

Year 5 Curriculum Overview

Subject	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: <i>The Wizards of Once</i> by Cressida Cowell Writing: Writing descriptive paragraphs & monologues. Composing dialogues between characters. SPaG: - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - use passive verbs to affect the presentation of information in a sentence. - use the perfect form of verbs to mark relationships of time and cause.	Book: <i>The Boy at the Back of the Class</i> by Onjali Q. Rauf Writing: Writing persuasive pieces, letters, & news broadcasts. Writing from a child's perspective on the refugee crisis. SPaG: - use conjunctions, adverbs and prepositions to express time and cause. - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with plural nouns. - use and punctuating direct speech - use the present perfect form of verbs in contrast to the past	Book: <i>The Jungle Book</i> by Rudyard Kipling Writing: Composing a story based on jungle themes. SPaG: Use brackets, dashes or commas to indicate parenthesis. - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative Pronoun. - use modal verbs or adverbs to indicate degrees of possibility.	Book: <i>Nevermoor: The Trials of Morrigan Crow</i> by Jessica Townsend Writing: Writing diary entries with magical themes. SPaG: recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - use passive verbs to affect the presentation of information in a sentence. - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey complicated information concisely.	Book: <i>The Call of the Wild</i> by Jack London Writing: Writing a non-fiction news report with themes of survival & teamwork. SPaG: use passive verbs to affect the presentation of information in a sentence. - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey complicated information concisely. - use modal verbs or adverbs to indicate degrees of possibility. - use relative clauses beginning with who, which, where, when, whose, that or with an	Books: <i>The Rocket & All Summer in a Day</i> by Ray Bradbury Writing: Writing in the style of the author including future space exploration.. SPaG: recognise vocabulary and structures that are appropriate for formal speech and writing. - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey complicated information concisely. - use modal verbs or adverbs to indicate degrees of possibility. - use relative clauses beginning with 'who',

	• use expanded noun phrases to convey complicated information concisely. • use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘when’, ‘whose’, ‘that’ or with an implied (i.e. omitted) relative pronoun. • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity. • use brackets, dashes or commas to indicate parenthesis. • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list • punctuate bullet points consistently. Reading: • apply their growing knowledge of root words, prefixes and	tense. Reading: • discuss words and phrases that capture the reader’s interest and imagination • predict what might happen from details stated and implied • check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context • retrieve and record information from non-fiction • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence • identify how language, structure, and presentation contribute to meaning • articulate and justify answers, arguments and opinions • identify main ideas drawn from more than one paragraph and summarise • ask questions to improve	• ensure the consistent and correct use of tense throughout a piece of writing. • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • proofread for spelling and punctuation errors • use semicolons, colons or dashes to mark boundaries between independent clauses. • use a colon to introduce a list • use commas to clarify meaning or avoid ambiguity in writing. • use hyphens to avoid ambiguity. • extend the range of sentences with more than one clause by using a wider range of conjunctions, including ‘when’, ‘if’,	• use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘when’, ‘whose’, ‘that’ or with an implied (i.e. omitted) relative pronoun. • use commas to clarify meaning or avoid ambiguity in writing. • use hyphens to avoid ambiguity. • use brackets, dashes or commas to indicate parenthesis. • use semicolons, colons or dashes to mark boundaries between independent clauses. • use a colon to introduce a list • punctuate bullet points consistently. Reading: • read books that are structured in different ways and read for a range of purposes • increase familiarity with a wide range of books, including myths,	implied (i.e. omitted) relative pronoun. • use commas to clarify meaning or avoid ambiguity in writing. • use hyphens to avoid ambiguity. • use brackets, dashes or commas to indicate parenthesis. • use semicolons, colons or dashes to mark boundaries between independent clauses. • use a colon to introduce a list. Reading: • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve, record and present information from non-fiction • Participate in discussions about books • Explain and discuss their understanding of what they have read • Provide reasoned justifications for their views Maintain positive attitudes to	‘which’, ‘where’, ‘when’, ‘whose’, ‘that’ or with an implied (i.e. omitted) relative pronoun. • use commas to clarify meaning or avoid ambiguity in writing. • use brackets, dashes or commas to indicate parenthesis. Reading: • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details
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suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet • continue to read and discuss an increasingly wide range of fiction and retrieve and infer information from these texts • read books that are structured in different ways • identify and discuss themes and conventions in and across a wide range of books • check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •	their understanding of a text • identify themes and conventions in a wide range of books • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	'because' and 'although'. • use conjunctions, adverbs and prepositions to express time and cause. • use commas after fronted adverbials. • indicate possession by using the possessive apostrophe with plural nouns. Reading: • increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritages and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make	legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with	reading and an understanding of what they read by: • identifying and discussing themes and conventions • making comparisons within and across books Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that	stated and implied • summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus
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	discuss the words and phrases that capture the reader's interest • predict what might happen from details stated and implied • summarise events and further identify the characterisation techniques used by the author • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • identify the grammatical features used by the writer; rhetorical questions, varied sentence lengths/starters and empty words and their impact on the reader • identify the main ideas drawn from more than one paragraph and summarising these • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact		comparisons within and across books • predict what might happen from details stated and implied • check that the book makes sense to them, discuss their understanding and explore the meaning of words in context • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read • provide reasoned justifications for their	evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations	support the main ideas • identifying how language, structure and presentation contribute to meaning	on the topic and using notes where necessary • provide reasoned justifications for their views
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	on the reader • make predictions from what has been read • consider and evaluate different viewpoints, attending to and building on the contributions of others • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic • provide reasoned justifications for their views		views • distinguish between statements of fact and opinion	and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views		
Mathematics	Number & place value, addition & subtraction, properties of shapes, fractions	Position & direction, multiplication & division, decimals, measurement (mass), measurement (time)	Multiplication & division, fractions, measurement (length), decimals	Statistics, addition & subtraction, percentages (fractions & decimals) measurement (perimeter & area)	Number & place value, addition & subtraction, properties of shapes, measurement (money), fractions	Multiplication & division, measurement (volume & capacity), decimals, statistics, position & direction, percentages (fractions & decimals)
Science	Living Things & Their Habitats	Earth & Space	Forces	Properties of Materials	Animals including Humans	Scientists & Inventors
Topic	Stone Age to Iron Age & Ancient Sumer	Ancient Egypt	The Indus Valley & Ancient Greece	Maya Civilisation & Enough for Everyone	Exploring Eastern Europe & Magnificent Mountains	Marvellous Maps

Art/DT	Plants & Flowers	Obon Lantern	Wildlife	Programming Adventures	Ancient Egypt	Felt Phone Cases
Computing	Flowol	Radio Station	3-D modelling Sketch-up	Online Safety	Scratch	Using & Applying Skills
PE	Hockey	Football	Striking & Fielding Rounders	Cricket	Athletics	Rounders
Arabic Language	Greetings & Introductions	Numbers & Counting	Colours & Shapes	Daily Activities & Routine	Family & Relationships	Common Objects & Places
RE/IS	RE – Forgiveness	IS- Aqedah (Theology)	RE - Peace	IS- Fiqh (Jurisprudence)	RE: Jesus the Healer	IS- Tarbiyah (Personal Development)
PSHE	TEAM	It's My Body	Britain	Be Yourself	Aiming High	Money Matters