



**Samuel Barlow**  
Primary Academy

# Year 5 Long Term Curriculum Plan

	Autumn Term	Spring Term	Summer Term
<b>Reading</b>	<p><b>Reading spine: Goodnight Stories for Rebel Girls, Hansel and Gretel</b></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><b>Reading spine: Odd and the frost giants, You are awesome</b></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><b>Reading spine: Pollution, a look behind the scenes, Bold and brave women from Shakespeare</b></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>
<b>Spelling</b>	<p>Words ending in '-tious' and '-ious', words ending in '-cious', words ending in /shul/ spelled. '-cial', 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>

Writing	<p><b>Diary – Queen of the Falls</b></p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Traditional Tale - The lost happy endings</b></p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> </ul>	<p><b>Myth -Kai and the monkey king</b></p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proofread for spelling and punctuation errors</li> </ul> <p><b>Biography – The Darkest Dark</b></p> <p>Writing Composition</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Précis longer passages</li> <li>• Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing.</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p><b>Information- persuasion – The paperbag prince</b></p> <p>Writing Composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use organisational and presentational devices to structure texts</li> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Sililoquy - Bold and Brave women from Shakespeare</b></p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing</li> <li>• Choose the appropriate register</li> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul>
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<b>Grammar</b>	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,
<b>Maths</b>	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
<b>Numbersense / Times Tables</b>	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)
<b>Science</b>	Properties of materials Changes of materials	Earth and Space Forces	Living things and their habitats Animals including humans
<b>History</b>	Why did people fear the Vikings?	Why was Baghdad so important?	How did technology accelerate industrialism?
<b>Geography</b>	The Amazon vs Sherwood Forest		South America - Brazil
<b>PSHE</b>	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
<b>PE</b>	Football Gymnastics Swimming	Dance Handball Swimming	Athletics Cricket
<b>Music</b>	The Lark Ascending This Little Babe	Jin-Go-La-Ba Beethoven's Eroica	African American Spirituals English Folk Songs
<b>Computing</b>	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

<b>RE</b>	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?
<b>Languages</b>	Phonetics 1 to 3 My Family The Date	What is the weather? Do you have a pet?	My Home Habitats
<b>Art</b>	Formal elements of art and sketching Painting	Sculpture Collage and printing	Textiles Workshops and drawing
<b>D&amp;T</b>	Build: Cams Toys	Cook: Honey Cake / Pitta Bread	Sew: Bags
<b>Extraordinary Experiences &amp; Enrichment</b>		Planetarium Visit/Space day	