

Rossett Acre Primary
Long Term Plan - Curriculum Overview for Year 5 2023 -2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Romans		South America		Kenya and the Sustainable Development Goals	Edwardians
Exciting activities	Roman Day	Planetarium in school		Mayan Hot Chocolate	Yorkshire Wildlife Park	Money Week/enterprise
English Genres	Modern fiction (Dreamgiver; Dreamsnatcher)	Roman themed writing (diaries, instructions, non-chronological reports, discussion) Persuasive speech - Read Write Perform	Book based cross genre - The Explorer: Narrative (dialogue focus; writing from different perspectives), poetry, instructions, recounts Debate	Book based - cross-genre (e.g. journalistic writing, instructions, narrative)	Classic Fiction - Tinga Tinga Tales and Kenyan Fables Narrative Poetry (Highwayman)	Edwardian themed writing (Non-Chronological reports, fact files, narrative)
Class Reader	<i>The Dreamsnatcher</i>	Wonder The Christmassaurus	<i>The Explorer</i>	<i>The Boy at the Back of the Class</i> <i>The Maya Rain Player</i> <i>The Shaman's Apprentice Window</i>	The Nowhere Emporium	<i>Shackleton's Journey 40 degrees below 0 (Bob Cox)</i> <i>The Secret Suffragette</i>
English Spoken Language	Participate in discussions (ongoing), reading work aloud on the Writer's Chair.	Roman role-play and improvisations; performing persuasive speech.	Queries and theories: well-structured descriptions or explanations for different purposes, including for expressing feelings Debating: interviews; conscious alley; initiating and responding to comments.	Debate: articulate and justify answers, arguments and opinions; speaking audibly and fluently with an increasing command of Standard English. Presentations (Primary Pounds)	Performance poetry: select and use appropriate registers for effective communication; networking; give well-structured narratives for different purposes, including for expressing feelings (piano).	Talk for Writing; presentations (cross-curricular).
English Reading	40 Book Challenge Guided Reading and VIPERS Read and recommend a range of books. Promote a positive attitude to reading.	40 Book Challenge Guided Reading and VIPERS A focus on inference and justifying views with evidence	40 Book Challenge Guided Reading and VIPERS Learning a wider range of poetry by heart Provide reasoned justifications for their views	40 Book Challenge Guided Reading and VIPERS Figurative language	40 Book Challenge Guided Reading and VIPERS Preparing poems and plays to read aloud and to perform	40 Book Challenge Guided Reading and VIPERS Identifying key details and summarising ideas

<p>English composition</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Identifying the audience and purpose for writing.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Ensuring consistent and correct use of tense.</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Précising longer passages.</p>
<p>Identifying the audience and purpose for writing.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Selecting and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Assessing the effectiveness of their own and others' writing and proof-reading for errors.</p>						
<p>English grammar - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>using expanded noun phrases to convey complicated information concisely</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p>	<p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using hyphens to avoid ambiguity</p>	<p>Revision of weaker areas</p>	<p>Revision of weaker areas</p>
<p>English Spelling</p>	<p>Adding 'ing', 'er', 'ed' & 'est'</p> <p>Prefix 'auto', 'bi', 'circum' & 'trans'</p> <p>'pre' & 're'</p> <p>Root words</p>	<p>polysyllabic words</p> <p>homophones and other words that are often confused</p>	<p>Explore spelling patterns for soft 'c' & soft 'g'</p> <p>Plurals - 'x', 's', 'ss', 'ch', 'tch' & 'sh'</p> <p>Plurals - 'o', 'f', 'ff', & 'y'</p>	<p>Suffix 'ful'</p> <p>Suffix 'cian'</p> <p>Endings which sound like cious or tious</p> <p>Endings with cial & tial</p>	<p>Y endings</p> <p>Words ending in ant, ance/ancy, ent/ence/ency</p> <p>i before e</p> <p>Suffix 'ible', 'able' 'ably' & 'ibly'</p>	<p>Prefix 'in', 'im' & 'il'</p> <p>Common letter strings</p> <p>Homophones</p>

	Use of the hyphen to join a prefix to a root e.g re- enter, co-ordinate				Transforming words Use of the hyphen	
Maths	Number - Place Value Number - Addition and Subtraction Statistics	Number - Multiplication and Division Measurement - Perimeter and Area	Number - Multiplication and Division Number - Fractions	Number - Fractions, Decimals, Percentages	Number - Decimals Geometry- Properties of shapes	Geometry - position and Direction Measurement - Volume Measurement- Converting Units
Financial Education	Protecting my Money	Saving and Borrowing	Simple Financial Records	Raising money for Artizan	Foreign Currency	Money Week
PSHCEe	Wonder - empathy Zones of Regulation First Aid		No Outsiders Refugees		No Outsiders The suffragette's mission	
Science	Forces	Earth and Space	Living Things and their habitats Animals, including humans/puberty lessons		Properties and Changes of Materials	
RE	Buddhism (mini unit) Why do some people think God exists?		What would Jesus do? (Can we live by the values of Jesus in the 21 st century?)		If God is everywhere, why go to a place of worship? What does it mean to be a Muslim today?	
Computing Skills	ESafety Digital Footprint	Cryptographers Roman Databases	Word processing skills		Makey Makeys	Purple Mash: Coding Python
Computing CC	Maths - My Maths and TTRS	Romans research; Green screen filming	English - writing	South America Research	Kenya and SDGs	Edwardians research
History	Roman Empire Local History Unit: Roman York			Mini theme: Contrasting Non-European Society (Mayan)		Edwardian era
Geography	Roman Empire map and expansion		South America Theme Discovering the human and physical features of South America. Rivers		Links with SDG's (sustainable development goals) - Kenya	
Art	Romero Britto Portraits Mosaics with Artizan	Peter Thorpe -adaptation of space art Focus on Sculpture - Roman soldier clay busts	Observational Drawing - Flowers and Plants Pencils The Shaman's Apprentice	Frida Kahlo Joaquin Torres Garcia	Tinga Tinga Art	Nerys Levy iceberg art One-point perspective
DT		Mini theme: Elon Musk, SpaceX Textiles - Roman Bookmarks	CAMS - Design and create a moving animal toy		Food technology - Design and create a traditional British and Kenyan meal.	
PE (skills development)	Real PE Cognitive Unit 1	Real PE Social Sitting Volleyball	Real PE Personal Unit 6	Real PE Health and Fitness Unit 5	Real PE Creative Unit 2	Real PE Physical Unit 4

PE(sport focus)	Netball	Archery	Cricket	Fencing	Dance	Athletics
French	Chez Moi	Quel temps fait-il?	La date	As-tu un animal?	Les vêtements	Au café
Music	Roman themed music - sign language Roman song	The Planets by Gustav Holst Christmas Music	Ukulele and singing linked to the Condor and South America		African Drums	Edwardian Music