



## Year 5 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><b>To entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative Writing (The Hole by Oyvind Torseter- Hamilton)</li> </ul> <p><b>To entertain:</b></p> <ul style="list-style-type: none"> <li>Poetry using imagery (Lady Winter- Hamilton)</li> </ul>	<p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Non Chronological reports and Guides (Migration by Mike Unwin and Jeni Desmond- Hamilton)</li> </ul> <p><b>To persuade:</b></p> <ul style="list-style-type: none"> <li>Argument and Debate (Hamilton)</li> </ul>	<p><b>To entertain:</b></p> <ul style="list-style-type: none"> <li>Playscripts (Mr William Shakespeare’s Play by Marcia Williams- Hamilton)</li> </ul> <p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Blogs and reports (Lonely Planet Kids – The Travel Book by Malcom Croft- Hamilton)</li> </ul>	<p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Instructions and explanations (Changing Technology- Hamilton)</li> </ul> <p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Letter Writing (Historical and Modern Letters- Hamilton)</li> </ul>	<p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Newspaper reports (Tuesday by David Wiesner- Hamilton)</li> </ul> <p><b>To entertain:</b></p> <ul style="list-style-type: none"> <li>Poetry (Werewolf Club Rules- Joseph Cohelo- Hamilton)</li> </ul>	<p><b>To inform:</b></p> <ul style="list-style-type: none"> <li>Recounts and Diary Entries (UFOs and Aliens: Investigating Extra-terrestrial Visitors - Extreme! by Paul Mason- Hamilton)</li> </ul> <p><b>To entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative Writing (Kensuke’s Kingdom- Hamilton)</li> </ul>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Adverbs of possibility</li> <li>Personification</li> <li>Metaphors</li> <li>Similes</li> <li>Use consistent and correct tense</li> <li>To use correct subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas for parenthesis</li> <li>Indicating degree of possibility using modal verbs and adverbs</li> <li>Adverb for cohesion</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses including the use of relative pronouns</li> <li>Verb prefixes and suffixes</li> <li>Nouns and pronouns including pronouns and relative clauses</li> <li>Use consistent and correct tense</li> <li>To use correct</li> </ul>	<ul style="list-style-type: none"> <li>Imperative verbs and adverbs</li> <li>Adverbs</li> <li>Brackets, dashes and commas for parenthesis</li> <li>Use consistent and correct tense</li> <li>To use correct subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Expanded noun phrases</li> <li>Adverbs of possibility</li> <li>Direct and reported speech</li> <li>Use devices to build cohesion</li> <li>Brackets, dashes and commas for parenthesis</li> <li>Use consistent and correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Word classes and expanded noun phrases including the use of determiners</li> <li>Fronted Adverbials including adverbials of time</li> <li>Cohesion within and between paragraphs</li> <li>Modal verbs</li> </ul>

		<ul style="list-style-type: none"> <li>• Use consistent and correct tense</li> <li>• To use correct subject/verb agreement</li> </ul>	subject/verb agreement		<ul style="list-style-type: none"> <li>• To use correct subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs to indicate degrees of possibility</li> <li>• Using commas to clarify meaning or avoid ambiguity</li> <li>• Use consistent and correct tense</li> <li>• To use correct subject/verb agreement</li> </ul>
<b>Assessment focus</b>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings and use this as a basis in writing</li> <li>• To create dialogue to create atmosphere and advance action</li> <li>• To develop detail in settings, characters and atmosphere</li> <li>• Proof read work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Proof read work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Proof read work for spelling and punctuation errors</li> <li>• To develop detail in settings, characters and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Proof read work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Proof read work for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings and use this as a basis in writing</li> <li>• To create dialogue to create atmosphere and advance action</li> <li>• To develop detail in settings, characters and atmosphere</li> <li>• Proof read work for spelling and punctuation errors</li> </ul>
<b>Love to Read</b> <b>Fiction</b> <b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>• Viking Boy by Tony Bradman</li> <li>• Dragon Poetry by Nick Toczeck</li> <li>• Anglo- Saxon Texts-</li> </ul>	<ul style="list-style-type: none"> <li>• The House with the chicken legs by Sophie Anderson</li> <li>• The Wonder Garden by Jenny</li> </ul>	<ul style="list-style-type: none"> <li>• The Boy who made everyone laugh by Helen Rutter</li> <li>• Survivors by David Long</li> </ul>	<ul style="list-style-type: none"> <li>• The Last Wild by Piers Torday</li> <li>• North America Texts- Twinkl</li> <li>• The Eagle by Alfred Lord</li> </ul>	<ul style="list-style-type: none"> <li>• Counting on Katherine by Helaine Becker</li> <li>• Am I made of stardust? By Aderin-Pocock</li> </ul>	<ul style="list-style-type: none"> <li>• Kensuke's Kingdom by Michael Morpurgo</li> <li>• The Jumblies by Edward Lear</li> </ul>

Poetry	Twinkl	Broom • The Owl and the Pussy Cat by Edward Lear	• Old Posom's Book of Practical Cats by T.S Eliot	Tenyson	• Wind on the hill by A.A. Milne	
Maths	Place Value Addition and subtraction	Multiplication and Division Fractions	Multiplication and Division Fractions	Decimals & Percentages Perimeter and area Statistics	Shape position & direction decimals	Negative numbers Measure (converting units) Measure (volume)
RE	How can following God bring freedom and justice?	What kind of King is Jesus?	Creation and science?	What did Jesus do to save human beings?	What does it mean for a Muslim to follow God?	Why is pilgrimage important to some believers?
Games & PE	FMS ? SSS  Dance	SSS  Dodgeball (Invasion Games)	FMS / SSS  Fitness	FMS / SSS  Dance	SSS  Volleyball (Net & Wall)	SSS  Cricket (Striking & Fielding)
	Golf (Striking)	Gymnastics	Volleyball (Net & Wall)	Athletics	OAA	Handball (Invasion Games)
Computing	Search engines	Data Handling- Mars Rover 1	Stop Motion Animation	Programming music	Online safety	Revisit key skills
Science	Forces	Living things and their habitats	Properties and changes of materials	Science week Working Scientifically	Earth and Space	Animals including humans
Art	Drawing:  Pencil  <i>Leonardo Davinci and Frank Auerbank</i>		Painting:  Textured Paints  <i>Vincent Van Gogh</i>		Sculpture:  Card and Slotting Techniques  Yinka Shonibare	
DT		Textiles:		Food:		Cams:

		Phone Case		Pizza		Moving Toy
<b>History</b>	Anglo-Saxons & Scots	Anglo-Saxons & Vikings -		North America -Black civil rights -Martin Luther King	History of space exploration	
<b>Geography</b>			North America			Mountains, Rivers and Coasts
<b>Music</b>	Music Specialist Teacher or Living on a Prayer Musical style: Rock	Music Specialist Teacher	Music Specialist Teacher or Make You Feel My Love- Pop ballads		Dancing in the Street Musical style: Motown	Production Songs
<b>PSHCE</b>	In the media	Stereotypes, discrimination and prejudice	Dealing with feelings	Borrowing and earning money	When things go wrong	Different influences
<b>MFL (French)</b>	Pets *phonics lesson 3		Date *phonics lesson 3		Clothes *phonics lesson 3	