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| **Year 5** | | | | | | | |
|  | **Autumn** | | | **Spring** | | **Summer** | |
|  | 1 | 2 | | 1 | 2 | 1 | 2 |
| Theme | **When in Rome** | | | **Hunted** | | **To infinity and beyond** | |
| English | **Escape from Pompeii**  *Christina Balit*  **Outcome**  Narrative (Flashback story)  **Mastery Keys:**  1. Use expanded noun phrases, adverbs, determiners and prepositional phrases to convey complicated information concisely  2. Organise paragraphs around a theme with a focus on more complex narrative structures.  3. Use fronted adverbials with commas after them  4. Use and punctuate direct speech (using dialogue to show relationship between characters)  5. Integrate dialogue to convey character and advance the action. | **The Lost Happy Endings**  Carol Anne Duffy  **Outcome**  Traditional tale  **Mastery Keys:**  1. Develop settings, characters  and plot  2. Select the appropriate form for writing and use other similar writing as models for their own.  3. Demonstrate awareness of audience by beginning to select the appropriate vocabulary and grammatical structures that reflect what the writing requires  4. Adapt sentence length to change and enhance meaning including the use of a wide range of conjunctions (before, after, while, although, as, since) | | **The Hunter**  Paul Geraghty  **Outcome**  Fiction - Journey story  **Mastery Keys:**  1. Use relative clauses to add detail and description  2. Use adverbs for frequency and to indicate degrees of possibility  3. Use a variety of verb forms correctly and consistently.  4. Use a range of devices to build cohesion within a paragraph:  • Adverbs and adverbials  • A variety of nouns, synonyms, pronouns and determiners to avoid repetition  • Tense choices  5. Link ideas across paragraphs  using adverbials | **Can we save the tiger?**  Martin Jenkins  **Outcome**  Hybrid leaflet  (Persuasive/information)  **Mastery Keys:**  1. Demonstrate an awareness of audience and enhance meaning through selecting appropriate grammar and vocabulary  2. Use modal verbs and adverbs to indicate degrees of possibility  3. Use brackets to indicate parenthesis  4. Use further organisational and presentational devices to structure texts and guide the reader  5. Link across paragraphs:  • Adverbs and adverbial phrases (time, place, number)  • A variety of nouns, synonyms, pronouns and determiners  • Tense choices | **The Darkest Dark**  Chris Hadfield  **Outcome**  Biography  **Mastery Keys:**  1. Adapt sentence length to change and enhance meaning including the use of a wide range of conjunctions  2. Use commas to clarify meaning and avoid ambiguity  3. Link ideas across paragraphs  4. Use brackets, dashes or commas to indicate parenthesis  5. Use relative clauses to add detail and description | **Radiant Child**  Javaka Steptoe  **Outcome**  Information text for a gallery  **Mastery Keys**  1. Use relative clauses to add detail and description (who, which, were, when, why)  2. Use a variety of verb forms consistently and correctly.  3. Evaluate and edit writing according to purpose, considering the effectiveness of word choice, grammar and punctuation  4. Use a wider range of devices to build cohesion across paragraphs |
| Shared Reading | **What’s that in Dog Years?**  Ben Davis  Plus, wider curriculum reading and poetry | **A Kind of Spark**  Elle McNicoll  Plus, wider curriculum reading and poetry | | **Wonder**  R.J. Palacio  Plus, wider curriculum reading and poetry | **The Last Wild**  Piers Torday  Plus, wider curriculum reading and poetry | **Boy in the Tower**  Polly Ho-Yen  Plus, wider curriculum reading and poetry | **Cosmic**  Frank Cottrell Boyce  Plus, wider curriculum reading and poetry |
| Maths | **Book A**  Unit 1 Place value within 1,000,000  Unit 2 Place value within 1,000,000  Unit 3 Addition and subtraction  Unit 4 Multiplication and division  Unit 5 Fractions  Unit 6 Fractions | | | **Book B**  Unit 7 Multiplication and division  Unit 8 Fractions  Unit 9 Decimals and percentages  Unit 10 Measure – perimeter and area  Unit 11 Graphs and tables | | **Book C**  Unit 12 Geometry – properties of shapes  Unit 13 Geometry – position and direction  Unit 14 Decimals  Unit 15 Negative numbers  Unit 16 Measure – converting units  Unit 17 Measure - volume | |
| Science | Materials  Properties and particular uses | Materials  Reversible and irreversible changes | | Animals including Humans | Living things and their habitats | Space  Famous scientist:  Maggie Aderin-  Pocock | Forces  Famous scientist:  Isaac Newton |
| Geography  (CT) | Volcanoes, Earthquakes and Mountains | | | Study of Asia  Illegal wildlife trade | | OS Maps  Local area fieldwork | |
| History  (CT) | The Roman Empire  Democracy  Life in Roman Britain | | |  | | The Space Race  Advances in technology | |
| Art | Traditional Chinese Art |  | | Frida Kahlo |  | Street Art |  |
| D&T |  | Building bridges | |  | Chinese Inventions  (Design and make a kite) |  | Textiles  (Design and make a sunglasses case) |
| ICT | **Systems and searching**  Recognising IT systems  in the world and how  some can enable  searching on the internet | **Video production**  Planning, capturing,  and editing video to  produce a short film | | **Selection in physical**  **computing**  Exploring conditions  and selection using  a programmable  microcontroller | **Flat-file databases**  Using a database  to order data and  create charts to  answer questions. | **Introduction to vector**  **graphics**  Creating images  in a drawing program  by using layers and  groups of objects | **Selection in quizzes**  Exploring selection  in programming to  design and code an  interactive quiz. |
| RE | Why are the Five Pillars important to Muslims? | How is the Muslim faith expressed through family life? | | Why is community and equality important to Sikhs? | Which concepts do we find hard to understand in Christianity? | How do people show their beliefs in action?  (Christian focus) | |
| Music | Introduction to clarinet - How to assemble/ disassemble and take care of instrument. Correct posture and hold. Simple tunes with good tone. Control of dynamics and articulation.  Simple improvisation using limited pitches  Play/clap back longer rhythmic patterns up to 4 bars  Improvise rhythmic patterns  Reading and recording crotchets, paired quavers, and minims in grids and on staves and the equivalent rests.  Singing - Voices for different characters and mood | | | Playing and composing more complex tunes within an octave using tuned percussion or own instrument.  Think critically about and improve own work.  Conducting changes of dynamic from piano to forte  Performing and composing using different textures  Singing - Simple partner songs, rounds and songs with simple countermelody e.g. combining verse over chorus  Singing increasingly complex rhythms and melodies | | More advanced control of dynamics and articulation.  Playing in parts.  Use appropriate vocabulary to discuss and evaluate music  Reading and recording crotchets, paired quavers, minims, semibreves and semiquavers, in grids and on staves and the equivalent rests.  Singing - Choosing vocal qualities appropriate to style of music (twang, sob and aspirate)  Awareness of breathing.  Responding to performance directions | |
| PE | Tag Rugby  Hockey  Lacrosse  Swimming | | | Gymnastics  Tennis | | Athletics  Striking and Fielding – Cricket / Rounders | |
| No Outsiders | **And Tango makes three**  To accept people who are different from me  **Where the poppies now grow**  To learn from our past. | | | **The Whisperer**  To stand up to discrimination  **How to heal a broken wing**  To recognise when someone needs help | | **The artist who painted a blue horse**  To appreciate artistic freedom. | |
| Heart Smart | Get heart smart | | Don’t forget to let love in | Too much selfie isn’t healthy | Don’t hold on to what’s wrong | Fake is a mistake | No way through isn’t true |
| Rights Respecting | Article 30 – You have the right to practice your own culture, language and religion.  Article 32 - Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly. | | | Article 24 - Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.  Article 26 - Governments should provide money or other support to help children from poor families | | Article 8 – You have the right to an identity  Article 12 – You have the right to give your opinion and for adults to listen and take it seriously  Article 13 – You have the right to find out things and share what you think with others | |