<u>Leamington Community Primary School</u>

Curriculum Overview 2019-20

Year 5



| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--------|--|-----------------------|--------------------------|--|----------------|--|
| | | The Egyptian | Journey to Jo'burg | Journey to the River | Tales of King Arthur | The Piano | Harry Potter and the |
| | | Cinderella | by Beverly Naidoo | Sea | by Felicity Brooks | Narrative Film | order of the Phoenix |
| 1 | | by Shirley Climo | | by Eva Ibbotson | The Lady of Shalott | | by J. K. Rowling |
| • | тшшегы | THE EGYPTIAN CINDERELLA by States Cinc. Burnard by Ruch Heller | Journey to Joiburg | Journey To the River Sea | by Lord Tennyson The Lady Arthur Shalott Medical School Shalott Medical School Sc | | HARRY POTTER and the Order of the Plants ONE POWLING |

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|----------|-------------------------|------------------------|------------------------|------------------------|--------------------------|------------------------|
| | Focus | Formal letter, | Informal letter, | Stories from other | Legend, comic strip, | Film narrative (vlog), | Performance poems, |
| | | Instructions, Fairytale | persuasive speech, | cultures, | Narritive poem | drama conventions, | Persuasive writing |
| | | | character future | chronological report, | | diary entry, | |
| | | | | newspaper report, | | | |
| | | | | figurative language | | | |
| _ | | | | poem | | | |
| nglish | Spelling | Practising of Year 5/6 | Practising of Year 5/6 | Practising of Year 5/6 | Practising of Year 5/6 | Practising of Year 5/6 | Practising of Year 5/6 |
| Eng | | spellings | spellings | spellings | spellings | spellings | spellings |
| _ | | Word endings which | Words ending in - | Words containing | Use a dictionary to | I can use a thesaurus | Use knowledge of |
| | | sound like 'shus' | ant, -ance/-ancy, - | the letter-string | check spelling, | Understand verb | root words, prefixes |
| | | spelt -cious or -tious | ent, -ence/-ency | 'ough' | meaning, or both of | prefixes e.g. dis-, de-, | and suffixes |
| | | Word endings which | Words ending in - | Words with 'silent' | these. | mis-, over-, and re | |
| | | sound like 'shil' spelt | able and -ible, also - | letters. | Homophones | | |
| | | -cial or -tial | ably and -ibly | | | | |
| | | Plurals | | | | | |

| SPAG | Use of commas | Add information to | Use brackets, dashes | Active and passive | Change nouns or | Modal verbs | |
|-------|---|---------------------|----------------------|---------------------|-----------------------|-----------------------|--|
| | Indicate degrees of | sentences using | or commas for the | voice | adjectives into verbs | Relative pronouns | |
| | possibility using | relative clauses | same purpose | Prepositions | by adding suffixes | Relative clause | |
| | modal verbs | (commas) | (parenthesis) | Direct and indirect | Determiners | Parenthesis (bracket, | |
| | Verb tense | Link ideas across | Subordinate and | speech (inverted | Verb tense | dash and commas) | |
| | agreement | paragraphs using | main clauses | commas) | agreement | Cohesion | |
| | Use of apostrophe | adverbials of time, | Colons and semi- | Personal and | Synonyms and | Ambiguity | |
| | for omission and | place, number or | colons | possessive pronouns | antonyms | | |
| | possession. | tense choices | | | | | |
| | Imperative verbs | Possessive plurals | | | | | |
| Oracy | Ongoing opportunities to develop children's skills in speaking and listening, including (but not limited to) debating, performance, drama | | | | | | |
| | and film-making. | | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|----------------------|------------------------|---------------------|-----------------------|------------------|-----------------|
| | Place Value | Mental multiplication | Fractions including | Convert between units | Geometry | Statistics |
| | Negative numbers | and division | decimals and | of measure | Properties of 3D | Line Graphs |
| hs | Roman Numerals | Multiples and factors | percentages | Imperial measures | shapes | Timetables |
| Mat | Decimals | Written multiplication | Problem solving | Area and perimeter of | Draw and measure | Problem solving |
| 2 | Rounding | and division | | rectilinear shapes | angles | |
| | Written addition and | Prime, square and | | Estimate volume and | Problem solving | |
| | subtraction | cube numbers | | capacity | | |
| | Problem solving | Problem solving | | Problem solving | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|-------------------------|-----------------------|------------------|------------------|----------------------|-------------------------|
| a | Forces | Earth and Space | Living Things an | d Their Habitats | Animals, Including | Properties and |
| 2 | (gravity, friction, air | (Earth, sun and moon) | (life c | ycles) | Humans | Changes of Materials |
| <u>.</u> | resistance, levers, | | | | (gestation, puberty, | (dissolving, reversible |
| | pulleys and gears) | | | | growing old) | and irreversible |
| | | | | | | changes) |

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|-----------|-----------------------|----------------------|-------------------------|----------------------|--------------------|-----------------------|
| | es | Egyptians: | South Africa | Rainforests: | Anglo-Saxons: | Civil War | Local Geography: |
| <u>.</u> | nities | How can we rediscover | | Why should rainforests | Were the Anglo- | | UK |
| | mal | the wonder of Ancient | | be important to us all? | Saxons really | | |
| | 로 | Egypt? | | | smashing? | | |
| 1 | _ | | | | | | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <u>D</u> | Problem solving and | Coding, robotics and | Produce, edit and | Digital | Create and share | Collecting, exploring |
| | Computing | Real-World Tech: | gaming: | publish media: | communications and | digital artefacts: | and recording data: |
| | ndı | Design a pyramid | Make a space buggy | Documentary on | the web: | Mood Board | Database of class |
| | 0 | | move | rainforest | Anglo-Saxons Website | | |
| | 0 | | | | | | |
| | | | | | | | |

| (6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--------------------|--------------------|------------------|------------------|----------------|------------------------|
| Arts | Food Technology: | Pulleys or Gears: | Textiles: | Block Printing: | Digital Media: | Structures: |
| e / | Design and make an | Make a space buggy | Batik | Celtic designs | Mood board | Making a staircase for |
| The | Egyptian flatbread | | (Henri Rousseau) | | | marbles |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Ų | Signs and Symbols | Christmas: | Special books: | Easter: | Special books | Aung San Suu Kyi |
| SMSC | | Peace | The Bible | Why is the cross | | |
| S | | | | important to | | |
| | | | | Christians? | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Egyptian Dance | Swimming | Games | Invasion Games | Gymnastics | Dodgeball |
| F | | | | | | |
| | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|-----------------|--------------|--------------------|--------------|-----------------|---------------|
| | Jigsaw: | Jigsaw: | Jigsaw: | Jigsaw: | Jigsaw: | Jigsaw: |
| 半 | 'Being Me in My | 'Celebrating | 'Dreams and Goals' | 'Healthy Me' | 'Relationships' | 'Changing Me' |
| PSI | World' | Difference' | | | | |
| | | | | | | |
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