



Manland Primary School-Long Term Curriculum Plan

Year 5 Curriculum Intent



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		A Greek Odyssey		Age of Invention		Magnificent Mountains	
English	Writing	<p>Myths & Legends – to write own myth using required features.</p> <p>Recounts – to write a recount on an event in the classroom.</p> <p>Explanation – to write an explanation about how a plant grows.</p>	<p>Suspense & Mystery – to write a suspenseful narrative. (linked to Who Let the Gods Out?)</p> <p>Setting and character description describing the moment key characters meet in the cave.</p> <p>Cinquain poetry – to write and perform own cinquains describing Greek God.</p> <p>Independent piece Persuasion – to write a persuasive text outlining the reasons why Elliot shouldn't help Thanatos.</p>	<p>Fiction from our literary heritage – (Lion, witch and the wardrobe) To explore a text in detail. Write in the style of the author. Take the plot and theme from the text to plan and write own contemporary version.</p> <p>Children will write a dual narrative between two characters (the queen and Edmund)</p> <p>Independent write: Children to imagine they have been transported to a new land and meet a new character. Write a dialogue between themselves and the new character.</p>	<p>Report – Children to write a non-chronological report on Street cats and Mesopotamian Blue cats.</p> <p>Spoken word poetry/rap – Based on their own research.</p>	<p>Explanation – How to cross the Berlin wall. (Linked to The friends who crossed the border in a balloon in Survivors)</p> <p>Report – Children produce a safety leaflet/pamphlet on how to scuba dive safely. (Linked to The Girl Who Fell From The Sky in Survivors)</p> <p>Poetry appreciation – Children to write a Tanka poem. (Linked to The friends who crossed the border in a balloon in Survivors)</p>	<p>Discussion – Children debate and present a balanced discussion presenting two sides of the argument – Should David and Tucky help the Germans?</p> <p>Take One Book -</p> <p>The Wolf Wilder by Katherine Rundell – Children produce a non-chronological report, Newspaper article and some journalistic writing.</p>
	Reading	The Usborne book of Greek Myths	Who Let the Gods Out? – Maz Evans	CS Lewis – The lion, the witch and the wardrobe.	<p>Michael Rosen's A-Z: The Best Children's Poetry from Agard to Zephaniah</p> <p>Rhythm and Poetry – Karl Nova</p> <p>Varjak Paw – SF Said</p>	Survivors – David Long Shackleton's Journey – William Grill	Friend or Foe – Michael Morpurgo The Wolf Wilder – Katherine Rundell
	Grammar	Adverbials of time Commas for parenthesis Devices to build cohesion	Modal verbs Relative clauses Devices to build cohesion	Inverted commas for speech Reported and direct speech Punctuation for speech Commas to avoid ambiguity and clarify meaning	Apostrophes for possession Fronted adverbials (ISPACE) Comma demarcate fronted adverbials Expanded noun phrases	Commas to clarify meaning Adverbials of time Devices to build cohesion Modal verbs	Converting nouns or adjectives into verbs using suffixes. Adverbials of time Brackets/commas for parenthesis



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	<p>Spelling</p>	<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones & near homophones</p> <p>Homophones & near homophones</p>	<p>Words with 'silent' letters</p> <p>Words with 'silent' letters</p> <p>Modal verbs</p> <p>Words ending in 'ment'</p> <p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>	<p>Creating nouns using - ity suffix</p> <p>Creating nouns using - ness suffix</p> <p>Creating nouns using - ship suffix</p> <p>Homophones & Near Homophones</p> <p>Homophones & Near Homophones</p> <p>Homophones & Near Homophones</p>	<p>Words with an /or/ sound spelt 'or'</p> <p>Words with /or/sound spelt 'au'</p> <p>Convert nouns or adjectives into verbs using the suffix - ate</p> <p>Convert nouns or adjectives into verbs using the suffix - ise</p> <p>Convert nouns or adjectives into verbs using the suffix - ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Convert nouns or adjectives into verbs using the suffix - en</p> <p>Convert nouns or adjectives into verbs using the suffix - en</p> <p>Convert nouns or adjectives into verbs using the suffix - en</p> <p>Convert nouns or adjectives into verbs using the suffix - en</p> <p>Convert nouns or adjectives into verbs using the suffix - en</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Understand vowels in polysyllabic words</p> <p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p> <p>Review</p>
	<p>Maths</p>	<p>Place Value and Rounding of Large Numbers.</p> <p>Interpret Negative Numbers.</p> <p>Place Value of Numbers with up to Three Decimal Places.</p> <p>Multiply and Divide by 10, 100 and 1,000.</p> <p>Properties of numbers.</p> <p>Prime and Composite Numbers.</p>	<p>Multiply and Divide Mentally.</p> <p>Solve Problems Involving Knowledge of Key Facts.</p> <p>Add and Subtract Using a Range of Strategies.</p> <p>Add and Subtract Using Formal Written Methods.</p> <p>Formal Written methods for Multiplication.</p> <p>Formal Written Method of Short Division.</p> <p>Equivalent Fractions.</p> <p>Compare and Order Fractions.</p>	<p>Problem Solving – All Four Operations</p> <p>Multiply Fractions by Whole Numbers</p> <p>Fraction Problem Solving</p> <p>Measure – Converting Units of Measure</p> <p>Area</p> <p>Volume and Capacity</p>	<p>Percentages</p> <p>Problem Solving – Percentages</p> <p>3-D Shapes from 2-D Representations</p> <p>Reflection and Translation</p> <p>Perimeter</p> <p>Estimate, Compare, Measure and Draw Angles</p> <p>Identify Unknown Angles</p>	<p>Formal Methods for Division and Multiplication in Increasingly Complex Problems</p> <p>Strategies for Multiplication and Division (Mental and Written)</p> <p>Solving Problems involving Scaling by Simple Fractions and Rates</p> <p>Conversion of Imperial and Metric Units of Measure</p> <p>Fractions, Decimals and Percentages Problem Solving</p> <p>Reading Timetables and Calculating with Time</p>	<p>Solve Problems involving the Four Operations</p> <p>Distinguish between Regular and Irregular Polygons</p> <p>Use Properties of Rectangles</p> <p>Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph</p> <p>Statistics – Interpreting and Evaluating Information Presented in Charts and Tables</p> <p>Roman Numerals</p>
	<p>Art</p>	<p>Ancient Greek Sculpture</p>		<p>William Morris Sketches</p>		<p>Water colour painting -Mountain landscapes</p>	



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	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern		Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses.		Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.	
Computing	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
	Design and write programs Use sequence selection and repetition Design a range of programs, systems and content that accomplish given goals	Use logical reasoning to explain simple algorithms. Use technology safely, respectfully and responsibly Identify a range of ways to report concerns about content	Use sequence, selection and repetition in programmes Select, use and combine a variety of software to create a range of programmes Develop links between geometry and art	Develop research skills to decide what information is appropriate Question the plausibility and quality of information Develop understanding of Internet safety and responsible use of technology Use logical reasoning to generate simple algorithms in web-based languages.	Become familiar with blogs as a medium and a genre Create a sequence of blog posts on a theme Incorporate additional media Comment on the posts of others	Understand the work of architects, designers and engineers working in 3D Develop familiarity with a simple CAD tool Explore and experiment with a 3D virtual environment
Design and Technology	Cooking Pitta Bread	Ancient Greece – Colossal Columns	Seasonal soup	Victorian Toys using cams	Curry	Draw string shoe bag
	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques.	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.	Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Construction: Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Mechanics Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product	Create and refine recipes, including ingredients, methods, cooking times and temperatures.	Draw string shoe bag Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).



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			designs. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent this.	
Geography	<p>Modern Greece and the UK</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Investigate patterns</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Our Natural Resources</p> <p>Land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>	<p>Mapping</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Mountains</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed</p>
History	<p>Ancient Greece</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Victorians</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. World overview Identify continuity and change in the history of the locality of the school.</p>	<p>Exploring Our Local History</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children living in our local area.</p>	



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	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>					
<p>Modern Foreign Languages (French)</p>	<p>Listen to spoken language and join in explore the patterns and sounds of language through songs and rhymes.</p>	<p>Engage in conversations; ask and answer questions speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.</p>	<p>Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing feminine and masculine forms.</p>	<p>Singular and plural forms adjectives pronouns and the conjugation of high-frequency verbs.</p>
	<p>Understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. Read and pronounce unfamiliar written words accurately, using knowledge of French phonics.</p>	<p>Join in with a short, continuous conversation, including giving simple opinions. Express my opinions using complex sentences. Adapt familiar sentences by changing a few words.</p>	<p>Read unfamiliar words and phrases aloud with accurate pronunciation, so others can understand. Prepare a short talk on a familiar subject and present it clearly and confidently.</p>	<p>Understand the main points from a short written text, which contains some unfamiliar language. Understand the main points from a spoken story or poem, which contains some unfamiliar language. Sing familiar songs clearly and confidently, with accurate pronunciation. Read aloud a short story containing familiar language, clearly and with expression.</p>	<p>Write several sentences from memory. Adapt familiar written sentences by changing a few words. Describe what other people do, or like doing. Present a short talk about a place, person or thing. Write several sentences to describe what other people do. difference between 'le'/'la' and 'un'/'une' in spoken French. Recognise and understand the difference between 'mon'/'ma'/'mes'. Use either 'le'/'la' or 'un'/'une' I can understand the difference between 'le'/'la' and 'un'/'une'.</p>	<p>Recognise that some nouns have irregular plurals. Recognise that adjectives' endings often change to match the noun they're describing. Use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. Use the second person singular form of the present tense to ask questions. Write the correct form of some common verbs in the third person singular. Use some simple sentence structures that differ from English in writing. Use what I have learnt about the structure of French sentences to build new ones using the same model.</p>



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					Recognise the meaning of 'mon'/'ma'/'mes'.	
Music	Body Percussion and movement	Singing in parts – Christingle – traditional Christmas carol	Digital compositions - Garage band	Composing – The Pearl Diver	Music that tells a story – Strauss Alpine Symphony	Singing – KS2 performance
	Create rhythmic patterns with an awareness of timbre and duration. Create rhythmic patterns with an awareness of timbre and duration.	Sing or play expressively and in tune. Perform solos or as part of an ensemble.	Use digital technologies to compose pieces of music Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	Thoughtfully select elements for a piece in order to gain a defined effect. Read and create notes on the musical stave. Use drones and melodic ostinati (based on the pentatonic scale).	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch dynamics tempo timbre texture sense of occasion expressive solo rounds drones cultural context. Sustain a drone or a melodic ostinato to accompany singing.	Perform solos or as part of an ensemble. Sing or play from memory with confidence.
PE	Gymnastics/Tennis	Gymnastics/Tag Rugby	Fitness/Football	Dance/Hockey	Athletics/ Cricket/ Orienteering	Athletics/ Rounders
	Create complex and well-executed sequences incorporating a full range of movements Use forehand and backhand when playing racquet games	Develop travelling, balancing, swinging, vaulting and stretching movements Evaluate a performance Work alone and with teammates to gain points and possession Be a good role model within a team	Empathise with others and offer support without being asked Seek support from the team if in any doubt Remain positive even in the most challenging circumstances Choose the most appropriate tactics for a game	Compose creative and imaginative dance sequences Field, defend and attack tactically by anticipating the direction of play	Strike a bowled ball with accuracy Combine sprinting with low hurdles Throw accurately and refine performance Show control in take-off and landing when jumping Compete with others and keep track of personal best performances Use a range of devices in order to orientate themselves	Compete with others and keep track of personal best performances Run over a variety of distances Uphold the spirit of fair play and respect in all competitive situations
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	I can compare my life with other people in my country and explain why we have	I can explain the differences between direct and indirect types of bullying and	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and	I can explain different roles that food and substances can play in people's lives. I can also explain how people can	I can compare different types of friendships and the feelings associated with them. I can also explain how	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is



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	rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	dreams of young people from another culture and explain how this makes me feel.	develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
RE	Beliefs, practices, symbols and actions of the Christian and Jewish Faiths		Identity, Belonging and Ultimate Questions		Sacred Texts, Stories and Sources of Wisdom	
	Learning what it is like to live as a Christian or Jew in Britain today and how religious rituals are different depending on your religion. Understanding the importance of religious artefacts in the Jewish religion. Explore how religious faith is communicated through the expressive arts.		Belonging to a community, individual commitment and religious leadership. Expressing what belonging and faith means in Christianity and Judaism. Exploring the role of prayer, reflection in different religions and worldviews. Discussing different ideas about Gods and the creation question.		Investigating and responding to a range of stories, sacred writing and sources of wisdom. Understanding how people can live together for the wellbeing of all. Considering the guidance of the ten commandments, and expressing ideas about right and wrong. Evaluating different religious responses to justice and fairness.	
Science	Properties of Materials	Substances Changing State	Forces	Earth, moon, sun and other planets	Animals including humans	Life cycles
	Properties of Materials To compare and group together everyday materials on the basis of their properties, including hardness, transparency and conductivity electrical and thermal) . Working Scientifically To plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary. To record data and results of increasing complexity, using	Changing of Matter To compare and group everyday materials on the basis of their properties including their solubility, transparency and responses to magnets. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastics. To know that some materials will dissolve in liquid to from a	Forces To identify the effects of air resistance, water resistance, and friction that act between moving surfaces. To explain that unsupported objects fall towards the Earth because of the forces of gravity acting between the Earth and the falling object. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Working Scientifically To plan different types of scientific enquiries to answer	Earth and Space To describe the movement of the Earth and other planets, relative to the Sun in the Solar System. To describe the movement of Moon relative to the Earth. To describe the Sun, and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Working Scientifically To identify scientific evidence that has been used	Animals To describe the changes as humans develop to old age. Working Scientifically. To record and present findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To report on findings from enquire in oral and written explanations	Living things and their habitats/ Life Cycles To describe the differences in life cycles of a mammal, amphibian, insect and a bird. To describe the life process of reproduction in plants and animals. Working Scientifically To record and present findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To report on findings from enquiries in oral and written explanations.



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	<p>scientific diagrams and labels, classification keys, tables, scatter graphs, bar chart line graphs. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and the degree of trust in results in oral and written forms such as displays and other presentations. To use test results to make predictions to set up further comparative fair tests.</p>	<p>solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Working Scientifically To plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary. To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and</p>	<p>questions, including recognising and controlling variables where necessary. To take measurements using scientific equipment, with increasing accuracy and precision. To take repeat reading when appropriate. To record data and results of increasing complexity. To record and present findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To identify scientific evidence that has been used to support or refute ideas of arguments.</p>	<p>to support or refute ideas or arguments.</p>		
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		<p>the degree of trust in results in oral and written explanations such as displays and other presentations. To use test results to make predictions to set up further comparative fair tests.</p>				
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