

## Canon Popham Curriculum Planning Year 5 (2024/2025)

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

Autumn 1 HISTORY 8 weeks Week Beginning 2 <sup>nd</sup> September	Autumn 2 GEOGRAPHY 7 weeks Week Beginning 4 <sup>TH</sup> November	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
<b>Curriculum Intent</b>					
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
<b>Christian Values</b>					
Friendship Peace Creation	Hope Endurance Justice	Hope Peace Justice Thankfulness	Compassion Endurance	Compassion Justice Peace	Humility Justice Endurance Compassion
<b>SMSC</b>					
Spiritual and cultural	Spiritual	Spiritual and Cultural	Moral	Spiritual and Moral	Spiritual and Cultural
<b>British Values</b>					
Democracy	Mutual Respect	Mutual Respect	Rule of Law	Democracy	Tolerance of those with different faiths and beliefs  Individual Liberty
<b>PSHCE</b>					
Creating a class charter School council elections.  <b>My Happy Mind - Meet your brain</b>  <b>Is there such thing as</b>	Anti-Bullying Week  Children in Need  <b>My happy mind - celebrate</b>  <b>What is prejudice?</b>	Children's mental health week  NSPCC Number day  <b>My happy mind - Appreciate</b>	<b>My happy mind - relate</b>  <b>Control and consent</b> <b>Protecting our identity</b> <b>Meeting strangers online</b> <b>Personal information, terms and conditions</b>	<b>My happy mind - engage</b>  <b>Economic education</b>	RSE Day Careers week  <b>Fiver challenge enterprise</b>

a normal family? Puberty	What is the history of prejudice?  What should I do if I encounter prejudice?				
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**ENGLISH**

<p>Spelling – cious, tious, ious, y, near homophones and homophones.</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – Queen of the Falls</p> <p><b>Writing focus</b> Queen of the Falls – recount / diary</p> <p>Identify the audience for and purpose of writing - organise paragraphs around a theme with a focus on</p>	<p>Spelling - silent letters, modal verbs, words ending in 'ment', adverbs of possibility, Statutory spelling review.</p> <p><b>Reading Focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – The Lost Happy endings</p> <p><b>Writing Focus</b> The Lost happy endings - Fiction traditional tale.</p>	<p>Spelling - ity suffix, ness suffix, ship suffix, homophones and near homophones</p> <p><b>Reading Focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – Author and the Golden Rope</p> <p><b>Writing Focus</b> Author and the golden rope - myth</p> <p>Use expanded noun phrases to convey complicated information concisely • Use relative clauses beginning with who,</p>	<p>Spelling - or, au, ate suffix, ise suffix, ify suffix, en suffix</p> <p><b>Reading Focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – The Darkest Dark</p> <p><b>Writing Focus</b> The darkest dark - biography</p> <p>Variety of verb forms used correctly and consistently • Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Spelling - ough, adverbials of time, adverbials of place, ere, statutory spellings and challenge words</p> <p><b>Reading Focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – The Paperbag Price</p> <p><b>Writing Focus</b> The Paperbag Prince - Persuasion and information hybrid</p> <p>Use modal verbs to</p>	<p>Spelling - unstressed vowels. Prefixes de and re, prefix over, suffix ful, suffix ive, suffix al</p> <p><b>Reading Focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p>Book focus – Radiant Child</p> <p><b>Writing Focus</b> Radiant Child - information text</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an</p>
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more complex narrative structures - use commas after fronted adverbials - Use commas to clarify meaning or avoid ambiguity in writing.	Use expanded noun phrases to convey complicated information concisely • 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	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	• Link ideas across paragraphs using adverbials and tense choices • Use brackets, dashes or commas to indicate parenthesis  Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	indicate degrees of possibility • 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	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
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### Maths

<b>Reasoning with large integers</b> Integer addition and subtraction Line graphs and tables	<b>Multiplication and division</b> Area and perimeter	<b>Fractions</b> <b>Decimals</b> <b>Angles</b>	<b>Fractions</b> <b>Percentages</b> <b>Transformation</b>	<b>Converting units of measures</b> <b>Calculating with whole numbers and decimals</b>	<b>2D and 3D shapes</b> <b>Volume</b>
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### Science

<b>Forces and mechanisms</b>	<b>Properties and uses of materials</b>	<b>Earth and Space</b>	<b>Plant and Animal Life cycles</b>	<b>Separating mixtures and changing materials</b>	<b>Human Growth</b>
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### History

<b>Victorians</b> <b>Did the Victorians have an effect on our life today?</b>		<b>Local study - Mining</b>  <b>What was the importance of mining in Doncaster?</b>		<b>Ancient Greeks</b>  <b>What influence have the Ancient Greeks has on our life today?</b>	
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Geography					
	<p><b>Study Environmental Regions of Europe including latitude and longitude</b></p> <p><b>Why does the world have different time zones?</b></p>		<p><b>Climate zones and economic activity</b></p> <p><b>Does climate affect economic activity?</b></p>		<b>Greece</b>
Art					
<p>Drawing</p> <p>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.</p>		<p>Painting</p> <p>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.</p>		<p>Textile</p> <p>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</p>	
Design and Technology					
Textiles		Mechanical Systems		Electrical systems	
RE					
<p>Hinduism - What is the best way for a Hindu to show commitment to God?</p> <p>Concept:Prayer and worship</p>	<p>Understanding Christianity - Concept: Incarnation</p> <p>Was Jesus the Messiah? Core Knowledge</p>	<p>Hinduism - How can Brahman be everywhere and in everything?</p> <p>Concept: Beliefs</p>	<p>Understanding Christianity - Concept: Salvation</p> <p>What do Christians believe Jesus did to save Human beings? Core Knowledge</p>	<p>Hinduism - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Concept: Beliefs and moral values</p>	<p>Christianity Link to UC Concept: God What is the best way for a Christian to show commitment to God?</p> <p>Concept: Beliefs and practises - Gospel</p>
Computing					
Computing systems and networks – Search engines (google)	Programming 1 – Programming music on scratch	Data handling – Mars rover 1	Programming 2 – Microbit	Creating media – stop motion	Online safety

## Music

Recorders / Glockenspiel	Recorders / Glockenspiel	Recorders / Glockenspiel	Recorders / Glockenspiel	Recorders / Glockenspiel	Recorders / Glockenspiel
Melody and Harmony in music	Sing and Play in different styles	Composing and chords	Enjoying musical styles	The Freedom to improvise	Battle of the bands!

## Physical Education

Tag Rugby skills	Dance	Gymnastics	Hockey Skills	Tennis	Athletics
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## MFL- FRENCH

As tu un animal ? (Do you have a pet?).	La date (The date)	Quel temps fait-il? (What is the weather like)	Les Romains (The Romans)	Les Jeux Olympiques (The Olympics)	Les vêtements (clothes)
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