



"As unique individuals, we do our best at work and play for the love of God and others."

Year 5 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
RE The Vine and Branches	<u>Creation</u>	<u>Prophecy and Promise</u>	<u>Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue and Encounter</u>
Class Text	Reading text: Good Night Stories for Rebel Girls	Reading text: Hansel and Gretel	Reading text: Odd and the Frost Giants	Reading text: Exploring Space	Reading text: Pollution: a Look Behind the Scenes	Reading text: African Tales: a Barefoot Collection
Stimulus for Writing	<p>Text: Little Red Riding Hood (various authors) Outcome: to retell Purpose: to entertain Audience: read to Y2</p> <p>Text: The Tudor Poison Plot - Twinkl book Outcome: diary entry Purpose: to entertain Audience: parents</p> <p>Text: Tudor (Eye Witness) Outcome: explanation text of Henry VIII's wives Purpose: entertain and inform Audience: Peers</p>	<p>Text: Greta and the Giants - Zoe Tucker Outcome: to retell Purpose: to entertain Audience: parents</p> <p>Text: Greta and the Giants/Climate Change Poetry Competition Outcome: to retell Purpose: to entertain Audience: competition</p> <p>Text: Our Local Area Outcome: to write a letter Purpose: to inform Audience: local community</p>	<p>Stimulus: Inspirational Person Outcome: non-chronological report Purpose: to inform Audience: KS2</p> <p>Text: Street Child - Bertie Doherty Outcome: to write a diary Purpose: to entertain Audience: peers</p> <p>Stimulus: Fire Visit Outcome: to recount Purpose: to inform Audience: Year 4</p>	<p>Text: Everest - Outcome: persuasive leaflet Purpose: to persuade Audience: parents</p> <p>Text: The Brokenspectre - Linda Newbery Outcome: to retell Purpose: to entertain Audience: KS2</p> <p>Text: The Lost Book of Adventure - The Unknown Adventurer Outcome: explanation text Purpose: to inform Audience: peers</p>	<p>Text: The Egyptian Cinderella - Shirley Climo Outcome: to retell Purpose: to entertain Audience: Peers (story swap with another school)</p> <p>Text: Marcy and the Riddle of the Sphinx - Joe Todd Stanton Outcome: to retell Purpose: to entertain Audience: Year 4</p> <p>Text: Hidden Figures - Margot Lee Shetterly Outcomes: non-chronological report Purpose: to inform Audience: KS2 Library</p>	<p>Text: Holes - Louis Sachar Outcome: non-chronological report on Yellow-spotted lizard Purpose: to inform Audience: year 6</p> <p>Text: Holes - Louis Sachar Outcome: retell his arrival at Camp Green Lake Purpose: to entertain Audience: Year 4</p> <p>Stimulus: Moving to Y6 Outcomes: to write a letter Purpose: to inform Audience: Buddies</p>
SPAG	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Tenses (past & present progressive) • Tenses (past and present perfect) 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Commas for clarity or avoid ambiguity • Parenthesis (brackets) • Modal verbs to indicate degrees of possibility 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Parenthesis (commas) • Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p>New learning:</p> <ul style="list-style-type: none"> • Parenthesis – dashes • Use devices to build cohesion within a 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p>Spelling:</p> <ul style="list-style-type: none"> • Word list – years 5 and 6 • Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i> 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p>Spelling:</p> <ul style="list-style-type: none"> • Word list – years 5 and 6 • Singular and plural possessive apostrophe



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	<ul style="list-style-type: none"> Adverbs of possibility and linking ideas across paragraphs <p>Spelling:</p> <ul style="list-style-type: none"> Word list – years 5 and 6 Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*) Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> and words ending in <i>e</i> Contractions Words containing the letter-string <i>ough</i> Words containing the letter-string <i>ough</i> 	<p>Spelling:</p> <ul style="list-style-type: none"> Word list – years 5 and 6 Plural possessive apostrophe Verb prefixes: <i>dis-</i>, <i>mis-</i> Verb prefixes: <i>de-</i>, <i>re-</i>, <i>over-</i> Homophones and other words that are often confused Personal spelling log 	<p>Spelling:</p> <ul style="list-style-type: none"> Word list – years 5 and 6 Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word) Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word) Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i> 	<p>paragraph</p> <p>Spelling:</p> <ul style="list-style-type: none"> Word list – years 5 and 6 Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i> Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i> Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i> Homophones and other words that are often confused Personal spelling log 	<ul style="list-style-type: none"> Words ending in <i>-able</i> and <i>-ably</i> Words ending in <i>-ible</i> and <i>-ibly</i> Endings which sound like /ʃəl/ (<i>-cial</i> and <i>-tial</i>) Endings which sound like /ʃəl/ (<i>-cial</i> and <i>-tial</i>) 	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>de-</i>, <i>re-</i>, <i>over-</i> Homophones and other words that are often confused Personal spelling log
Maths White Rose	<p><u>Place Value</u></p> <p><u>Addition and Subtraction,</u></p> <p><u>Multiplication and division</u></p>	<p><u>Multiplication and Division</u></p> <p><u>Fractions A</u></p>	<p><u>Multiplication and Division B</u></p> <p><u>Fractions B</u></p> <p><u>Decimals and percentages</u></p>	<p><u>Decimals and Percentages</u></p> <p><u>Perimeter and Area</u></p> <p><u>Statistics</u></p>	<p><u>Shape</u></p> <p><u>Position and Direction</u></p> <p><u>Decimals</u></p>	<p><u>Decimals</u></p> <p><u>Negative Numbers</u></p> <p><u>Converting Units</u></p> <p><u>Volume</u></p>
Science Developing Experts	<u>Animals, Including Humans</u>	<u>Forces</u>	<u>Properties of Materials</u>	<u>Changes of Materials</u>	<u>Earth and Space</u>	<u>Living Things and Their Habitats</u>
Computing Kapow	<u>Online Safety</u>	<p><u>Micro:bit</u></p> <p><u>Online Safety</u></p>	<u>Online Safety</u>	<u>Mars Rover 1</u>	<u>Online Safety</u>	<p><u>Mars Rover 2</u></p> <p><u>Online Safety</u></p>
Art Kapow		<u>Painting and mixed media: Portraits</u>	<u>Ancient Egyptian scrolls</u>		<u>Drawing: Depth, emotion and movement</u>	



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DT	<u>Textiles (Sewing) – Advent Calendar</u>			<u>Mechanical Systems - Cams</u>		<u>Food Technology - Make Pizzas</u>
History	<u>Tudors</u>		<u>Local Study: Styal Mill</u>		<u>Ancient Egyptians</u>	
Geography		<u>Changes in our Local Environment</u>		<u>Alpine Region</u>		<u>Trade Journeys</u>
Music	<u>Music</u> <ul style="list-style-type: none"> • Explore composing, improvising and musical features • Recognise time signatures and note values. • Read and play notes C, D, E, F, G, A, B on the glockenspiel. • Improvise and compose • Listen to music • Sing 		<u>Music</u> <ul style="list-style-type: none"> • Explore composing, improvising and musical features • Recognise time signatures and note values. • Read and play notes C, D, E, F, G, A, B on the glockenspiel. • Improvise and compose • Listen to music • Sing 		<u>Music</u> <ul style="list-style-type: none"> • Explore composing, improvising and musical features • Recognise time signatures and note values. • Read and play notes C, D, E, F, G, A, B on the glockenspiel. • Improvise and compose • Listen to music • Sing 	
Spanish Language Angels	<u>La fecha</u>	<u>Mi casa</u>	<u>¿ Que tiempo hace?</u>	<u>Los juegos Olympicos</u>	<u>Consolidation</u>	<u>La ropa</u>
PE Rising Stars Champions	<u>Sport: Invaders (Netball)</u> <u>Fitness: Bootcamp</u>	<u>Sport (Tennis): Nimble nets</u> <u>Fitness: Mighty movers (boxercise)</u>	<u>Sport: Invaders (Basketball)</u> <u>Fitness Frenzy</u>	<u>Sport (Rounders): Striking and fielding</u> <u>Fitness: Gymfit circuits</u>	<u>Gymnastics:</u> <u>Sport (Cricket): Striking and fielding</u>	<u>Sport: Dance</u> <u>Sport: Young Olympians</u>
RSHE Ten Ten	<u>Religious Understanding</u> <ul style="list-style-type: none"> • Calming the Storm <u>Emotional Wellbeing</u> <ul style="list-style-type: none"> • Body Image • Peculiar Feelings 	<u>Emotional Wellbeing</u> <ul style="list-style-type: none"> • Emotional Changes <u>Life Cycles</u> <ul style="list-style-type: none"> • Menstruation 	<u>Religious Understanding</u> <ul style="list-style-type: none"> • God Is Calling You? 	<u>Keeping Safe</u> <ul style="list-style-type: none"> • Sharing Isn't Always Caring • Cyberbullying • Classroom Shorts 	<u>Religious Understanding</u> <ul style="list-style-type: none"> • The Holy Trinity <u>Living in the Wider World</u> <ul style="list-style-type: none"> • The World of Work • Classroom Shorts 	<u>Catholic Social Teaching</u>



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