Woodlands Park Half Termly Overview	
Year Group: Year 5	**Term**: Summer 1

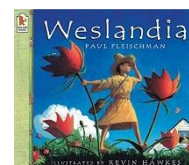| **Maths** – Core Objectives / Components	**English** - Core Objectives / Components
Geometry – Position and Direction • Name and plot points. • Describe the position of a shape following a translation. • Describe movements and reflecting shapes. • Describe the movement of a 2-D shape when reflected. • Reflect a shape more than once. **Measurement** • Convert units of length. • Convert units of mass. • Convert units of time. • Solve problems by converting units of length, mass and time. • Read the temperature on a thermometer. **Measurement – Area and Perimeter** • Find the perimeter of shapes. • Use scale diagrams to find the perimeter of a shape. • Measure the area of shapes by counting squares. • Measure the area of squares and shapes. • Measure the area in square metres. • Make an estimation of area in kilometres.	All reading, writing, spelling, grammar and handwriting objectives will be taught through the following sequences this half term: **Weslandia** By Paul Fleischman To write a story of a character and their civilization. **Tadeo Jones** To write a story of the adventures of Tadeo Jones. -.

RE	History	PE
What does it mean to be a Muslim in Britain today? • To understand what Allah means to Muslims. • To know the importance of the Qur'an to Muslims. • To identify features of a mosque.	**What made the Ancient Egyptians such an impressive early civilisation?** • To know and understand significant history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. • To develop an understanding of historically abstract terms such as 'ancient' and 'civilisation'. • To develop historical perspective by placing knowledge of different ancient civilisations onto timelines and world maps. • To use photos of primary historical sources/artefacts to make predictions about past events. • To use secondary sources of information to develop understanding of ancient civilisations. • To chronologically order important pharaohs and understand their significance. • To find out about Ancients Egyptians beliefs after death and how and why they carried out the process of mummification. • To research how the Egyptians built pyramids and how these changed over time. • To be able to understand why the Ancient Egyptians improved their defence and the weapons that were used in battle.	**Dance** • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Athletics** • Develop the consistency of their actions in a number of events. • Increase the number of techniques they use. • Choose appropriate techniques for specific events. • Understand the basic principles of warming up. • Understand why exercise is good for fitness, health and wellbeing. • Evaluate their own and others' work and suggest ways to improve it.

Computing	PSHE	French
Vector Drawings • To recognise that vector drawings are made using shapes • To identify the main drawing tools • To identify the shapes used to make a vector drawing and know each element is an object. • To move, resize, and rotate objects. • To use the zoom tool to help add detail to my drawings. • To explain how alignment grids and resize handles can be used to improve consistency. • To modify objects to create different effects. • To identify that each added object creates a new layer in the drawing and be able to change these layers around. • To suggest improvements to a vector drawing.	**Changing Me** • To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • To know how to keep building my own self-esteem. • To understand that belonging to an online community can have positive and negative consequences. • To recognise when an online community feels unsafe or uncomfortable. • To understand there are rights and responsibilities in an online community or social network. • To recognise when an online community is helpful or unhelpful to me. • To know there are rights and responsibilities when playing a game online. • To recognise when an online game is becoming unhelpful or unsafe. • To recognise when I am spending too much time using devices (screen time). • To identify things I can do to reduce screen time, so my health isn't affected.	**MFL French - Describing Me and Others** • Phonics – un/une, ch, eu, on, au/eau/o, ou/u. • Vocabulary – eux suffix words (e.g. serieux, heureux, courageux), classroom objects, days of the week. • Grammar – Adjectives ending in eux/euse, Verb 'Avoir' saying what I have and others have, raised intonation Qs – Tu as? J'ai? Ella a quoi? **Music** • Compose an 'Egyptian' electronic soundscape to accompany a PPT presentation on Ancient Egyptian Music facts using Garage Band. • To learn to record multiple layers of electronic percussion, acoustic guitar loops and voice recordings. • To create Middle Eastern melodies using virtual keyboard.