# Long Term Curriculum Plan: YEAR 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **School Christian Value** | **Friendship** | **Love** | **Responsibility** | **Courage** | **Honesty** | **Respect** |
| **Linked story/quote** | Be still and know that I am with you | | In the beginning God created the heavens and the earth | | I can do everything through Christ, who gives me strength | |
| **British Value** (throughout: Mutual Respect and Tolerance) | Democracy | | Rule of Law | | Individual Liberty | |
| **Maths Gateway to Year 6**  | *Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.*<br>*Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.*<br>*Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.*<br>*Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.*<br>*Convert between units of measure, including using common decimals and fractions.*<br>*Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).*<br>*Add and subtract numbers mentally with increasingly large numbers.*<br>*Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.*<br>*Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.*<br>*Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.*<br>*Be able to interpret remainders within the context of a given problem.*<br>*Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).*<br>*Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.*<br>*Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.*<br>*Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.*<br>*Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.*<br>*Find non-unit fractions of quantities.*<br>*Reason about the location of mixed numbers beyond 2.*<br>*Find equivalent fractions and understand that they have the same value and the same position in the linear number system.*<br>*Recall decimal fraction equivalents for 1/2 , 1/4 , 1/5 and 1/10 , and for multiples of these proper fractions.*<br>*Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).*<br>*Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.*<br>*Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.*<br>*Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.*<br>*Solve problems involving converting between units of time.* | | | | | |

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| | *Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.*<br>*Compare areas and calculate the area of rectangles (including squares) using standard units.*<br>*Translate polygons within the first quadrant.*<br>*Measure and calculate the perimeter of composite rectilinear shapes.*<br>*Complete a symmetric figure in a line of symmetry where the line may be presented in different orientations including horizontally and diagonally.* | | | |
| | ***Minimum sufficiency within Year 5***<br>*Learners should be fluent in formal and informal written and mental methods for addition and subtraction, working with numbers up to and including four digits. Using a developing knowledge of formal methods of multiplication and division, learners should be able to solve problems involving real life situations such as measure.*<br>*Learners are able to:*<br>*• identify factors and multiples.*<br>*• make connections between fractions, decimals and percentages (e.g. 50%; 5 10 ; 0.5) and recognise equivalence, using visual representations (e.g. bar models)*<br>*• read, write, and order decimal numbers to one decimal place.*<br>*• recognise and write percentages of numbers (e.g. 50%, 10%, 25%)*<br>*• recognise mixed numbers and improper fractions between 1 and 10*<br>*• convert between different units of metric measure (e.g. cm/m; mm/cm, m/Km)*<br>*• classify shapes with geometric properties and use the vocabulary needed to describe them* | | ***Typically by the end of Year 5***<br>*Learners should be fluent in formal and informal written and mental methods for addition and subtraction, working with numbers of more than four digits. Using a developing knowledge of formal methods of multiplication and division, learners should be able to solve problems involving real life situations such as measure, properties of number and arithmetic with part and whole numbers.*<br>*Learners are able to:*<br>*• identify factors and multiples.*<br>*• make connections between fractions, decimals and percentages*<br>*• read, write, and use decimal numbers.*<br>*• recognise and write percentages of numbers*<br>*• recognise mixed numbers and improper fractions*<br>*• add and subtract fractions with related denominators*<br>*• convert between different units of metric measure*<br>*• classify shapes with geometric properties and use the vocabulary needed to describe them.* | |
| **MATHS**<br>**Power Maths** | Number: Place Value<br>Number: Addition & Subtraction<br>Statistics: Graphs and Tables<br>Number Multiplication & Division<br>Measurement: Area & Perimeter | Number: Multiplication & Division<br>Number: Fractions<br>Number: Decimals & Percentages | Number: Decimals<br>Geometry: Properties of shapes<br>Measures: Converting Units<br>Measures: Volume & Capacity | |
| **Reading**<br>**Gateway to Year 6**<br>  | ***Knowledge, Skills and Behaviours***<br>*1.Ask questions to enhance understanding at the point of reading*<br>*2.Make comparisons within and across books*<br>*3.Draw sound inferences relating to characters' feelings, thoughts and motives, justifying these with evidence from the text*<br>*4.Identify fact and opinion within a text*<br>*5.Identify key details across more than one paragraph* | ***Step 1***<br>*1.Ask questions in discussion with another pupil.*<br>*2.Compare characters within the same text.*<br>*3.Discuss characters' motives.*<br>*4.Sort statements of fact and opinion.*<br>*5.Record the key details/events from a narrative.*<br>*6.Share a favourite author and discuss why they enjoy their books.* | ***Step 2***<br>*1.Ask questions to clarify understanding at the point of reading.*<br>*2.Identify texts with similar themes*<br>*3.Make inferences relating to characters' motives, justifying these with evidence from the text.*<br>*4.Discuss what statements of fact and opinion can reveal about an author's views.*<br>*5.Summarise the key details/events from a narrative.* | ***Step 3***<br>*2.Compare and contrast themes across texts.*<br>*3.Record evidence for inferences made, quoting from the text.* |

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| | *6.Share preferences for reading and make recommendations to others* | | *6.Recommend a text to a friend, drawing, for example, on genre, character and setting.* | | | |
| | *Pupils read and understand a wide range of texts independently. They ask questions to enhance this understanding and are able to make comparisons within and across different texts. Through discussion, they show that they are able to build sound inferences relating to a characters' feelings, thoughts and motives. They justify these inferences with evidence from the text. They are beginning to distinguish between fact and opinion. Pupils can summarise the main ideas drawn from more than one paragraph.* | | | | | |
| **ENGLISH** | Firework Maker's Daughter<br>Beowulf **TFW**<br>Eats, Shoots, Leaves | The Caravan **TFW**<br>Bonfire Night Poetry<br>Edgar the Dragon<br>Sprout Boy | Friend or Foe<br>Harry Potter | Oranges in No Man's Land<br><br>The Tempest | The Highwayman – character descriptions<br>The dreadful Menace | The Piano<br>The Lighthouse (film)<br>Nonsense poems<br>The Old Mill **TFW** |
| **Class Texts** | Kensuki's Kingdom | Harry Potter & PS | | | | |
| **ENGLISH Grammar, Punctuation & Spelling** | Modal verbs<br>Commas to clarify meaning<br>Figurative language | Figurative language (all)<br>Inverted commas<br>Subordinating and coordinating conjunctions<br>Cohesion | Relative pronouns, relative clauses<br>Formal language | Modifiers<br>Abstract and concrete nouns | Hyperbole<br>Cohesion<br>Fact v's Opinion | Ambiguity<br>Parenthesis – (Brackets, commas, dashes) |
| **Spelling Shed Spelling Rules** | 1)Words ending tious and ious<br>2)Words ending cious<br>3)Words ending cial<br>4)Words ending tial<br>5)Words ending cial and tial<br>6)Challenge words | 1)Words ending in ant<br>2)Words ending in ance and ancy<br>3)Words ending in ent and ence<br>4)Words ending in able and ible<br>5)Words ending ably and ibly<br>6)Challenge words | 1)Words ending able where the e from root word remains<br>2)Adverbs of time<br>3)Adding suffixes to root word<br>4)Words with silent first letters<br>5)Words with silent letters<br>6)Challenge words | 1)ie after c<br>2)ei can make ee sound<br>3)ough makes an or sound<br>4)Words containing ough<br>5)Adverbs of possibility and frequency<br>6)Challenge words | 1)Homophones or near homophones<br>2)homophones<br>3)Homophones<br>4)Homophones or near homophones<br>5)Homophones or near homophones<br>6)challenge words | 1)Hyphens<br>2)Challenge words<br>3)Revision words<br>4)Revision words<br>5)Revision words<br>6)Revision words |
| **Writing Gateway to Year 6**<br>  | ***Knowledge, Skills and Behaviours***<br>*1.Discuss the purpose, audience and form of their writing, referring to similar writing as models for their own*<br>*2.Writing has a logical structure with ideas developed within paragraphs and linked across a series of paragraphs* | ***Step 1***<br>*1.Explore texts they have read, commenting on the impact on the reader.*<br>*2.After noting initial ideas, plan and write coherent pieces of text, using paragraphs to structure content.*<br>*3.Use expanded noun phrases to convey information with increasing precision.* | ***Step 2***<br>*1.Identify the key skills an author has used to create a specific impact on the reader and discuss these.*<br>*2.Produce internally coherent paragraphs, linking sentences to develop content.*<br>*3.Use figurative language (eg similes and alliteration) to describe characters and settings.* | ***Step 3***<br>*1.Draw on what they have read as a model for their own writing.*<br>*2.Link ideas across paragraphs using adverbials of time and place.*<br>*3.Make increasingly deliberate vocabulary choices to support and enhance meaning for the reader.*<br>*4.Edit and improve sentences to enhance meaning.* | | |

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| | *3.Develop characters, settings and atmosphere through appropriate grammar and vocabulary choice*<br>*4.Demonstrate a considered use of clause structures, understanding how such choices can enhance meaning*<br>*5.Ensure the consistent use of tense throughout writing*<br>*6.Proof-read for spelling and punctuation errors*<br>*7.Evaluate the effectiveness of their writing and edit as required* | *4.Use fronted prepositional phrases.*<br>*5.Maintain both past and present tense throughout a coherent narrative.*<br>*6.Recognise a spelling or punctuation error when proof reading.*<br>*7.Explain choices at word and sentence level.* | *4.Vary the position of clauses within a sentence.*<br>*5.Choose when appropriate to write within past or present tense and maintain this across a piece of writing.*<br>*6.After reading aloud, notice errors in punctuation and self-correct.*<br>*7.After evaluating their own writing, make enhancements and improvements and explain their decision making.* | *5.Proofread own writing, noticing errors in tense.*<br>*6.Independently correct spellings using a dictionary or other classroom resources.*<br>*7.Compare their own writing with that which they have drawn upon.* | | |
| | *Pupils demonstrate a growing consideration of language and style for a given purpose, audience and form. They structure their writing logically, developing ideas within and across paragraphs. In narratives, they can develop characters, settings and atmosphere through appropriate language choices. Pupils can use and discuss a range of sentence structures. They use tenses consistently. Spelling and punctuation errors are edited largely independently with reference to taught rules.* | | | | | |
| **RE** | How did Jesus' teaching challenge people?<br>Christmas Y5: Why is light an important sign at Christmas? | | How can a mosque help us to understand the Muslim faith?<br>What are the pillars of Islam?<br>Easter Y5: How do we know what happened at Easter? | | How can churches help us to understand Christian belief?<br>What is a creed?<br>What would Jesus do? | |
| **LIFE LEARNING**<br><br>**Jigsaw** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| | My year ahead<br>Being a citizen of my country<br>Responsibilities<br>Rewards and consequences<br>Our learning charter<br>Owning our learning charter | Different cultures<br>Racism<br>Rumours and name calling<br>Types of bullying<br>Does money matter<br>Celebrating difference across the world | When I grow up<br>Investigate jobs and careers<br>My dream job<br>Dreams and goals<br>How can we support each other<br>Rallying support | Smoking<br>Alcohol<br>Emergency Aid<br>Body image<br>My relationship with food<br>Healthy me | Recognising me<br>Safety with online communities<br>Being in an online community<br>Online gaming<br>My relationship with technology screen time<br>My relationship staying safe and happy online | Self image and body image<br>Puberty for girls<br>Puberty for boys<br>Conception<br>Looking ahead 1<br>Looking ahead 2 |
| **SCIENCE**<br>Working Scientifically | Properties of materials | Forces | Earth and space | Separating materials | Materials – types of changes | Lifecycles<br>**Science Fair** |
| **ART & DESIGN**<br>Sketchbooks | Line Drawing/Mono-printing<br>Focus: Printing | | Focus: Collage | Focus: Digital Media | Draw/paint/sculpt<br>Focus: Drawing, Sculpture, Painting | Link to DT<br>Drawstring Bag<br>Focus: Textiles |
| **Significant Artist** | Paul Klee | | Beatriz Milhazes | Karl Blossfeldt & David Hockney | Salvador Dali | Terri Friedman *or* Brent Wadden |

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| **COMPUTING**<br>Purple Mash<br>Info on Coding<br>Info on Spreadsheets | Unit 5.1: Coding | Unit 5.2: Online Safety<br>Unit 5.3: Spreadsheets | Unit 5.4: Databases<br>Unit 5.5: Game Creator | Unit 5.6: 3D Modelling | Unit 5.7: Concept Maps | Unit 5.8: Word Processing<br>Unit 5.8: Word Processing |
| **D & T**<br>Design, Make, Evaluate | | Cam Toys (link to forces)<br>Bonfire Soup<br>Focus: Food | | Empanadas<br>Focus: Food | Drawstring Bag<br>Focus: Textiles | Baking Bread<br>Focus: Food (link to Science) |
| **GEOGRAPHY** | Longitude/Latitude Climate Zone | | South America | | Global Trade | |
| **HISTORY** | Anglo Saxon and Viking struggle for power | | Maya civilization | | Medicine through the ages / Crime and Punishment through the ages | |
| **PE**<br><br>**Val Sabin units here:**<br>**Athletics**<br>**Dance**<br>**Games**<br>**Gymnastics** | GAMES<br>Unit 1 Net/Court/wall games<br>Unit 2 Invasion and target (ball handling)<br><br>PE – Dance<br>UNIT's 1 -4 (pick and choose focusing on objectives)<br><br>Gymnastics<br>UNIT T Bridges<br>UNIT U Flight<br>UNIT V Functional use of the limbs<br>UNIT W Spinning and Turning | | GAMES<br>Unit 3 Invasion – implement and kicking<br><br>PE - Swimming | | GAMES<br>District Sports Prep<br>Unit 4 Striking and Fielding Games<br><br>PE – Athletics<br>Units 1 and 2 | |
| **MUSIC** | *Ukulele I:*<br>Learn basic chords, 2 chord changes and strumming techniques, notes on each open string and how these can be changed.<br>Improvise over a drone. | | *1.Keeping healthy – scales:*<br>Learning about scales including the chromatic. Pitch focus.<br>Introduce triads. | *2.The Fresh Prince and the Hip Hoppy kid (STOP):*<br>Study of hip hop and rap, culminating in writing and performing own raps. | MOVIE MUSIC<br>Look at the history of movie music, Walt Disney, Mickey Mousing, creating sound effects, and being foley artists.<br>Looking at graphic representations.<br>Create stop animation recordings | *2.The Planets:*<br>Including listening to The Planets by Holst. John Williams/Gustav Holst and composition. |
| **MFL - FRENCH** | Revise opinions<br>Sports vocabulary<br>Sports clothing<br>Verb avoir<br>Phonemes a and ai<br>Masculine and feminine nouns<br>Dictionary skills | Weather vocabulary<br>Hobbies vocabulary<br>Pets<br>Phonemes qu and oi<br>Traditional tale: The fox and the crow<br>Christmas in France | Verb être<br>Dictionary skills<br>Revise dates<br>Numbers 32-60<br>School subjects | Words starting with h<br>Primary school in France<br>Subject preferences<br>Reasons<br>Verb aller<br>Transport vocabulary<br>Easter: Mardi gras | Items in a classroom<br>Possessive adjectives (revision and new)<br>Prepositions<br>Pronunciation: silent letters at the end of words | Revise aller<br>The simple future tense<br>Revision<br>Assessments<br>Project: West Africa where French is spoken |