



Birchfield PRIMARY SCHOOL

Year 5 Curriculum Overview Term 2.2

Teaching Team:

Class Teachers: Miss Rehman, Miss Fowler and Miss Nur

Teaching Assistant: Mrs Patel

SLT: Mr Mazhar

PE: PE lessons are on **Monday**.

On this day, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on this day.

Homework: Homework will comprise of:

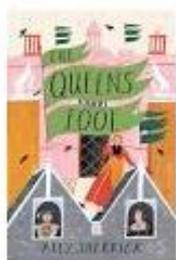
- Atom Learning
- Handwriting
- Arithmetic

is set on **Friday** and completed by **Wednesday**.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	Which significant Tudor events changed Britain?
Significant People	Professor David Olusoga OBE is a prominent British-Nigerian historian, broadcaster, and filmmaker, widely recognised for his work on

	the history of the British Empire, slavery, and the Black British experience.
Class Texts	The Queen's Fool by Ally Sherrick Themes: identity, loyalty, and the resilience of those marginalized by society.
Reading	This half term, your child will be immersed into our new class text 'The Queen's Fool' where to enhance their understanding, they will begin by explaining the meaning of words in context. They will then move on to the skill of retrieval, locating evidence in the text by skimming and scanning to find the information. To ensure understanding, the children will work on their inference skills focussing on finding phrases that suggest..., characters actions, thoughts, feelings and motives. Finally, they will show their understanding through ordering of events and summarising parts of the text.
Writing	This half term, children will explore various genres, enhancing their understanding of purpose and audience while applying relevant skills. They will analyse the organizational and language features of newspaper reports, and then compose their own articles, incorporating the 5Ws (who, what, where, when, why), structured paragraphs, headlines, bylines, as well as pictures and captions. Following this, Year 5 will focus on diary entries. Students will learn to integrate appropriate language and organizational elements to produce well-structured pieces.



<p>Maths</p>	<p>This term Year 5 will begin to focus on decimals and percentages. Children will learn about how decimals are represented, ordering and comparing decimals, rounding decimals and decimals in relation to percentages. Children will be learning formal methods for rounding and using their understanding in a variety of ways. Children will then move onto perimeter and area and calculating these using shapes.</p> <p>In Year 5, children will then move onto statistics. They will learn to draw a line graph, read and interpret data from a line graph, gather information and interpret information. Additionally, children will practice reading and interpreting a timetable to find specific information.</p>
<p>History</p>	<p>During History this term, children will be studying the Tudor dynasty (1485–1603) as a pivotal "turning point" in British history, focusing on the transition from medieval to early modern society.</p> <p>Students will establish a secure chronological narrative of the Tudor period, starting with the Battle of Bosworth (1485) and ending with the death of Elizabeth I (1603), which will place the Tudor era in the wider context of British history, following previous studies of 1066 and the Normans.</p> <p>Children will have the opportunity to implement their growing understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and create their own structured accounts, including written narratives and analyses of the keys events of this era and how life transformed or remained the same:</p>

	<p>Change: The shift from a Catholic to a Protestant nation and the growth of England as a global sea power.</p> <p>Continuity: Elements of daily life, such as social hierarchies (monarchy to peasantry) and the continued use of severe public punishments.</p> <p>Cause and Consequence</p> <p>Students investigate the "why" and "what happened next" of major events:</p>
Science	<p>This term in Science, children will continue exploring the properties and changes of materials. Through hands on experiments, pupils will explore conductors and insulators, test which materials make the best thermal insulators, and investigate processes such as dissolving, evaporation, condensation and filtration. They will also learn to recognise reversible and irreversible changes by observing real examples. By the end of the unit, children will be able to compare materials confidently, carry out fair tests and draw conclusions using scientific vocabulary.</p> <p>Through- experiments, pupils will explore conductors and insulators, test which materials make the best thermal insulators, and investigate processes such as dissolving, evaporation, condensation and filtration. They will also learn to recognise reversible and irreversible changes by observing real examples. By the end of the unit, children will be able to compare materials confidently, carry out fair tests and draw conclusions using scientific vocabulary.</p>
DT	<p>In this unit, pupils will gain a comprehensive understanding of how various mechanisms create movement and their practical applications in everyday life. They will learn to identify a range of mechanisms, explain their</p>

	<p>input and output systems, and explore the main changes that occurred during the Industrial Revolution. Pupils will also delve into pulley systems, creating models with one or more pulleys, comparing their functionality, and understanding their use in designs. Additionally, they will create a design brief, identify the intended use and purpose of their product, and construct a strong structure that incorporates a pulley mechanism.</p> <p>Finally, pupils will evaluate their product by testing it, identifying strengths and areas for improvement, and considering the views of others to enhance their work.</p>
Music	Create Music will be delivering Music lessons to Year 5 – teaching children how to play the Ukelele.
Computing	<p>This unit delves into the practical applications of flat-file databases for organising data within records. Students will explore the fundamental concepts of databases and learn to utilise various tools within the database to efficiently order data and respond to data-related inquiries. By engaging with these tools, learners will develop the skills to create and interpret graphs and charts derived from their data, aiding them in visualising and solving complex problems.</p> <p>In addition, the unit includes a hands-on component where students will interact with a real-life database to investigate and answer a specific question. This unit will not only enhance their understanding of database functionality but also provide them with practical experience in data analysis.</p>
RE	In RE, the topic is 'participating and willing to lead' and 'being modest and listening to others. Children will be exploring how different religions show willingness to lead and why

	being modest and listening to others is important.
PSHE	Our unit this half term is called 'How can friends communicate safely?' This unit looks at how children can communicate safely to build respectful relationships. Children will learn about online relationships and how to stay safe online (link to computing).
PE	This half term the children will be taking part in tennis and athletics. In tennis, pupils will be challenged to apply their prior learning of playing the ball into space, develop their ability to serve and to volley and create tactics in a doubles game to score points and win the game. Athletics will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.

Home Learning and Useful Links:

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 5 and 6. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Thursday.

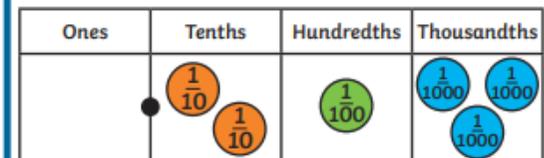
Year 5 pupils attend the school library on a Monday, where they can select, borrow and return books. Please ensure your child brings their library book on a Monday.

Decimals

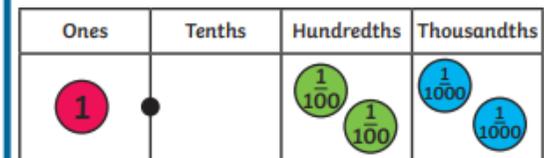
Key Vocabulary	Tenths, Hundredths and Thousandths
tenths	$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$
hundredths	 0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1
decimal tenths	$\frac{0}{100}$ $\frac{1}{100}$ $\frac{2}{100}$ $\frac{3}{100}$ $\frac{4}{100}$ $\frac{5}{100}$ $\frac{6}{100}$ $\frac{7}{100}$ $\frac{8}{100}$ $\frac{9}{100}$ $\frac{1}{10}$
decimal hundredths	 0 0.01 0.02 0.03 0.04 0.05 0.06 0.07 0.08 0.09 0.1
decimal equivalents	$\frac{0}{1000}$ $\frac{1}{1000}$ $\frac{2}{1000}$ $\frac{3}{1000}$ $\frac{4}{1000}$ $\frac{5}{1000}$ $\frac{6}{1000}$ $\frac{7}{1000}$ $\frac{8}{1000}$ $\frac{9}{1000}$ $\frac{1}{100}$
part-whole model	0 0.001 0.002 0.003 0.004 0.005 0.006 0.007 0.008 0.009 0.01
rounding	
decimal point	
place value	

Knowledge Organiser

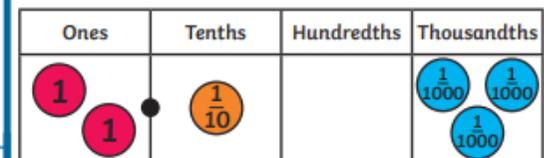
Order and Compare Numbers with Three Decimal Places



0 . 2 1 3



1 . 0 2 2



2 . 1 0 3

Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

Decimals

Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	3	8		
3	8			

$\div 10$ (arrow from 8 to 3) and $\times 10$ (arrow from 3 to 8)

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	3	8	
3	8			

$\div 100$ (arrow from 8 to 0) and $\times 100$ (arrow from 0 to 8)

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	0	3	8
3	8			

$\div 1000$ (arrow from 8 to 0) and $\times 1000$ (arrow from 0 to 8)

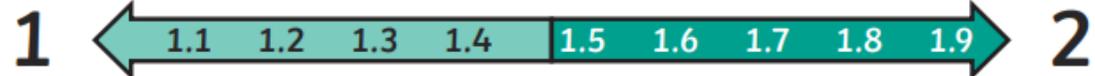
Adding and Subtracting Decimals

$$0.8 + 0.001 = 0.801$$

$$1.031 - 0.23 = 0.801$$

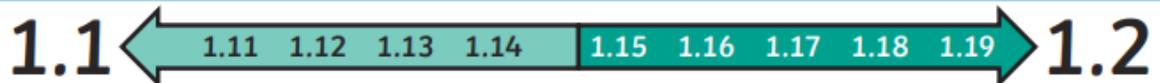
$$0.4005 + 0.4005 = 0.801$$

Rounding Decimals



If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

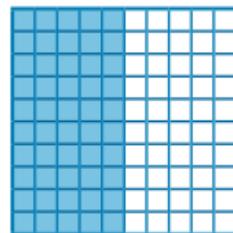
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.



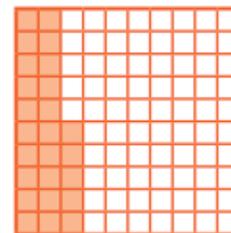
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

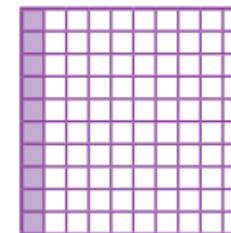
Percentage and Decimal Equivalents



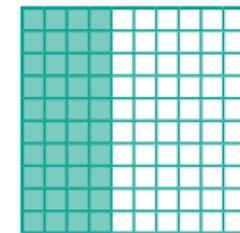
$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$$



$$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$$



$$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$$

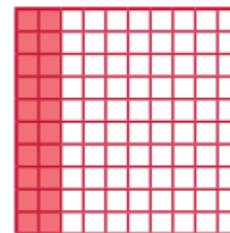


$$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$

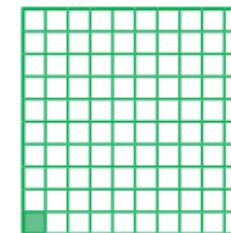
Crossing the Whole

$$0.82 + 0.63 = 1.45$$

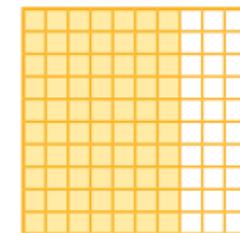
$$2.531 - 0.6 = 1.931$$



$$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$$



$$1\% = \frac{1}{100} = 0.01$$



$$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$$



Physical Education Tennis Year 5

Unit Purpose

The unit of work will **challenge pupils** to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to **create tactics in** a doubles game in order to score points and win the game.

Inspire Me

The **'Big Three'** is a common tennis term for Roger Federer, Rafael Nadal and Novak Djokovic. Between them they won 18 consecutive slam titles between 2005 and 2009. Who is your favourite player and why?



Key Success Criteria

- P** Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.
- C** Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.
- S** Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.
- W** By facilitating learning through doubles games, pupils will be challenged to always try their best, even when they are losing.



Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Outwit: means using your intelligence to trick or out smart your opponent to win a point.

Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Accuracy: is the ability to control where we hit the ball on our opponents side of the court.



Sport Specific Vocabulary

Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.

Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.



What I should already know	What I will learn	Important words to help me. (vocabulary)	Timeline																																																				
<p>That the Tudor period was from 1485-1603.</p> <p>That the Tudors had terrifying punishments for criminals such as beheadings, the ducking stool or burnt at the stake.</p> <p>That Tudors considered treason a crime punishable by death.</p>	<p>The Tudor rose was created when Henry VII brought an end to the Battle of Bosworth, also known as the Wars of the Roses, against Richard III. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose.</p>  <p> Henry VIII was a powerful and fierce monarch. He is one of the most famous Tudors in history. One of the reasons for this is that he married six times during his lifetime.</p>	<table border="1"> <tr> <td>monarch</td> <td>A leader of a country, e.g. a King or Queen</td> </tr> <tr> <td>heir</td> <td>The person next in line to throne who will take over when the current King or Queen dies</td> </tr> <tr> <td>reign</td> <td>The time a King/ Queen rules over a country</td> </tr> <tr> <td>coronation</td> <td>The day a ruler becomes the monarch</td> </tr> <tr> <td>Catholic</td> <td>A form of Christianity under the rule of the Pope.</td> </tr> <tr> <td>Church of England</td> <td>Henry VIII created the Church of England so that he could divorce his first wife. Something the catholic church (Pope) did not permit divorce.</td> </tr> <tr> <td>reformation</td> <td>The act of changing (reforming) something. In this case the reformation of the church to remove the Pope's control</td> </tr> <tr> <td>treason</td> <td>The actions of betraying someone/ something.</td> </tr> <tr> <td>divorce</td> <td>The legal end of a marriage</td> </tr> <tr> <td>execution</td> <td>Being put to death.</td> </tr> <tr> <td>widow</td> <td>A person that has lost their husband/ wife.</td> </tr> </table>	monarch	A leader of a country, e.g. a King or Queen	heir	The person next in line to throne who will take over when the current King or Queen dies	reign	The time a King/ Queen rules over a country	coronation	The day a ruler becomes the monarch	Catholic	A form of Christianity under the rule of the Pope.	Church of England	Henry VIII created the Church of England so that he could divorce his first wife. Something the catholic church (Pope) did not permit divorce.	reformation	The act of changing (reforming) something. In this case the reformation of the church to remove the Pope's control	treason	The actions of betraying someone/ something.	divorce	The legal end of a marriage	execution	Being put to death.	widow	A person that has lost their husband/ wife.	<table border="1"> <tr> <td>0</td> <td>Christ born</td> <td>BC</td> </tr> <tr> <td>410-1066</td> <td>Anglo Saxon era</td> <td>AD</td> </tr> <tr> <td>1485</td> <td>Battle of Bosworth Henry VII becomes King</td> <td></td> </tr> <tr> <td>1509</td> <td>Henry VIII becomes King</td> <td></td> </tr> <tr> <td>1547</td> <td>Edward VI becomes King</td> <td></td> </tr> <tr> <td>1553</td> <td>Mary I becomes Queen</td> <td></td> </tr> <tr> <td>1558</td> <td>Elizabeth I becomes Queen</td> <td></td> </tr> <tr> <td>1603</td> <td>Stuart era begins</td> <td></td> </tr> <tr> <td>1929</td> <td>Leamington opens</td> <td></td> </tr> <tr> <td>2020</td> <td>Today</td> <td></td> </tr> </table>	0	Christ born	BC	410-1066	Anglo Saxon era	AD	1485	Battle of Bosworth Henry VII becomes King		1509	Henry VIII becomes King		1547	Edward VI becomes King		1553	Mary I becomes Queen		1558	Elizabeth I becomes Queen		1603	Stuart era begins		1929	Leamington opens		2020	Today	
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<p>Interesting Facts</p>	<p>Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them.</p>  <p>Boys were more important than girls in Tudor England. They were seen as stronger and more intelligent. Henry VIII felt that the strongest heir would be a male.</p> <p> Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I.</p>																																																						
<p> Catherine of Aragon was previously married to Henry's brother Prince Arthur.</p> <p>When Anne Boleyn miscarried a second child, Henry accused her of witchcraft and had her beheaded.</p> <p> Mary I (Daughter of Henry VIII and Catherine of Aragon) was a Catholic with the nickname 'Bloody Mary' as she signed 300 death warrants for those who did not support her religion.</p>																																																							

Reading:

[Oxford Owl for School and Home](#)

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/year/zhgppg8>

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

Phonics:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48a6f/year/zhgppg8>

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-5-age-9-10/>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

Science:

<https://www.bbc.co.uk/bitesize/subjects/z2pfb9a/year/zhgppg8>

[Home | WowScience - Science games and activities for kids](#)

<https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk>

Geography:

<https://kids.britannica.com/kids/article/agriculture/352715>

<https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-food-and-farming/z9yjjsq>

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)