



Samuel Barlow
Primary Academy

Year 5 Long Term Curriculum Plan

| | Autumn Term | Spring Term | Summer Term |
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| Reading | <p>Reading spine: Goodnight Stories for Rebel Girls, Hansel and Gretel</p> <p>Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p> | <p>Reading spine: Odd and the frost giants, You are awesome</p> <p>Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p> | <p>Reading spine: Pollution, a look behind the scenes, Bold and brave women from Shakespeare</p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p> |
| Spelling | <p>Words ending in '-tious' and '-ious', words ending in '-cious', words ending in /shul/ spelled. '-cial', words ending in /shul/ spelled '-tial', words ending in /shul/ spelled '-cial' and '-tial', challenge words, words ending in '-ant', words ending in '-ance' and '-ancy', words ending in '-ent' and '-ence', words ending in '-able' and '-ible', words ending in '-ably' and '-ibly', words ending in '-able', where the 'e' from the root word remains, words that are adverbs of time</p> | <p>Words ending in '-fer', words with 'silent' first letters, words with 'silent' letters, challenge words, words spelled with 'ie' after c, words where 'ei' makes an /ee/ sound, words where 'ough' makes an /or/ sound, words containing 'ough', adverbs of possibility and frequency</p> | <p>Words that are homophones or near homophones, words that are homophones, challenge Words, words with hyphens, Year 5 words revision</p> |

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| <p>Writing</p> | <p>Diary – Queen of the Falls</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Identify the audience and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors <p>Traditional Tale - The lost happy endings</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense | <p>Myth -Kai and the monkey king</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors <p>Biography – The Darkest Dark</p> <p>Writing Composition</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages • Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing. • Proof-read for spelling and punctuation errors | <p>Information- persuasion – The paperbag prince</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure texts • Use consistent and correct tense • Distinguish between the language of speech and writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors <p>Sililoquy - Bold and Brave women from Shakespeare</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Use consistent and correct tense • Distinguish between the language of speech and writing • Choose the appropriate register • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading • Enhance meaning through selecting appropriate grammar and vocabulary • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement |
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| Grammar | Capital letters and full stops, relative pronoun, parenthesis, relative clause, commas to change meaning, modal verbs, suffix, speech punctuation, adjectives and adverbs, | Relative clauses, word classes, prefix (dis, de, mis), verb form, past perfect progressive, present perfect progressive, | Subordinate clauses, plural possession, speech punctuation, main and subordinate clauses, apostrophes for possession, verb form, standard English, |
| Maths | Block 1 – Numbers to 1,000,000, Block 2 – Negative numbers, Block 3 – Decimal fractions | Block 4 – Short multiplication and division, Block 5 – area and scaling | Block 6 – Calculating with decimal fractions, Block 7 – Factors, multiples and primes, Block 8 – Fractions |
| Numbersense / Times Tables | Times Tables: Daily consolidation | Times Tables: Weekly consolidation (weekly fluency session and weekly conceptual animation) | Times Tables: Weekly consolidation (weekly fluency session and weekly conceptual animation) |
| Science | Properties of materials Changes of materials | Earth and Space Forces | Living things and their habitats Animals including humans |
| History | The Industrial Revolution | The Victorians | Baghdad AD900 |
| Geography | Spatial Sense | Mountains, Volcanoes and Earthquakes | Local Study |
| PSHE | Puzzle 1: Being me in my world Puzzle 2 Celebrating difference | Puzzle 3 – Dreams and Goals Puzzle 4 – Healthy Me | Puzzle 5 – Relationships Puzzle 6 – Changing me |
| PE | Football Gymnastics Swimming | Dance Handball Swimming | Athletics Cricket |
| Music | The Lark Ascending This Little Babe | Jin-Go-La-Ba Beethoven's Eroica | African American Spirituals English Folk Songs |
| Computing | Computing systems and networks: Systems and searching Creating media: Media-video production E-safety: Self-image and identity, Online relationships, Privacy and security | Programming: Physical computing Data and information: Flat-file databases E-safety: Health, well-being and lifestyle, Copyright and ownership, Online bullying | Creating media: Vector Graphics Programming: Selection of quizzes E-safety: Online reputation, Managing online information |

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| RE | What is the best way for a Hindu to show commitment to God? Is the Christmas story true? | How can Brahman be everywhere and in everything? How significant is it for Christian's to believe God intended Jesus to die? | Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? What is the best way for a Christian to show a commitment to God? |
| Languages | Phonetics 1 to 3 My Family The Date | What is the weather? Do you have a pet? | My Home Habitats |
| Art | Style in Art | Art from Western Africa | Islamic art and architecture |
| D&T | Build: Cams Toys | Cook: Honey Cake / Pitta Bread | Sew: Bags |