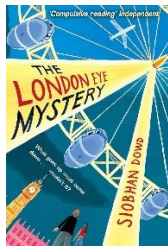
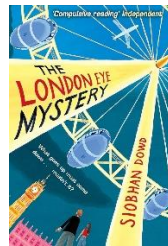
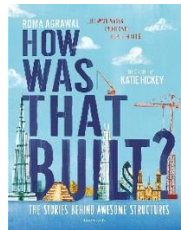
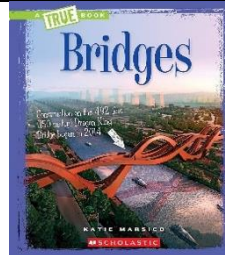
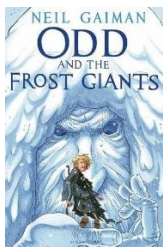
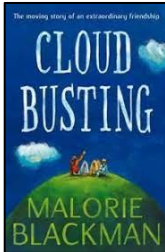
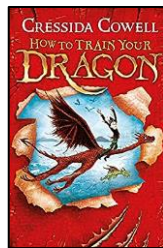
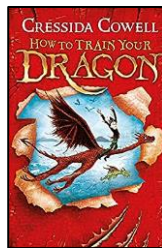


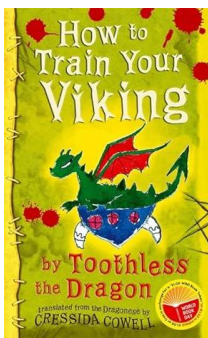
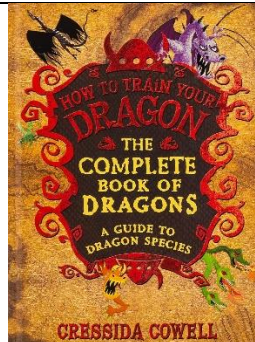
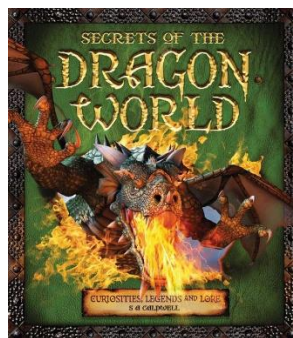
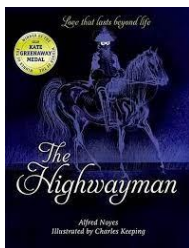
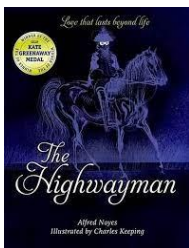
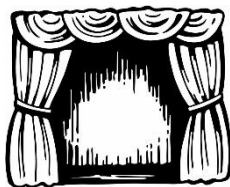
Curriculum Overview Year 5 Cycle A

Topic	Term 1 Totally Thames			Term 2 Raiders and Invaders	Term 3 Going Global	
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 5	Autumn 1 – Totally Thames			Autumn 2 – Totally Thames		
English Text						
						
Text genre	Adventure	Poetry	Explanation		Traditional tale	
Writing outcome(s)	CLPE: (Adapt according to class needs) Diary/Journal Entries (Ongoing) Persuasive Speech Explanatory Booklet Police Report Formal Letter Newspaper Report Television News Speech Advertisement Narrative	CLPE teaching sequence: (Adapt according to class needs) <i>Free Verse Poetry</i> <i>Restricted Form</i> <i>Poetry: Nonet</i> <i>Restricted Form</i> <i>Poetry: Haiku</i> <i>Poetry – Iambic Pentameter / Sonnet</i> Poetry recital	NF: Information on chosen structure (link to topic) NF: Explanation on how chosen structure was built / how it works – e.g. Tower Bridge (could also link to Science topic – see Space Station pages ‘How to Build in Outer Space’)		NF: Letter to Ben NF: Diary entry - Malinka F: Description – including history of the house Publishing	
Grammar	Range of sentences Correct tense	Vocabulary development	Range of sentences Correct tense	Range of sentences Correct tense		

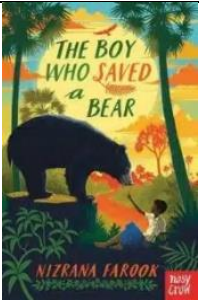
	Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Descriptive devices Cohesive devices within and across paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Poetic language and devices	Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession Rare GPCs Words with ‘silent’ letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words	Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i> Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)	Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Proofreading Focus on checking words from personal lists.	Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.		

Curriculum concept links						
Wider curriculum writing opportunities					Information – bridges (Geography/DT link) NF: Non-chronological report on bridges in Europe (the highest, the longest, the oldest etc.)	
Suggested wider reading						
Year 5	Spring 1 – Raiders, Traders and Invaders			Spring 2 – Raiders, Traders and Invaders		
English Text						
Text genre	Narrative: historical and mythical	A story about friendship – told in verse		Narrative	Instructions	
Writing outcome(s)	F: Narrative recount F: Character and setting descriptions NF: Letters NF: Short explanations F: retelling – alternative perspective	CLPE teaching sequence: NF: Persuasive writing – speech P: Own poem – free verse	Publishing	NF: Diary entries F: Own short story (recycle plot)	NF: Instructional text - How to train your dragon OR How to train your Viking / human (written by dragons, for dragons!)	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility	

	Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)	Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' Homophones <i>altar/alter, led/lead, steal/steel</i>	Dictionary Use a dictionary to create collections of words with common roots Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)			Learning and Practicing spellings Pupils: - Learn selected words taught in new knowledge this term. - Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) - Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.
Curriculum concept links						
Wider curriculum writing opportunities						

Suggested wider reading						
Year 5	Summer 1 – Going Global			Summer 2 – Going Global		
English Text						
Text genre	Historical narrative / Classic poetry	Discussion/debate	Playscripts		Persuasion	
Writing outcome(s)	NF: Diary entry F: Dialogue NF: Magazine article (TH unit)	Discussion (oracy) - challenging stereotypes	Guided Reading: Explore a range of playscripts	NF: Diary entry F: Dialogue F: Character / setting descriptions NF: Playscript scene F: Narrative	NF: Persuasive leaflet– visit Benin NF: Persuasion - Radio/TV Broadcast (TH unit)	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials	Sentence structures for discussion and debate (THEP – Oracy document)	Range of sentences Different sentence functions Correct verb tense Range of verb forms: simple, progressive, perfect Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials	

	Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Expanded noun phrase Modal verbs and adverbs for degree of possibility	Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Use of commas to clarify Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>) Suffixes Problem suffixes	Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list	Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term.	- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) - Learn words from personal lists.	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	
Curriculum concept links						
Wider curriculum writing opportunities				Biography – artist		

Suggested wider reading						
Year Group 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value Number Place value FREE TRIAL VIEW Recap- Y4 Geometry: Shape Number: Addition and subtraction Number Addition and subtraction VIEW Making Connections Geometry: shape Giacometti sculptures identifying shapes Triangles	Number: Multiplication and division Number Multiplication and division A VIEW Recap- Y4 Geometry: Position and direction Statistics Statistics VIEW	Number: Fractions A Number Fractions A VIEW Number: Multiplication and division Number Multiplication and division B VIEW Number: Fractions	Number: Decimals and percentages Number Decimals and percentages VIEW Measurement: Perimeter and area Measurement Perimeter and area VIEW Making Connections Geography – comparing countries Geometry:	Geometry: Position and direction - link with area, shape Geometry Position and direction VIEW	Number: Negative numbers – Number Negative numbers VIEW Number: Decimals Number Decimals VIEW Measurement: Converting units

	Geometry Shape VIEW Making Connections Art Giacometti sculptures		Number Fractions B VIEW	Rectilinear and compound shapes Assess and Review		Measurement Converting units VIEW Measurement: Volume Making Connections DT Bread Measurement Volume VIEW Assess and Review
Science Cycle A&B	Earth and Space Is the amount of money spent on exploring space morally right?	Properties and changes of materials	Animals including Humans- Digestive system teeth	All Living Things and Their Habitats Are zoos acceptable in 2024	Forces	Forces
Geography	<u>The Thames and UK</u> Compare - Physical Geography and land use within the local area and beyond name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		<u>UK v Scandinavia</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Eastern Europe describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		<u>Africa: Focus on Nigeria</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human	

	Compare with other European cities with rivers.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Geographical Skills to run throughout each unit use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
Year 5 & 6			
Assessment Activity/Outcome	Create an E Book comparing the 2 cities – human and physical features	Write a quiz with a selection of questions based on the physical and human features of England & one Scandinavian country. Use: Images Multiples choice Weather data	Create a fact file for a missing page in a geography book for another country in Africa. Present compare with each other.
Locational Knowledge	World Rivers https://www.geoguessr.com/seterra/en/vgp/3133	Scandinavia https://www.geoguessr.com/seterra/en/vgp/3187 Europe – Physical features https://www.geoguessr.com/seterra/en/vgp/3453	Africa - Physical features https://www.geoguessr.com/seterra/en/vgp/3450 Africa – countries https://www.geoguessr.com/seterra/en/vgp/3163

History B Year	<u>Local History</u> Thames Bridges – How did they change London? BHM: Slave trade & the docks Use dates and historical periods in my language. Create a timeline about a specific topic Summarise the main events from a specific period of time. Understand and show how history shaped the world we live in today. Show an understanding of how things have changed over time and in some instances explain why. Legacy – How have bridges shaped the London we live in today? Should people be blamed for the faults of their ancestors?	<u>British History</u> The Vikings Use dates and historical periods in my language. Order events and use specific vocabulary to describe when they happened. Create a timeline about a specific topic e.g the development of weapons. Ask and answer searching questions. Describe a key event from Britain’s past using a range of evidence from different sources. Legacy – What have the Vikings left behind?	<u>World History</u> A non-European society that provides contrasts with British history Benin (West Africa) c. AD BH Artefacts in the British Museum, is it immoral to keep them there? Understand and show how history shaped the world we live in today. Show an understanding of how things have changed over time and in some instances explain why. Describe changes, similarities and differences between different historical periods. Legacy – Should we return artefacts to the Benin? Should we return stolen artefacts back to the country of origin?
Assessment Outcome/ Activity	Write an explanation/summary – History of Tower Bridge (why, how where, when what, who)	Newspaper report written and oral – The Vikings are coming	Quiz – Put on Google slides Comparing The Mayan Empire & The Benin Empire
Art	Monet - Painting Select colour appropriately to evoke mood or setting Select use different paints and techniques for the desired effect Investigate and produce work influenced By a given artist (Monet) <u>Outcome: Landscape in the style of Monet</u>	Art Painting/3D/Collage – Viking Shields Use texture and colour to indicate emotion Use a range of different paints, techniques and collage Recreate designs from other times and cultures using a variety of materials <u>Outcome - Shield</u>	Art -African Prints – Printing Recreate designs from other times and cultures using a variety of materials Design prints for different purposes Discuss and evaluate own work and that of others Build up drawings and images of whole or parts of items using various techniques <u>Outcome: Create a repeated pattern using various printing techniques</u>
Corridor Displays	Humanities	STEM	Art
DT	Bridges – construction What makes a good bridge? What different types of bridge are there?	DT – Food technology -Bread Know about different types of bread and how bread is made.	DT - Musical instruments Investigate how different musical instruments are made and how the sounds are created.

	How can we design and make one? Evaluate our own products.		Make our own bread and adapt a recipe. Make our own lunch. Create a survey – google docs		Replicate and design own instrument.	
RE	U2.9 What can be done to reduce racism? What can we learn from religious and non-religious world views?		U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and /or Jewish people.		U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists)	
Computing	5.1 We are game developers Developing an interactive game Scratch		4.4 We are HTML editors Editing and writing HTML X-Ray Goggles		4.5 We are co-authors Writing collaboratively (adapted from S.O. scheme) Padlet	
PSHE	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See overview document of lessons to teach)	Changing me Relationships (See overview document of lessons to teach)
PE Lesson 1-teacher	hockey Paralympic sports day	Basketball	yoga	Dance	tennis	Athletics
PE Lesson 2-coach PPA	Fitness	Football	Gymnastics	Netball	Striking and fielding	Athletics

Spanish	Phonetics My Family	The date	What is the weather?	Do you have a pet?	My home	Habitats
MUSIC	Thunder by Imagine Dragons Learn and Djembe and sing 1,3,4,5	London Spoken Word pieces about 'Their London' 1,2,5	Glockenspiel. Stage.2 with Music appreciation Opera 1,2,3,5	Djembe Collaboration ABBA 1,3,5	Y5 Singing Performance 1,3,4	Recorders Stage.2 Reflect, rewind, replay. 1,3,4,5,6
Listening	Bestselling singles of all time: The World	Music from the 90s	Opera	ABBA	Performance Y5 Y6 Musicals: Hamilton	Performance y6 Y5 Musicals: Hamilton
Trips	Tower Bridge Theatre		Hackney City Farm – Science Buddhist centre		Marble treat	
Visitors	Critical thinking Workshop: Equaliteach - PSHE		Maths Games		Refugee week – workshop	