

Year 5 -Long-Term Curriculum Plan Overview 2017-2018

Year 5	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
Theme/Topic	China – The Shang Dynasty	Magnificent Mountains	Eastern Europe	World War II	Marvellous Maps	Ancient Greece
First-hand Learning Opportunities e.g. visits/fieldwork / visiting speakers	Visit from Sheffield Confucius Institute ('China Day' Workshops in school)			Eden Camp on Residential	Residential – Victorian workshop linked to Street Child	
English Skills / Text type studied						
Texts / Authors to be used	Firework Makers Daughter				Street Child	
SPAG skills to cover	<p>Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun)</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that or an implied relative pronoun)</p>	<p>Use verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>Indicate the degree of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)</p> <p>Links ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p> <p>Uses commas to clarify meaning or avoid ambiguity</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use hyphens to avoid ambiguity</p>	<p>Converts nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>Use modal verbs to indicate degrees of possibility</p> <p>Links ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Indicates degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)</p> <p>Links ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)</p>

	Use brackets, commas and dashes to indicate parenthesis.			Use brackets, dashes or commas to indicate parenthesis	Use semi-colons or dashes to mark boundaries between independent clauses	or tense choices (he <i>had</i> seen her before) Use a colon to introduce a list Punctuate bullet points consistently
Maths skills	Reasoning with large whole numbers. Integer addition and subtraction. Line graphs and timetables.	Multiplication and Division Perimeter and Area	Fractions and Decimals Angles	Fractions and Percentages Transformations	Converting units of measure Calculating with whole numbers and decimals	2D and 3D shapes Volume Problem Solving
RE	Ourselves Life choices	Life choices continued Hope	Mission Memorial sacrifice	Sacrifice	Transformation Freedom and responsibility	Stewardship
Science	Magnets Forces	Living things and their habitats	Earth, sun and moon	Animals including humans	Materials	Scientists and inventors

History	China – The Shang Dynasty			Ancient Greece		World War II
Geography		Magnificent Mountains	Eastern Europe		Marvellous Maps	
Art	Collage	Watercolours including artists	Drawing including artists	Printing	Stitching	Sculpture
DT	Materials	Designers	Designers	Computing	Food	Textiles
PE	Games	Dance	Gymnastics	Athletics	Games	Athletics
Computing	Communication		Connect		Scratch	
PSHE	<p>Circle time activities</p> <p>Statements to live by</p> <p>British Values</p>					
Music	<p>Perform</p> <p>Compose</p> <p>Transcribe</p> <p>Describe Music</p>					

