



Livingstone Road  
Primary Federation

Together We Can  
Learn Laugh Dream Grow

## Spring 1 Overview Year 5

2024/25

	<b>Week 1</b> 06/01	<b>Week 2</b> 13/01	<b>Week 3</b> 21/01	<b>Week 4</b> 27/01	<b>Week 5</b> 03/02	<b>Week 6</b> 10/02
<b>Reading</b>	Non-fiction Biography Louis Braille History - Athens	Greek Myths	Non-Fiction Energy saving week Alexander the Great	Non-Fiction- Greek Gods	Narrative Poetry	Short Stories
<b>Writing</b>	Action Scenes for a narrative  Theseus and the Minotaur  Reading Action Scenes	Action Scenes for a narrative  Theseus and the Minotaur  Model Writing	Action Scenes for a narrative  Theseus and the Minotaur  Independent Write	Biographies Mythologica  Reading Biographies	Biographies Mythologica  Model Writing	Biographies Mythologica  Independent Write
<b>Maths</b>	Add and subtract fractions with the same denominator and multiples of the same number.	Multiply fractions and mixed numbers by whole numbers.	To solve problems involving fractions which covers the previous objectives.	Convert between different units of metric measurements.	Calculate and compare the area of rectangles using standard units and estimate irregular shapes.	Estimate volume using blocks (1cm <sup>3</sup> ) and capacity (for liquids).
<b>Science</b>	Consider the views of scientists in the past and evidence used to deduce shapes and movements of the Earth, Moon and planets before space travel.	L.O. Compare and group together everyday materials on the basis of their properties	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	L.O. Compare and group together everyday materials on the basis of their properties (thermal conductors and insulators)	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials

<b>History</b>	To know when and where the Ancient Greeks lived	To know the role that gods played in ancient Greek life.	To compare religion in ancient Greece to that in ancient Egypt.	To know the significance of Alexander the Great in the ancient world.	To identify trends in the rise and fall of empires.	To know significant inventions from ancient Greece.
<b>RE</b>	To know where Buddhism originated and the beliefs of the people before Buddhism.	To know the story of Siddhattha Gotama's enlightenment.	To know the Buddhist holy book is called the Tipitaka and that it contains the Four Noble Truths.	To know the rituals of Buddhists when they visit a temples.	To know the beliefs and rituals of Buddhist Monks.	I can identify the key beliefs of Buddhists and make connections between these beliefs and other religions.
<b>Art</b>	To analysis and evaluate work of William Morris.	To understand that different materials can be used for printing.	To understand what a block is used for.	To experiment with a block to make repeating patterns	Plan and design a repeating pattern in the style of Greek Amphora's	Create a block print in the style of Greek Amphora's
<b>Music</b>	I can explain that the tempo speeds up when I listen to Zorba the Greek.	I can talk about the instruments that I have played at school and compare the sound to Greek instruments.	I can choose appropriate instruments to create a piece of Greek inspired music. A ukulele could be used instead of a bouzouki.	I can begin to create a piece of Greek inspired music that begins slowly and gradually speeds up.	I can rehearse my piece of Greek inspired music . I can make improvements where necessary.	I can perform my piece of Greek inspire music that begins slowly and speeds up.
<b>PE</b>	Netball (continued) Table Tennis	Netball (continued) Table Tennis	Netball (continued) Table Tennis	Netball (continued) Table Tennis	Netball (continued) Table Tennis	Netball (continued) Table Tennis
<b>RHE</b>	I can discuss what I already know about living in the wider world.	I know about a range of jobs carried out by people I know and explore how much people earn in different jobs.	I know how to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	I know about the dreams and goals of a young person in a culture different from mine.	I know about a range of routes into careers (e.g., college, apprenticeships, university).	I can apply my knowledge to demonstrate that I know the steps I will need to overcome challenges.
<b>Computing</b>	Know what makes a video effective.	Know the features on a digital recording device.	Know the features on a digital recording device.	Know the use of storyboards to describe scenes in a video.	Know that videos can be improved through reshooting and editing.	Know the impact of the choices made when making and sharing a video.