



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Long Term Curriculum Plan Year Group: 5

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<b>Writing</b>  <u>Stimulus</u> <ul style="list-style-type: none"> <li>Outcome</li> </ul>	<u>Beowulf (Michael Morpurgo)</u>  <ul style="list-style-type: none"> <li>Biography</li> <li>Newspaper article</li> <li>Description writing</li> </ul>	<u>Romeo and Juliet</u>  <ul style="list-style-type: none"> <li>Narrative including dialogue</li> <li>Poetry (Sonnets)</li> </ul>	<u>Charlotte's Web</u>  <ul style="list-style-type: none"> <li>Letter - persuasive argument</li> <li>Chronological report</li> <li>Poetry (Limerick)</li> </ul>	<u>The Spider and The Fly</u>  <ul style="list-style-type: none"> <li>Description writing</li> <li>Narrative – suspense</li> </ul>	<u>The Great Kapok Tree</u> <ul style="list-style-type: none"> <li>Letter – persuasive. formal</li> <li>Newspaper article</li> <li>Non -chronological report</li> </ul>	<u>The Explorer</u>  <ul style="list-style-type: none"> <li>Persuasive advert (tourist guide)</li> <li>Play script</li> <li>Explanation</li> </ul>
<b>Reading skills</b>	Retrieval Rex	Inference Iggy	Vocabulary Victor	Prediction Pip Summarising Sheba	Cassie the Commentator Arlo the Author	Consolidation of skills
<b>SPAG</b>	<ul style="list-style-type: none"> <li>Commas for fronted adverbials</li> <li>Apostrophes for possession</li> <li>Expanded noun phrases</li> <li>Paragraphs</li> <li>Coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Apostrophes for possession</li> <li>Apostrophe for omission</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Commas for clarity</li> <li>Modal verbs</li> <li>Relative clauses and relative pronouns</li> <li>Parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue to convey character and advance action</li> <li>Preposition phrases, adverbs and noun phrases to add detail, qualification and precision</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses and relative pronouns</li> <li>Paragraphs to structure and organise ideas</li> <li>Cohesion across paragraphs</li> </ul>	Consolidation of skills
<b>Spelling</b>	1. Words ending in '-ious' and '-tious' 2. Words ending in '-cious.' 3. Words ending in '-cial' 4. Words ending in '-tial' 5. Ending '-cial' and '-tial' 6. Challenge words 7. Words ending in	9. Words ending in '-ent' and '-ence' 10. Words ending in '-able' and '-ible' 11. Words ending in '-ably' and '-ibly' 12. Challenge Words 13. Words ending in '-able' where the 'e' from the base word remains	16. Words with silent first letters 17. Words with silent letters 18. Challenge Words 19. Words with '-ie' after '-c' 20. Words where '-ei' can make an /ee/ sound 21. Words where 'ough' makes an /or/ sound	22. Word containing 'ough' 23. Words that are adverbs of possibility and frequency 24. Challenge words 25. Words that are homophones or near homophones 26. Words that are homophones 27. Words that are homophones	28. Words that are homophones or near homophones 29. Words that are homophones or near homophones 30. Challenge words 31. Words with hypens 32. Challenge words	33. Revision: Year 5 words 34. Revision: Year 5 words 35. Revision: Year 5 words 36. Revision: Year 5 words

**Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.**

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	'-ant' 8. Words ending in '-ance' and '-ancy'	14. Words that are adverbs of time 15. Words with suffixes where the base word ends in '-fer'				
<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division A	Fractions A Multiplication and Division B	Fractions B Decimals and Percentages	Perimeter and Area Statistics Properties of Shapes	Position and Direction Decimals	Negative Numbers Converting units Volume
<b>Science</b>	Space (Physics)	Forces (Physics)	Properties and Changes in Materials (Chemistry)		Living Things and Their Habitats (Biology)	Animals Including Humans (Biology)
<b>Computing</b>	<b>Sharing information:</b> Identifying and exploring how information is shared between digital systems.	<b>Video editing:</b> Planning, capturing, and editing video to produce a short film.	<b>Selection in physical computing:</b> Exploring conditions and selection using a programmable microcontroller.	<b>Flat-file databases:</b> Using a database to order data and create charts to answer questions	<b>Vector drawing:</b> Creating images in a drawing program by using layers and groups of objects.	<b>Selection in quizzes:</b> Exploring selection in programming to design and code an interactive quiz
<b>History</b>	Anglo- Saxons		WW2			
<b>Geography</b>		UK Trade		Global Trade	Brazil	
<b>Religious Education</b>	<b>BB Expressing Beliefs</b> CU2.2 How do Sikhs symbolise their commitment?	<b>UC People of God</b> 2b.3 How can following God bring Freedom and Justice?	<b>BB A Good Life</b> CU2.3 What values do people live by?	<b>UC Salvation</b> 2b.6 What did Jesus do to save Human Beings?	<b>BB The Nature of Religion and Belief</b> CU2.1 What do Hindu people believe about God?	<b>UC Kingdom of God</b> 2b.8 What kind of King is Jesus?
<b>DT</b>		<b>Electrical Systems:</b> Monitoring and Control.		<b>Structures:</b> Frame structures.		<b>Cooking and Nutrition:</b> Celebrating Culture and Seasonality.
<b>Art</b>	<b>Drawing</b> Depict shadow and reflection in artwork.  Consolidate shading techniques.		<b>Painting</b> Identify and use complimentary and contrasting colours. Complimentary – Claude Monet Contrasting – Bridget Riley		<b>Sculpture</b> Clay – create a slip to join two pieces of clay. Artist – Linda Lopez	<b>Printing</b> Screen printing Artists – (Pop artists) Lichtenstein, Warhol.

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<b>Music</b>	<b>Charanga</b> Getting started with music tech	<b>Charanga</b> Emotions & musical styles	<b>Charanga</b> Exploring key & time signatures	<b>Charanga</b> Introducing chords	<b>Charanga</b> Words, meaning and expression	<b>Charanga</b> Identifying important musical elements
<b>MFL (French)</b>	<b>Describing me and others</b> • back to school in France • teachers • dates, birthdays	<b>Saying what I and others have</b> • in school • comparing schools and homes • physical description  - Revision - Christmas in Haiti	<b>Saying what I and others do</b> • Christmas activities • New Year in France and Haiti • 1 <sup>st</sup> January in Haiti • La Fête des Rois	<b>Saying where you're going and what there is there</b> • describing school • in Canada  - Revision / assessment - Easter	<b>Saying what I and others do</b> • activities at home • a surprise party • weather • sports and instruments	<b>Expressing likes and actions</b> • what we do • what we like/ dislike doing • food for a picnic  - Revision/assessment - Ton Christ est juit poem
<b>PE</b>	<b>Real P.E. (Cognitive)</b> Co-ordination ball- skills (9) Agility reaction and response (12)  <b>Real Gymnastics (Personal)</b> Hand apparatus – rhythmic sequences Low apparatus – bench sequences	<b>REAL P.E. (Creative)</b> Static balance seated (2) Static balance floor work (3)  <b>Real Gymnastics (Cognitive)</b> Partner work skills Large Apparatus	<b>REAL P.E. (Social)</b> Dynamic balance on a line (5) Counterbalance with a partner (7)  <b>Hockey</b> Passing a ball Travelling with the ball	<b>REAL P.E. (Physical)</b> Dynamic balance to agility: jumping and landing (6) Static balance – one leg (1)  <b>Dance – Multi-ability (Creative)</b>	<b>REAL P.E. (Health and Fitness)</b> Static balance: stance (4) Footwork: coordination (10)  <b>Athletics</b>	<b>REAL P.E. (Personal)</b> Co-ordination: sending and receiving (8) Agility – Ball chasing (11)  <b>Orienteering</b>
<b>PSHCE</b>	What makes a community?	What does discrimination mean?	Managing money	Staying safe online	Keeping healthy	Enterprising
<b>Charity event</b>		Christmas jumper day				
<b>Enterprise event</b>					Safe Travel Cup	
<b>Visits</b>	Newby Wiske residential		Young Voices		Local Walk to look at different habitats.	
<b>Visitors</b>						Visits: Hand to Mouth – Christianity as a living world of faith.
<b>Parent workshop</b>	Newby Wiske feedback evening					Newby Wiske information evening

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