



Year 5 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> <p>Writing across the curriculum shown in respective subjects below.</p>	<p>CLPE <i>There's a Girl in the Boy's Bathroom</i> Descriptive writing Report Story</p>	<p>CLPE <i>Odysseus Myth and legend (time- Flashback)</i> Argument</p> <p>Poetry (1 week)</p>	<p>CLPE <i>Ice Trap! Shackleton's Incredible Expedition</i></p> <p>Diary entry (recount) Newspaper report</p>	<p>World Book Weeks</p> <p>CLPE Philip Pullman <i>Clockwork</i> Narrative (mix of fairytale, horror, fantasy) Different openers</p>	<p>CLPE</p> <p>Skellig Narrative, character descriptions, Writing own version of story.</p>	<p>Poetry (1 week)</p> <p>CLPE <i>Locomotion</i></p> <p>Poetry (linking to week of Poetry)</p> <p>Letter writing</p> <p>Oracy fortnight</p>
<p>Reading (Pinpoint Comprehension on Units)</p>	<p>Unit 15 <i>Stairway to the Stars</i> (Science Link)</p> <p>Unit 18 <i>A Trip to See the Planets</i> (Science Link)</p> <p>Unit 11 <i>Moving Day</i> (thematic link with <i>There's A Girl in the Boy's Bathroom</i>)</p> <p>Unit 5 <i>Dr. Martin Luther King Jr</i> (Black History link)</p>	<p>Unit 3 <i>Storm Chasers</i> (Geography link)</p> <p>Unit 14 <i>Go-kart Racing</i> (Science Link)</p> <p>Unit 2 <i>Goldilocks on CCTV</i> (Poetry link)</p> <p>Unit 6 <i>The Legend of Sleepy Hollow</i></p>	<p>Unit 12 <i>Soundwaves and Communication</i> (Science Link)</p> <p>Unit 16 <i>Patterns Around Us</i> (Science Link)</p> <p>Unit 19 <i>Glass Painting</i> (Link with craft nature of Anglo-Saxons, History)</p>	<p>Unit 9 <i>Anne of Green Gables</i></p> <p>Unit 13 <i>The Adventures of Huckleberry Finn</i></p> <p>Unit 17 <i>The Story of Dr Dolittle</i></p>	<p>Unit 1 <i>The Lost World</i> (Science Link)</p> <p>Unit 10 <i>All About Sharks</i> (Science Link)</p> <p>Unit 20 <i>The Great Trainer Theft</i></p>	<p>Unit 4 <i>The Mystery of the Grand Bazaar</i> (International Link)</p> <p>Unit 7 <i>Welcome to Brazil</i> (International Link)</p> <p>Unit 8 <i>Billy's Coming Back</i> (Poetry Link)</p>



<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>*Use inverted commas and other punctuation to indicate direct speech *including the use of the apostrophe for possession *the use of the comma for fronted adverbials *Use fronted adverbials</p>	<p>*Verb prefixes [for example, dis-, de-, mis-, over- and re-] *Use of comma to clarify meaning *Using the comma, dash and brackets to indicate parenthesis *Passive verbs *Perfect form of the verb *Colon to introduce a list</p>	<p>*Perfect tense *Use knowledge of morphology and etymology - spelling rules *Expanded noun phrases *Modal verbs & adverbs for degrees of possibility *Relative clauses *Semi-colon *Use of bullet points</p>	<p>*Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify *Parenthesis - revision *Passive verbs</p>	<p>*Adverbials - time, manner *Using the comma, dash and brackets to indicate parenthesis *Adverbs that do not end in '-ly' *Expanded noun phrases</p>	<p>*Parenthesis - revision *Use of the semi-colon, colon and dash to mark the boundary between independent clauses *Use of the colon to introduce a list and use of semi-colons within lists *Use of hyphens</p>
<p>Maths</p>	<p>WB 4.9.23 Closing the gaps from the previous year group Summer term ARE</p> <p>1. establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies.</p> <p>2. establishing a</p>	<p>6. multiplication and division, and extend children's understanding of fractions.</p> <p>7. multiplication and division, and extend children's understanding of fractions.</p> <p>8. the concept of angles as degrees of 'turn', and on comparison, identification and measurement of</p>	<p>11. developing a robust understanding of place value in larger whole numbers and in decimals; this is used to enable children to round any number to the nearest required power of ten.</p> <p>12. the rehearsal and development of</p>	<p>16. the development of written methods for multiplication and division; division is linked to finding fractions of large amounts.</p> <p>17. the development of written methods for multiplication and division; division is linked</p>	<p>20. rehearsing column subtraction and extending to larger / more difficult numbers; column addition and subtraction are used to solve problems.</p> <p>21. adding and subtracting numbers in the context of money and contextual problems.</p> <p>22. multiplying and</p>	<p>26. factors and multiples; on securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division.</p> <p>27. factors and multiples; on</p>



<p>robust understanding of place value and using this in the development of addition and subtraction calculation strategies.</p> <p>3. multiplying and dividing to get decimal numbers, and then on mental strategies in multiplication and division.</p> <p>4. calculating time intervals and on measuring lengths in cm and mm including perimeters.</p> <p>5. using formal written subtraction and counting up as appropriate, including when finding change.</p> <p>WB 16.10.23 closing the gaps</p>	<p>angles.</p> <p>9. comparing and ordering whole numbers and decimals, and on equivalence in relation to proper fractions and decimals.</p> <p>10. revision of the four operations, including calculation strategies and the inverse relation between addition and subtraction, multiplication and division.</p> <p>WB 04.12.23 Assessment Week & closing the gaps</p> <p>WB 11.12.23 Closing the gaps from Autumn ARE</p>	<p>mental calculation strategies for addition and subtraction.</p> <p>13. the rehearsal and development of mental calculation strategies for multiplication and division, and on identifying patterns and rules.</p> <p>14. exploring the properties of triangles, naming and identifying the different types; and then on SI units of measure, reading scales and conversion problems.</p> <p>15. column addition of decimal numbers, and</p>	<p>to finding fractions of large amounts.</p> <p>18. developing understanding of polygons and angles, particularly in relation to quadrilaterals; metric units are then revised and regularly used imperial units are taught.</p> <p>WB 11.03.24 Assessment week & closing the gaps</p> <p>19. revising proper fractions and equivalent fractions, and then moves on to mixed numbers and improper fractions; proper fractions are multiplied by</p>	<p>converting fractions; and on short and long multiplication of whole numbers.</p> <p>23. place value in decimals, including multiplying and dividing by 10 and 100.</p> <p>24. plotting, reflecting and translating shapes on coordinate grids; and on extending understanding of properties of 2D and 3D shapes.</p> <p>25. written methods of addition and subtraction, and choosing efficient strategies to solve problems.</p> <p>WB 20.5.24 closing the gaps</p>	<p>securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division.</p> <p>28. calculating areas, perimeters and volumes, and understanding the difference between measurement in one, two and three dimensions.</p> <p>29. understanding percentages and how they relate to fractions and decimals, and solving problems by</p>
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			<p>on mental subtraction of decimal numbers.</p> <p>Wb 6.2.23 closing the gaps</p>	<p>whole numbers.</p>		<p>finding percentages of amounts.</p> <p>WB 01.07.24 Assessment week and closing the gaps from Summer ARE</p>
RE	<p>Our Mission Statement and Gospel Values <i>5th Sept- 8th Sept</i> <i>How our Mission Statement directs our 'Mission in life'</i> Year 5 - Rewrite the mission statement so that it contains the same message but includes independent ideas - Explain the Gospel values from the mission statement and how these are shared as a school community</p> <p>Domestic Church <i>12th Sept. – 30th Sept.</i></p> <p>Year 5 - OURSELVES - Created in the image and likeness of God</p> <p>Feast of St Francis Mass <i>Wednesday 4th October</i></p> <p>New School Year Mass: 7th September</p> <p>School Mass: Feast of St Francis 4th Oct</p> <p>Baptism/Confirmation <i>9th Oct.-10th Nov.</i></p>	<p>Local Church <i>4th Jan.- 26th January</i> Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism)</p> <p>Citizenship Fortnight <i>8th January -19th January</i></p> <p>School Mass: Citizenship Mass 19th January</p> <p>Eucharist <i>29th Jan- 1st March</i> Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice</p> <p>Lent/Easter <i>4th March-19th April</i> Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus</p>	<p>Pentecost <i>22nd April – 17th May</i> Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power</p> <p>Universal Church <i>24th June- End of Term</i> Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation School Mass: St Peter & Paul and International Day Mass 4th July</p> <p>School Mass: End of Year 18th July</p>			



	<p>Year 5 - LIFE CHOICES - Marriage, commitment and service</p> <p>Judaism <u>13th Nov.-17th Nov.</u> <i>Year 5 - Passover</i></p> <p>School Mass: All Saints' Day 1st Nov.</p> <p>Advent/Christmas <i>20th Nov.- End of Term</i> Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one</p> <p>School Mass: End of Term Christmas Mass 19th Dec</p>					
Science	<p>Topic 4: Let's Get Moving</p>	<p>Topic 1: Out of This World</p> <p>Extended writing: Explanation of Day & Night Trip: Planetarium</p>	<p>Topic 2: Material World</p> <p>Extended writing: Report on Separation of Materials</p> <p>Retrieval - Phases of the Moon - 'Analysing and Contrasting Images' (assessing retention from previous topic)</p>	<p>Topic 6: Amazing Changes</p>	<p>Topic 3: Circle of Life</p> <p>Extended Writing: Explanation of a life cycle. Trip: Kew Gardens or London Zoo</p>	<p>Topic 5: Growing Up and Growing Old</p>
Computing	Computing systems	Creating Media -	Programming B –	Data and	Creating media	Programming B -



	<p>and networks – Systems and searching</p> <p>Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online</p>	<p>Video production</p> <p>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p> <p>Lessons to be adapted to use iPads and iMovie instead of Microsoft Editor</p>	<p>Repetition in games</p> <p>This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout</p>	<p>information Flat file databases</p> <p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>	<p>Introduction to vector graphics</p> <p>This unit progresses learners' knowledge and understanding of digital painting and has some links to the Year 3 'Creating media – Desktop publishing' unit, in which learners used digital images. In this Year 5 unit, learners create images that could be used in desktop publishing documents.</p>	<p>Selection in quizzes</p> <p>Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a</p>
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						<p>given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>
<p>Art</p>	<p>LO: To use collage to create rivers & volcanos.</p> <p>*Explore the features of rivers/volcanos using photographs.</p> <p>*Give chn chance to explore the materials they are able to use to create their collage (card, paper, tissue paper, cotton wool).</p> <p>*Chn use sketchbooks to sketch a plan for their collage, identifying what materials will be used for each section</p> <p>*Chn use their sketched plans to create a collage river/volcano.</p>	<p>LO: To use collage to create rivers & volcanos.</p> <p>*Explore the features of rivers/volcanos using photographs.</p> <p>*Give chn chance to explore the materials they are able to use to create their collage (card, paper, tissue paper, cotton wool).</p> <p>*Lead chn to method: outline simple line decoration with string on a circle of card; cover with PVA Glue; paint when dry; decorate with plastic jewel in middle. Chn to try their designs in sketchbooks first - must keep it simple!</p>			<p>Black History</p> <p>Use line drawing skills to represent culture of study.</p> <p>International</p> <p>Use paint to represent culture of study</p>	



<p>History</p>	<p><u>Black History</u> <u>Windrush 75</u> <u>Social life</u> How did people build a sense of community? What challenges did they face? What did they miss most about life in the Caribbean? How easy was it to source Caribbean foodstuffs? How easy was it to stay in touch with family members back in the Caribbean</p>		<p><u>Anglo Saxons, Vikings and Scots</u> Children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions</p>		<p><u>Benin</u> This unit provides children the opportunity to look at Benin, a non-European society which is very different from their own. Children should make links between Benin and a bigger picture of Africa's past as well as its changing relationship with Britain in order to consider the significance of the arrival of the Eweka Dynasty in the 12th century. They should make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition</p>	
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Geography		Earth Matters: The Water Cycle & Rivers Volcanoes and Earthquakes Information Leaflet		Comparing people and places: Grand Canyon		International Study Non-chronological report
PE	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
PSHE	The Zones of Regulation	Anti-Bullying The Zones of Regulation	Citizenship Safer Internet The Zones of Regulation	The Zones of Regulation	The Zones of Regulation	Journey in Love Sex Education (w/b 20th June)
Music	Livin' On A Prayer Rock Anthems. MAV: Step 1, Warm Up Games - start with bronze, then silver and gold if possible. Showing chn's awareness of rhythm and pitch.	Make You Feel My Love* Pop Ballads. MAV: Focus on group and part singing - Christmas preparation.	Classroom Jazz 1* Jazz and Improvisation. MAV: Step 1, Perform the Piece - Three Note Bossa by Ian Gray.	The Fresh Prince of Bel-Air Old School Hip-Hop. MAV: Focus on group, individual and part singing - Easter performance.	Dancing In The Street Motown. MAV: Step 5, Compose with the Song - Dancing in the Street.	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music.



<p>MFL - French</p>	<p><u>Describing People</u></p> <p>Saying colours that are useful for describing hair and eyes</p> <p>Describing physical features</p>	<p><u>Describing People</u></p> <p>Describing a person's personality</p> <p>Saying what they are wearing</p> <p>Using "il" and "elle" with "être" and "avoir"</p>	<p><u>The body</u></p> <p>Naming parts of the face</p> <p>Saying basic verbs in the first person</p> <p>Saying that something hurts</p>	<p><u>The body</u></p> <p>Naming fairy tale characters</p> <p>Saying traditional fairy tale locations</p>	<p><u>Sport</u></p> <p>Talking about the sports they play</p> <p>Expressing likes</p> <p>Detailed vocabulary for football and tennis matches</p> <p>The use of the verb "savoir"</p>	<p><u>Sport</u></p> <p>Detailed vocabulary for football and tennis matches</p> <p>The use of the verb "savoir"</p>
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