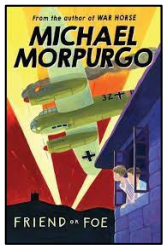
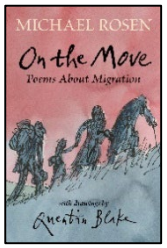
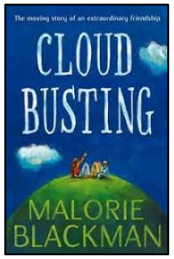
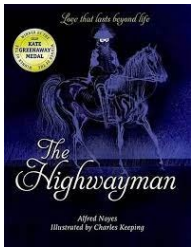
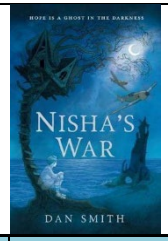
Kobi Nazrul
- PRIMARY SCHOOL -

Curriculum Overview Year 5 Cycle B

Topic	Term 1 'Life in London'		Term 2 'Home and Away'	Term 3 'What a Wonderful World'	
Key Concepts	**Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections**				
Year 5	**Autumn 1 – Life in London**			**Autumn 2 – Life in London**	
English Text					
Text genre	Historical	Historical	War poetry	A story about friendship – told in verse	Historical narrative / Classic poetry	Discussion/debate
Writing outcome(s)	NF: Letter home NF: Interview	F: Write the missing paragraphs	CLPE planning Poetry recital Own poem	CLPE planning: NF: Persuasive writng – speech P: Own poem – free verse Further guidance: https://www.teachwire.net/news/ks2-book-topic-cloud-busting/	NF: Diary entry F: Dialogue	Discussion (oracy) - challenging stereotypes
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials	Vocabulary development Poetic language and devices	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**	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions **Relative clause** **Modal verbs and**	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions **Relative clause** **Modal verbs and**

	Complete dialogue punctuation - quote Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings	**Complete dialogue punctuation** Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification **Apostrophes for plural possession** Range of punctuation Vary sentence starter		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**	**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**	**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** *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed* **Hyphen** Use of the hyphen (*co-ordinate, co-operate*)		**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						

Suggested wider reading						
Year 5	**Spring 1 – Home and Away**			**Spring 2 – Home and Away**		
English Text		Non-fiction to be decided			Play Scripts	
Text genre	Traditional tale	Persuasion??				
Writing outcome(s)	Have sourced planning – needs looking at	NF: Information text NF: How to care for…		NF: Diary entry F: Character description	NF: Discussion	
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 Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter **Using a range of affixes for precision in**	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 Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter **Using a range of affixes for precision in**		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 **Cohesive devices within and across paragraphs** Range of punctuation	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 **Cohesive devices within and across paragraphs** Range of punctuation	

	vocabulary	**vocabulary**		Vary sentence starter **Using a range of affixes for precision in vocabulary**	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 (*bruise, guarantee, queue, immediately, vehicle, yacht*) Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)		**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** *altar/alter, led/lead, steal/steel*	**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 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.
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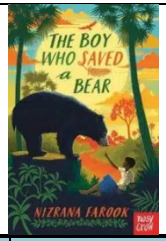
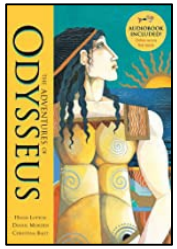
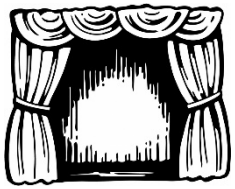
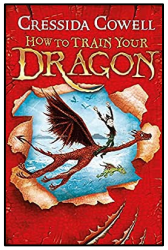
Suggested wider reading						
Year 5	**Summer 1 – What a Wonderful World**			**Summer 2 – What a Wonderful World**		

English Text						
Text genre	Myth (THEP)	Newspaper (Recount)	Playscript		Information	
Writing outcome(s)	NF: Diary entries F: Write next chapter with own mythical beast	NF: Newspaper of chosen event	Guided Reading: Explore a range of playscripts	NF: Diary entries F: Own short story (recycle plot)	NF: Information on own dragon	
Grammar	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 **Cohesive devices within and across paragraphs** Range of punctuation Vary sentence starter **Using a range of affixes for precision in vocabulary**	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 **Cohesive devices within and across paragraphs** Range of punctuation Vary sentence starter **Using a range of affixes for precision in vocabulary**	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 Expanded noun phrase **Modal verbs and adverbs for degree of possibility**	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 **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	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 **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	**Revisit** Strategies at the point of writing:	**Dictionary** Teach use of dictionary to check words,	**Morphology/ Etymology** Teach morphemic and etymological	• Learn words from the Years 5 and 6 word list. (Suggest an		

(No Nonsense)	Have a go A range of strategies for learning words **Homophones** (*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*) **Suffixes** Problem suffixes	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	strategies to be used when learning specific words **Learning and Practising spellings** Pupils: • Learn selected words taught in new knowledge this term.	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 Group 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value Addition and subtraction Statistics Multiplication & Division Area & Perimeter	Place value Addition and subtraction Statistics Multiplication & Division Area & Perimeter Assess and review	Place Value Multiplication & Division Fractions Decimals and percentages Reasoning and problem solving	Place Value Multiplication & Division Fractions Decimals and percentages Reasoning and problem solving Assess and review	Written calculations Apply with all types of number – incl.Fractions place value revision reasoning and problem solving	Written calculations Apply with all types of number – incl.Fractions place value revision reasoning and problem solving Measures (mass, volume and capacity) reasoning and problem solving Assess and review
Geography	**London & Berlin - Physical & Human Geography** Comparison of 2 European capital cities		**UK & Denmark** Comparison of 2 European countries		**North & South America** understand geographical similarities and differences through the study of human and physical geographical region within North or South America	

			concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
	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	**<u>Place Knowledge</u>** Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. **<u>Human & Physical Geography</u>** identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Compare with a major European Capital city With a river. **<u>Locational Knowledge</u>** European capitals **https://www.geoguessr.com/seterra/en/vgp/3225** European Rivers https://www.geoguessr.com/vgp/3135	**<u>Place Knowledge</u>** Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. **<u>Locational Knowledge</u>** UK & Scandinavian physical features	**<u>Human & Physical Geography</u>** Describe and understand key aspects of: Physical geography including Rivers and the water cycle, brief introduction to Volcanoes and earthquake **<u>Locational Knowledge</u>** Countries of South America

Activity	**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.**
History Year	**Local History** London during the war – Food **BHM** – Windrush - who fought in WW2 Key concept - Power Who had power, who wanted power and how was it obtained? **BHM** David Olusoga – pg 62, pg 66 windrush today	**British History** Settlements by Anglo Saxons and Scots Who were the Anglo Saxons & Scots? Why did they settle here? Where did they settle?	**World History** Who were the Ancient Greeks? What life was like for the Ancient Greeks The Olympics, Gods and Goddesses, Art, Greek inventions, Food, Architecture and Language
Assessment Outcome/Activity	**Newspaper report written and oral.** The impact of WW2 on the local area	**Write a summary** of the Anglo-Saxon invasion. Including conflicting accounts from different sources	**Google slides presentation** Comparing Ancient Rome & Ancient Greece
Art	**Giacometti** Outcome - 3D Sketch up	**Drawing** Outcome – Stephen Wiltshire style drawing and study	**Collage** Outcome – Plate/Collage Portraits
DT	**Fairgrounds** Mechanical	**Bread** Make your own Lunch y5 (bread) Pizza Y6 Survey – google docs	**Toys** Mechanical
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)

Science Cycle A&B	Earth and Space	Properties and changes of materials	Animals including Humans- Digestive system teeth	All Living Things and Their Habitats	Forces	Forces
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	Dance* WW2 link	Cricket	yoga	Circuit skills	Basketball	Athletics
PE Lesson 2- coach PPA	Fitness	Football	Gymnastics	Netball	Striking and fielding – focus rounders	Athletics
Spanish	Phonetics Seasons	Ice-creams	Presenting myself	My Family	At the cafe	My home

MUSIC	Year 5- Thunder by Imagine	**London:** Appraise, learn and perform mixture of 'My city' Poem by George the Poet and 'Hometown Glory' (chorus) Adele	Glockenspiel. Stage.2 with Music appreciation	**Singing (play)**	Djembe Collaboration	Reflect, Rewind and replay, mash up of all things we've explored throughout the year
Listening	**Music from the 00s**	**Children's Film Soundtracks**	**Eurovision**	**Jazz**	**Performance (y5) Musicals – Bugsy Malone (y6)**	**Performance (y6) Musicals – Bugsy Malone (y5)**
Trips	Churchill War Rooms (History) West End Theatre - Y5 (&6)		Ice Skating		British Museum – Ancient Greece Bowling - PE / PSHE / end of year marble treat	
Visitors	Drama Hut – Evacuees workshop		Anglo Saxon Workshop Critical thinking Workshop: Equaliteach - PSHE		Refugee week - workshop	