

Canon Popham Curriculum Planning Year 5 (2023/2024)

The number in blue indicates the year group from which the learning is being built upon.

Autumn 1 HISTORY 7 weeks Week Beginning 5th September 21st October	Autumn 2 GEOGRAPHY 7 weeks Week Beginning 31st October 16th December	Spring 1 HISTORY 6 weeks Week Beginning 3rd January 10th February	Spring 2 GEOGRAPHY 7 weeks Week Beginning 20th February 31st March	Summer 1 HISTORY 6 weeks Week Beginning 17th April 26th May	Summer 2 GEOGRAPHY 7 weeks Week Beginning 5th June 21st July
Curriculum Intent					
Learning about myself Learning for my future	Learning for my future	Learning about myself Learning how to learn	Learning to be my best Learning for my future	Learning about myself Learning about my future	Learning to be my best Learning for my future
Christian Values					
Forgiveness Friendship Hope Peace Creation	Hope Endurance	Hope Peace Justice Thankfulness	Creation Compassion Hope Endurance	Compassion Justice Peace	Humility Justice Endurance
SMSC					
Moral	Spiritual	Cultural	Moral	Cultural	Cultural
PSHCE					
School Council Elections Create Class Charter <u>M3) Why do we argue?</u>	<u>M4) Who am I?</u> <u>Fa3) Is there such a thing as a normal family?</u> <u>Fr4) Why are some people unkind?</u>	Children's Mental Health Week NSPCC Number Day 1. Look after it 2. Critical consumers	<u>Fr5) What are stereotypes?</u> <u>Fr6) How do I accept my friends for who they are?</u>	<u>Os5) Analysing Digital Media [N1]</u> <u>Os6) Bias [N2]</u> <u>Os7) Echo Chambers [N5]</u>	<u>C1) What is prejudice?</u> <u>C2) What is the history of prejudice?</u> <u>C3) What should I do if I encounter prejudice?</u>

<p>SCHOOL NURSE TO COVER:</p> <p><u>G1) How will my body change as I get older?</u></p> <p><u>G3) How will I stay clean during puberty?</u></p> <p><u>G4) What is Menstruation?***</u></p>	<p>Anti-Bullying Week</p> <p>Children In Need</p>	<p>3. Value for money and ethical spending</p>		<p><u>Os8) Does the internet make us happy? [L1]</u></p>	<p>RSE Day</p> <p>Careers Week</p>
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ENGLISH

<p>Spelling: Y5</p> <ul style="list-style-type: none"> • /shuhs/ spelt with -cious • /shuhs/ spelt with -tious or -ious • short vowel sound /i/ spelt with y • long vowel sound /i/ spelt with y • Homophones & near homophones • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: Queen of the Falls Recount/diary</p>	<p>Spelling: Y5</p> <ul style="list-style-type: none"> • Words with 'silent' letters • Modal verbs • Words ending in 'ment' • Adverbs of possibility and frequency • Statutory Spelling Challenge Words • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: The Lost Happy Endings Fiction-traditional Tale Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full</p>	<p>Spelling: Y5</p> <ul style="list-style-type: none"> • Creating nouns using -ity suffix • Creating nouns using -ness suffix • Creating nouns using -ship suffix • Homophones & Near Homophones • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: Auther and the Golden Rope Fiction-Myth Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full stops,</p>	<p>Spelling: Y5</p> <ul style="list-style-type: none"> • /or/ sound spelt 'or' • /or/ sound spelt 'au' • the suffix -ate • the suffix -ise • the suffix -ify • the suffix -en • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: The Darkest dark-Biography Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation</p>	<p>Spelling: Y5</p> <ul style="list-style-type: none"> • 'ough' • Adverbials of time • Adverbials of place • /ear/ sound spelt 'ere' • Statutory Spelling Challenge Words • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: The Paperbag Prince-Persuasion/ Information hybrid Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks,</p>	<p>Spelling: Y5</p> <ul style="list-style-type: none"> • Unstressed vowels in polysyllabic words • prefixes de- and re- • prefix over- • suffix -ful • suffix -ive • suffix -al • REVIEW <p>Reading: Monday- vocabulary Tuesday- Retrieval Weds-inference Thursday- Summarise Friday- Unseen Read/Big Read RVI specific to text</p> <p>Pathways to Write: Radiant Child-Information Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation</p>
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<p>Gateway keys (non-negotiables/basic skills) Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> • Use fronted adverbials • Use a variety of verb forms consistently and correctly • Organise paragraphs around a theme <p>Mastery keys (year group national curriculum expectations) Identify the audience for and purpose of writing</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme with a focus on more complex narrative structures • Use commas after fronted adverbials • Use commas to clarify 	<p>stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> • Use a variety of verb forms consistently and correctly • Organise paragraphs around a theme • Use a range of sentences with more than one clause (when, if, because, although) <p>Mastery keys (year group national curriculum expectations) Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use of inverted commas and other punctuation to punctuate direct speech <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Develop and keep characters consistent through description</p> <ul style="list-style-type: none"> • Develop settings through description and link this with the characters or plot 	<p>capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials • Use of inverted commas and other punctuation to punctuate direct speech (Y4) <p>Mastery keys (year group national curriculum expectations) Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials • Use commas to clarify meaning and avoid ambiguity in writing <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Vary story openings: start with dialogue, action or description</p> <ul style="list-style-type: none"> • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward 	<p>marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun <p>Mastery keys (year group national curriculum expectations) Variety of verb forms used correctly and consistently</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing • Link ideas across paragraphs using adverbials and tense choices • Use brackets, dashes or commas to indicate parenthesis <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p> <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Engage reader through use of description, feelings and opinions</p>	<p>commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • Use expanded noun phrases to convey complicated information concisely • Use relative clauses to add detail and description • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) <p>Mastery keys (year group national curriculum expectations) Use modal verbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph • Choose the appropriate register • Use brackets, dashes or commas to indicate parenthesis • Enhance meaning through selecting appropriate grammar and vocabulary <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Use precise word choices</p> <ul style="list-style-type: none"> • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Use persuasive language: 	<p>marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use a variety of verb forms consistently and correctly (Including progressive and present perfect) • Organise paragraphs around a theme • Use a range of sentences with more than one clause (when, if, because, although) • Use fronted adverbials.</p> <p>Mastery keys (year group national curriculum expectations) Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use adverbs to indicate degrees of possibility • Use a wider range of devices to build cohesion across paragraphs • Link ideas using tense choice</p> <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Use precise word choices • Select language to appeal to the reader • Use a formal tone • Provide well-developed</p>
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<p>meaning or avoid ambiguity in writing</p> <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <p>Engage reader through use of description, feelings and opinions</p> <ul style="list-style-type: none"> • Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards) • Use rhetorical questions to engage reader • Use consistent 1st person • Write in consistent tense including progressive and perfect forms • Include the 5Ws - who, what, where, when, why and how 	<ul style="list-style-type: none"> • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Vary story opening: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward 	<ul style="list-style-type: none"> • Create a plot: a journey, a quest or a series of trials for the hero • Create characters which behave in superhuman ways with unusual powers or strong characteristics • Create a magic object which may symbolise something 	<ul style="list-style-type: none"> • Include the 5Ws - who, what, where, when, why and how - and conclude with a clear summary • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately 	<p>quotes and rhetorical questions</p> <ul style="list-style-type: none"> • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Provide well-developed factual information for the reader • Include a summarising statement 	<p>factual information for the reader</p> <ul style="list-style-type: none"> • Manipulate style for specific purpose and audience • Write an introduction
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Maths

Reasoning with large integer	Multiplication and Division	Fractions, decimals	Fraction, percentages	Converting units of measures	2D 3D Shape
Integer addition and	Area and Perimeter	Angles	Transformation	Calculating with whole numbers and decimals	Volume

subtraction					Problem solving
Line graphs and tables					
Science					
Forces and mechanisms	Properties and uses of materials	Earth and space	Plant and animal life cycles	Separating mixtures and changing materials	Human growth
History					
Victorians	Local Study - Mining		Ancient Greeks		
Did the Victorians have an effect on our life today?	What was the importance of mining in Doncaster?		What influence have the Ancient Greeks had on our life today?		
Geography					
Study Environmental Regions of Europe (incl Latitude and Longitude)	Climate Zones and Economic Activity		Greece		
Why does the world have different time zones?	Does climate affect economic activity?				
Art					
Drawing	Painting		Textile		
This unit on perspective builds on previous units on tone, shade, hatching, cross hatching, a knowledge of light and shade and contour drawing to produce a "true" image.	This unit builds on the knowledge and skills in using watercolour and powder paint effectively. This unit is an introduction to acrylic paint and the techniques associated with it.		This unit builds on the children's skills and knowledge of textiles, use of applique, running and overstitch and simple use of dye, to use of batik, more complex stiches and use of embellishments.		
Design and Technology					

Textiles - combining different fabrics and shapes		Mechanical systems - Cams		Structures - Frames	
RE					
Hinduism What is the best way for a Hindu to show commitment to God?	Understanding Christianity - Concept: Incarnation Was Jesus the Messiah? Core Knowledge	Hinduism How can Brahman be everywhere and in everything?	Understanding Christianity - Concept: Salvation What do Christians believe Jesus did to save Human beings? Core Knowledge	Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity Link to UC Concept: God What is the best way for a Christian to show commitment to God?
Computing					
Programming- music on scratch		Programming music on scratch		Digital literacy – Mars Rover 2 Data handling – Mars Rover 1	
Music- Charanga					
Exploring Feelings When you play	Compose with Your Friends	Feeling Through Music	Expression and Improvisation	The Show Must Go On	Melody and Harmony in Music
Physical Education					
Tag Rugby Skills	Dance	Gymnastics	Hockey Skills	Tennis	Athletics
MFL- FRENCH					
AS-TU UN ANIMAL? (Do you have a pet?) <ul style="list-style-type: none">Know the nouns and indefinite articles for 8 common pets.Ask somebody if they have a pet	LA DATE (The date) <ul style="list-style-type: none">Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.Ask and answer what the date is in French.	QUEL TEMPS FAIT-IL? (What is the weather like?) <ul style="list-style-type: none">Recognise and recall the 9 weather expressions in French from memory.Ask what the weather is today and give a reply in French.Describe the weather in	LES ROMAINS (The Romans) <ul style="list-style-type: none">Understand the key facts of the history of Ancient Rome in French.Say and spell the days of the week in French.Name some/all of the most famous Roman inventions in	LES JEUX OLYMPIQUES (The Olympics) <ul style="list-style-type: none">Understand the key facts of the ancient and modern Olympics recounted in French.Learn 10 nouns and articles for common Olympic sports.Explore the full present tense	LES VÊTEMENTS (Clothes) <ul style="list-style-type: none">Recognise and recall from memory 21 items of clothing.Explore the regular 'er' whole verb present tense conjugation of the verbPORTER to describe what you and possibly somebody else is

<p>and give an answer back.</p> <ul style="list-style-type: none"> • Say in French what pet we have/do not have and give our pet's name. • Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences. 	<p>· Ask and answer the question 'when is your birthday?' in French.</p>	<p>France, in French using a weather map with symbols.</p>	<p>French.</p> <p>· Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</p>	<p>conjugation of the high frequency verb FAIRE.</p> <p>· Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p>	<p>wearing.</p> <p>· Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p>
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