

St John's Long Term Overview

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Year Group: 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Christian Values	 Love	 Peace	 Wisdom	 Hope	 Friendship	 Honesty
Enrichment	Trip to We The Curious - Bristol (link to science)	Christmas show and Church service	Humanities Day at Downside School Trip to Somervale Secondary School to watch production	Field to Food Learning Day - Bath & West Showground (link to Geography)	African drumming workshop (link to music)	Trip to St John's Church (link to RE) Artist Visit
English - Writing	Genre: Narrative, Myth, Non - Fiction	Genre: Narrative, Non - Fiction, Poetry	Genre: Non Fiction, Historical Fiction, Newspapers	Genre: Poetry and Narrative	Genre: Recounts and narratives	Genre: Letter writing, instruction writing and narrative
	Text: Beowulf (Usborne Young Readers) Norse Mythology by Kevin Crossley Holland.	Text: Space and Beyond by R.R Montgomery The Explorer/The Great Kapok Tree Christmas story or poem (tbd)	Text: Penguins (two week sequence) information/non - chron text Sealing of the Magna Carta (two week sequence) newspaper or balanced argument	Text: Poetry inspired by the Animal Kingdom (two week sequence) poetry The Journey of Chocolate (two week sequence)	Text: The Fantastic Flying Books of Mr. Lessmore (two week sequence) narrative Fictional recounts from the perspective of a mountaineer (two week sequence) recounts/narrative	Text: Getting passionate about our world (two week sequence) persuasive letter Caring for your monster vegetable (two week sequence) narrative/instructions

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				explanation text linked to fairtrade/global trade		Asha and The Spirit Bird
	NC/Learning Focus: History Link - Anglo Saxons and Vikings	NC/Learning Focus: Geography and science link - rainforests and space.	NC/Learning Focus: History link - Monarchy	NC/Learning Focus: Geography link - Fairtrade	NC/Learning Focus: Reading for Pleasure - Fantastic Flying Books	NC/Learning Focus: Persuasive Writing
English - Reading	Text: The Friendship Bench Anglo-Saxon Boy Poetry Non-fiction: Black History Month, Anglo-Saxons	Text: The Explorer The Kapok Anti-bullying week Poetry Non-fiction: Space and rainforests Christmas texts	Text: Twitch Non-fiction: monarchy, Emperor Penguins, Magna Carta	Text: Prague based stories: The Golem, Alchemy Poetry: The Highwayman	Text: Oh Maya Gods Non-fiction: Waste, plastic pollution Poetry: classics	Text: Asha and the Spirit Bird Non-fiction: Mountains, Everest Transition Text
	NC/Learning Focus: VIPERS	NC/Learning Focus: VIPERS	NC/Learning Focus: VIPERS	NC/Learning Focus: VIPERS	NC/Learning Focus: VIPERS	NC/Learning Focus: VIPERS
	Reading for Pleasure: Library trip The Imaginary	Reading for Pleasure: Library trip Space: Choose your own adventure	Reading for Pleasure: Library trip Twitch	Reading for Pleasure: Library trip The Iron Man	Reading for Pleasure: Library trip Mayan: Choose your own adventure	Reading for Pleasure: Library trip Asha and the Spirit Bird

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English - Phonics/Spelling	Phase/Learning Focus: Words ending in the /shus/ suffix spelt -cious Words ending in the /shus/ suffix spelt -tious Words with the short /i/ sound spelt with a y Words with the long /i/ sound spelt with a y Consolidating homophones and near homophones	Phase/Learning Focus: Consolidating words with silent letters/sounds. Consolidating words with silent letters/sounds. Words ending in -ment (meaning the result/object of something) Adverbs of frequency/possibility Adverbs of manner.	Phase/Learning Focus: Creating nouns using the -ity suffix (meaning quality of) Creating nouns using the -ness suffix (meaning state of - used to turn adjectives to nouns) Creating nouns using the -ship suffix (meaning skill or to have) Words spelt with /qu/ Words ending in -ary suffix	Phase/Learning Focus: Words with the /or/ sound spelt with or Words with the /or/ sound spelt au Converting nouns and adjectives into verbs using the suffix -ate Converting nouns and adjectives into verbs using the suffix -ise Converting nouns and adjectives into verbs using the suffix -ify	Phase/Learning Focus: Convert nouns and adjectives into verbs using the -en suffix. Words with the ough letter string. Adverbials of time. Adverbials of place (prepositions)	Phase/Learning Focus: Adding verb prefixes de - (meaning off or from) and re - (meaning back or again) Adding verb prefix over - (meaning too much) Converting nouns/verbs into adjectives using the -ful suffix (meaning characterised by) Converting nouns/verbs into adjectives using the -ive suffix (meaning doing or tending towards something) Converting nouns/verbs into adjectives using the -al suffix (meaning relating to/of)
Maths	Threshold Concept: Place Value	Threshold Concept: Multiplication and division	Threshold Concept: Multiplication and division	Threshold Concept: Decimals and percentages	Threshold Concept: Shape Position and direction	Threshold Concept: Negative numbers Converting units

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	Addition and Subtraction	Fractions	Fractions	Perimeter and area Statistics	Decimals	Volume
	NC/Learning Focus: read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems	NC/Learning Focus: identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long	NC/Learning Focus: compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] add and subtract fractions with the same denominator,	NC/Learning Focus: solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and	NC/Learning Focus: identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^\circ$) identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles	NC/Learning Focus: convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time

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	that involve all of the above read Roman numerals to 1,000 (M) and recognise years written in Roman numerals add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction	multiplication for two-digit numbers multiply and divide numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving	and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places	estimate the area of irregular shapes	distinguish between regular and irregular polygons based on reasoning about equal sides and angles identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
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	multi-step problems in contexts, deciding which operations and methods to use and why	multiplication and division, including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25			
History	Context: Anglo Saxons/Vikings		Context: Monarchy		Context: Mayan Civilisation	

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	Threshold Concept: Settlement		Threshold Concept: Power		Threshold Concept: Society and belief	
	NC/Learning Focus: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots		NC/Learning Focus: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The changing power of monarchs using case studies such as Elizabeth I and Elizabeth II or Anne and Victoria.		NC/Learning Focus: A depth study of a Non-European country that provides contrasts with British history and Mayan civilisation.	
Geography		Context: Rainforests Case studies in Brazil and the Congo, exploration of climate and socioeconomic factors that threaten.		Context: World Kitchen: Global Trade Supply and demand around the world, trading routes and the impact of trade within LICs		Context: Misty Mountains Formation of mountains, water cycle and tourism.
		Threshold Concept: Climate Physical features		Threshold Concept: Human processes Sustainability		Threshold Concept: Physical features

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		NC/Learning Focus: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		NC/Learning Focus: (Fair Trade/food location/supply chains/import and export) 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		NC/Learning Focus: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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Science	Threshold Concept: Biology - Living things and their habitat	Threshold Concept: Physics - Earth and space	Threshold Concept: Biology - Animals, including humans	Threshold Concept: Physics - Forces	Threshold Concept: Chemistry - Properties and changes of materials
	NC/Learning Focus: Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	NC/Learning Focus: Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	NC/Learning Focus: Pupils should be taught to: describe the changes as humans develop to old age.	NC/Learning Focus: Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	NC/Learning Focus: Pupils should be taught to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

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RE and Worldviews	Religion: Sikhism (Discovery RE)	Religion: Christianity Incarnation (U.C. 2B.4)	Religion: Sikhism (Discovery RE)	Religion: Christianity Salvation (U.C.)	Religion: Sikhism Prayer and Worship (Discovery RE)	Religion: Christianity God (U.C. 2B.1)
	Threshold Concept: Beliefs and teachings Values Reflect	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Values Practices and lifestyles Reflect	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Practices and lifestyles Reflect	Threshold Concept: Beliefs and teachings Reflect
	Key Question: Are Sikh stories important today?	Key Question: Was Jesus the Messiah?	Key Question: How far would a Sikh go for his/her religion?	Key Question: What did Jesus do to save human beings?	Key Question: What is the best way for a Sikh to show commitment to God?	Key Question: What does it mean (for Christians) if God is holy and loving?
DT	Context: Textiles: Stuffed toys		Context: Electrical systems: Doodlers		Context: Mechanical systems: Pop-up book	
	Threshold Concept: Design, Make, Evaluate, Textiles		Threshold Concept: Design, Make, Evaluate, Technical		Threshold Concept: Design, Make, Evaluate, Technical	
	NC/Learning Focus: To design a stuffed toy.		NC/Learning Focus: To understand how		NC/Learning Focus: To design a pop-up book.	

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	To sew a blanket stitch. To create and add decorations to fabric. To use a blanket stitch to assemble the components of a stuffed toy.		motors are used in electrical products. To investigate an existing product to determine the factors that affect the product's form and function. To apply the findings from research to develop a unique product. To develop a DIY kit for another individual to assemble their product.		To follow my design brief to make my pop-up book. To use layers and spacers to cover the working of mechanisms. To create a high-quality product suitable for a target user.	
Art		Context: Typography and maps - Drawing and sketching Artist: <u>Louise Fili</u>, <u>Grayson Perry</u>, <u>Paula Scher</u>, <u>Chris Kenny</u>		Context: Inspired by land and cityscapes - Paint, surface, texture Artist: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones		Context: Set design - Working in 3D Artist: <u>Rae Smith</u>, <u>Fausto Melotti</u>, <u>Tiny Inventions</u>, <u>Rosie Hurley</u>, <u>Gabby Savage-Dickson</u>
		NC/Learning Focus: Pupils should be taught to develop their techniques,		NC/Learning Focus: Pupils should be taught to develop their techniques,		NC/Learning Focus: Pupils should be taught to develop their techniques, including

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		including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.		including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.		their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.
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Music	Context: Vikings Genre/Composer:	Context: Planets Genre/Composer: Gustav Holst, John Williams and Mike Oldfield	Context: Rock and Roll Genre/Composer:	Context: Melodies of divinity Genre/Composer: Hindustani Classical music	Context: Africa Genre/Composer:	Context: Animal Kingdom Genre/Composer:
	Threshold Concept: Timbre and pitch	Threshold Concept:	Threshold Concept:	Threshold Concept:	Threshold Concept:	Threshold Concept: Pitch
	NC/Learning Focus: To explore and organise rhythms using voice and instruments. To organise rhythms into beats and notate them using 1, ½ and 2 beat notes. To perform simple rhythms from music notation. To compose and combine rhythms creatively to convey an intended effect. To select and combine musical ideas to	NC/Learning Focus: To listen and appraise music exploring the sounds used to capture characteristics of different planets. To compose a programmatic piece of music considering the inter-related dimensions of music. To create a motif considering the inter-related dimensions of music. To consider how motifs can be	NC/Learning Focus: To sing as part of an ensemble. To sing as part of an ensemble in a two part harmony. To know what a chord is and be able to play a chord pattern on tuned percussion. To improvise a melody line within a call and response structure. To read and perform pitch notation to a steady beat.	NC/Learning Focus: To improvise over a drone with a sense of shape and character. To improvise freely over a drone using a wider range of notes developing a sense of melody and rhythm. To perform the opening of a raga with consideration of the style and features of Indian classical music. To compose and perform a rhythm	NC/Learning Focus: To copy and improvise rhythms through musical games and song. To perform an independent part within a whole class ensemble. To apply and use key features of African music to create rhythmic compositions. To develop a piece of music considering the structure.	NC/Learning Focus: To explore the relationship between pitches to create harmonies. To understand how chords are formed and to play as an ensemble. To explore using chords to create effect. To explore how chords can be adapted to achieve intended effects. To compose music using harmony, intervals and chords to create an intended effect.

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	create an interesting and satisfying structure. To perform Viking compositions and offer feedback on recorded music and the music of my peers.	accompanied and record this using Western notation. To use ABA structure to organise music and create a satisfying listening experience. To perform as a group and appraise the work of others.	To perform an independent part within an ensemble.	with consideration of the features of a tal. To understand the structure of a raga and compose and notate a short melody. To structure and perform a final piece.	To refine and perform our composition and critically appraise it. To perform a group composition with confidence, using the key features of African music.	To rehearse, refine and perform our composition.
Computing and Online Safety	Context: Systems and searching	Context: Video production	Context: Programming A – Selection in physical computing	Context: Flat-file databases	Context: Introduction to vector graphics	Context: Programming B – Selection in quizzes
	Threshold Concept: Computing systems and networks	NC/Learning Focus: Creating media	NC/Learning Focus: Coding / Programming	NC/Learning Focus: Data and information	NC/Learning Focus: Creating media	NC/Learning Focus: Coding / Programming
	NC/Learning Focus: To explain that computers can be connected together to form systems. To recognise the role of computer systems in our lives. To experiment with	NC/Learning Focus: To explain what makes a video effective. To use a digital device to record video. To capture video using a range of techniques.	NC/Learning Focus: To control a simple circuit connected to a computer. To write a program that includes count-controlled loops. To explain that a loop	NC/Learning Focus: To use a form to record information. To compare paper and computer-based databases. To outline how you can answer questions by grouping and then	NC/Learning Focus: To identify that drawing tools can be used to produce different outcomes. To create a vector drawing by combining shapes.	NC/Learning Focus: To explain how selection is used in computer programs. To relate that a conditional statement connects a condition to an outcome. To design and create a

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	search engines. To describe how search engines select results. To recognise why the order of results is important, and to whom.	To create a storyboard. To identify that video can be improved through reshooting and editing. To consider the impact of the choices made when making and sharing a video.	can stop when a condition is met. To explain that a loop can be used to repeatedly check whether a condition has been met. To design a physical project that includes selection.	sorting data. To explain that tools can be used to select specific data. To use a real-world database to answer questions. To create a program that controls a physical computing project.	To use tools to achieve a desired effect. To recognise that vector drawings consist of layers of objects. To group objects to make them easier to work with. To apply what I have learned about vector drawings.	program that uses selection.
PSHE/Wellbeing	Context: Being Me In My World	Context: Celebrating Difference	Context: Dreams & Goals	Context: Healthy Me	Context: Relationships	Context: Changing Me
	NC/Learning Focus: Know how to face new challenges positively. Understand how to set personal goals. Understand the rights and responsibilities associated with being a citizen in the wider	NC/Learning Focus: Know what culture means. Know that differences in culture can sometimes be a source of conflict. Know what racism is and why it is unacceptable. Know that rumour spreading is a form	NC/Learning Focus: Know that they will need money to help them to achieve some of their dreams. Know about a range of jobs that are carried out by people I know. Know that different jobs pay more money than others.	NC/Learning Focus: Know the health risks of smoking and vaping. Know how smoking tobacco affects the lungs, liver and heart. Know some of the risks linked to misusing alcohol, including antisocial behaviour.	NC/Learning Focus: Know that a personality is made up of many different characteristics, qualities and attributes. Know that belonging to an online community can have positive and negative consequences.	NC/Learning Focus: Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this. Know how girls' and boys' bodies change during puberty and understand the importance of looking

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	community and their country. Know how an individual's behaviour can affect a group and the consequences of this. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process.	of bullying on and offline. Know external forms of support in regard to bullying e.g. Childline. Know that bullying can be direct and indirect. Know how their life is different from the lives of children in the developing world.	Know the types of job they might like to do when they are older. Know that young people from different cultures may have different dreams and goals. Know that communicating with someone from a different culture means that they can learn from them and vice versa. Know ways that they can support young people in their own culture and abroad.	Know basic emergency procedures including the recovery position. Know how to get help in emergency situations. Know that the media, social media and celebrity culture promotes certain body types. Know that messages we receive about food come from different places and that these can affect people's attitude to foods. Know what makes a healthy lifestyle.	Know that there are rights and responsibilities in an online community or social network. Know that there are rights and responsibilities when playing a game online. Know that too much screen time isn't healthy. Know how to stay safe when using technology to communicate with friends.	after themselves physically and emotionally. Know that sexual intercourse can lead to conception. Know that some people need help to conceive and might use IVF. Know that becoming a teenager involves various changes and also brings growing responsibility.
	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:
PE/Outdoor Learning	Context: Hockey	Context: Football	Context: Gymnastics	Context: Tennis	Context: Athletics and swimming catch up	Context: Cricket
	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:
	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning: