classified into small subgroups. Animals- invertebrates, mammals, birds, amphibians, reptiles and fish, Plants- flowering plants, ferns, conifers, moss.
● Bacteria are a group of organisms that are not visible to the naked eye but are very abundant and have distinct physical features we can only see under powerful microscopes.</td></tr>
<tr><td colspan="2">PE and Games – Rounders, Cricket, Athletics , Enrichment
Use a greater range of skills and apply these to more complex attacking and defending principles.
Experience and use an increasing range of throws, jumps and running techniques.
Recognise a range of achievements and how these can lead to greater improvements and set these to individual targets.
Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.
Take part in outdoor and adventurous activity challenges both individually and within a team
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</td></tr>
<tr><td>Not taught History, Computing, RE, Enrichment</td><td>Enrichment Opportunities e.g. outdoor learning
Trip to Natural History museum
Making Volcanoes</td></tr>
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