Leamington Community Primary School

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 |
| on | by Shirley Climo | | by Eva Ibbotson | The Lady of Shalott | | by J. K. Rowling |
| ersi | THE EGYPTIAN CINDERELLA | (Manufacture Coloredge) | IBBOTSON TO THE PROPERTY OF TH | by Lord Tennyson | | HARRY POTTER |
| E | by Shirley Climo - illustrated by Ruth Heller | Journey | Dito the | Commercial Control of | 3/8 | and the Order of the Phoenix |
| Im | | to Joiburg | Titler Sea | | | And Andrew |
| | | | | Arthur The Lady | THE PARTY OF THE P | |
| | | | With a Economic by Michael Morpanya | Selective Brooks Street Land Brown by Christ Gegins | | J.K.ROWLING |

| | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|------------|---------|-------------------------|------------------------|------------------------|------------------------|--------------------------|------------------------|
| | F | ocus | 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 | | | |
| _ | . L | | | | poem | | | |
| dilo d | <u> </u> | pelling | 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 |
| 2 | <u> </u> | | 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 |
| PS | 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 |
| ≥ | 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 |
|------|-------------------------|--|------------------------|---|------------------------|-------------------------|
| | Forces | Earth and Space | Living Things an | d Their Habitats | Animals, Including | Properties and |
| O U | (gravity, friction, air | air (Earth, sun and moon): (life cycles) | | ycles) | Humans | Changes of Materials |
| u C | resistance, levers, | Will we ever send | Do all plants and anim | Do all plants and animals start life as an egg? | | (dissolving, reversible |
| Scie | pulleys and gears): | another human to the | · | | | and irreversible |
| S | Can you feel the force? | moon? | | | How different will you | changes): |
| | | | | | be when you are as old | Could you be the next |
| | | | | | as your grandparents? | CSI investigator? |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|-----------------------|------------------------|-------------------------|----------------------|--------------------|-----------------------|
| es | Egyptians: | South Africa: | Rainforests: | Anglo-Saxons: | Civil War: | Local Geography: |
| nities | How can we rediscover | Why is South Africa so | Why should rainforests | Were the Anglo- | Who was Charles I? | How do you get to |
| nma | the wonder of Ancient | fantastic? | be important to us all? | Saxons really | | Hogwarts? |
| 후 | Egypt? | | | smashing? | | |
| _ | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <u>6</u> | Problem solving and | Coding, robotics and | Produce, edit and | Digital | Create and share | Collecting, exploring |
| ıţ. | Real-World Tech: | gaming: | publish media: | communications and | digital artefacts: | and recording data: |
| שלו | Design a pyramid | Make a space buggy | Documentary on | the web: | Mood Board | Database of class |
| Computing | | move | rainforest | Anglo-Saxons Website | | |
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| | 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 A | Design and make an | Make a space buggy | Batik | Celtic designs | Mood board 'The | Making a staircase for |
| The | Egyptian flatbread | | Henri Rousseau | Michael Carroll | Piano' | marbles |
| | | | | | Aidan Gibbons | |
| ,, [| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| RE/SMSC | Where did the | Why is Muhammad | Jewish Worship and | Buddhist Worship and | Stories of Christianity | Belief in our |
| SS | Christian Bible come | important to Muslims? | Community | Beliefs | | Community |
| RE/ | from? | | | | | |
| | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Egyptian Dance | Swimming | Games | Invasion Games | Gymnastics | Dodgeball |
| PE | | | | | | |
| | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--------------------------------------|--|-------------------------------|-------------------------|----------------------------|--------------------------|
| PSHE | Jigsaw: 'Being Me in My World' | Jigsaw: 'Celebrating Difference' | Jigsaw: 'Dreams and Goals' | Jigsaw: 'Healthy Me' | Jigsaw: 'Relationships' | Jigsaw: 'Changing Me' |
| | | | | | | |