| YEAR 5 | Autumn 1 <br> IT'S ALL GREEK TO ME | Autumn 2 <br> IT'S ALL GREEK TO ME | Spring 1 <br> EARTH AND BEYOND | Spring 2 <br> EARTH AND BEYOND | Summer 1 <br> MAYAN ADVENTURES | Summer 2 <br> MAYAN ADVENTURES |
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| Special Events, days, weeks, festivals, assembly | Number Day | Anti-Bullying Week Diwali Day Inter Faith Day | Safer Internet Week <br> Mental Health Day | World Book Day | Residentiala | Sports Day |
| Visits <br> Visitors | Greek Day <br> Multi-faith | Southampton Art Gallery | INTECH Science Museum VR Headsets | Red Cross | Little Canada Residential (OAA) Multi-faith | Cemetery <br> Sports Day <br> New Forest <br> Mayan Workshop |
| Parent Engagement |  | Dance Performance (PE) Parents' Evening |  | Music performance Parents' Evening |  | Art Gallery |
| Spoken Language | Listening - make timely contributions, ask questions that are responsive to others' ideas and views and adapt to meet the need <br> Instruction - follow complex directions and multi-step instructions without the need for repetition <br> Questioning - to deepen conversation and to further their knowledge, use more detailed answers and justification <br> Vocabulary - regular use of adjectives, adverbial phrases and extended noun phrases, increasing confidence of acceptable formal/informal, recognise and use powerful vocabulary from stories/ texts <br> Discussion - descriptions, recounts and narrative retellings with specific details to actively engage listeners, debate and give clear opinions, adapt ideas in response to new information <br> Participation - narrate stories with intonation and expression to add detail and excitement for the listener, use feedback to improve, combine vocabulary choices, gestures and body movement to maintain role Purpose plan and present information clearly with ambitious detail and description, participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. |  |  |  |  |  |
| English Texts (Reading and Writing) | The llyad and the Odyssey |  | The Northern Lights - Philip Pullman |  | The Hero Twins: Against the Lords of Death <br> Rain Player - David Wisniewski | Middleworld - J\&P Voelkel |
| Writing Genre | Narrative - a new venture for Odysseus <br> Recount/Diary - soldier in Trojan war <br> Play scripts/TV News Report meddling Gods in the I\&O story | Persuasive Letter - related to local issue and council <br> Poetry - Simile and Metaphor Non-chronological report - link to Geog on Coastlines | Narrative - Suspense writing Report- Life on another planet Setting Description | Autobiography - Space Explorer Discussion - Moon landing and conspiracy theory <br> Poetry - Personification | Debate/Discussion - Disappearance <br> Theories (2 viewpoints) Information Text - An idiot's guide to living as a Mayan. | Narrative -Lost in The New Forest <br> Newspaper Report <br> Persuasion - letters to the headteacher persuading that ... Campaign Speech to Persuade? |
| Grammar and Punctuation | Nouns/adjectives to verbs using <br> Adverbs - degrees of possibility Modal verbs | Brackets, dashes, commas for parenthesis | suffixes Verb prefixes | Relative clauses Commas - clarify meaning | Paragraphs - building cohesion | Paragraphs - building cohesion |
| Spelling | Shuhs - cious, tious, ious $1-y$ <br> Homophones <br> Suffix- able/ible <br> Suffix - ent/ant | Silent letter words Modal verbs - ment Suffix - tial, cial Statutory spelling challenge words | Suffix - ity, ness, ship <br> Near Homophones <br> Words with /ee/ sound spelled ei after c <br> Suffix- ably/ibly | Suffix - ence/ance $\mathrm{Or}-\mathrm{ou}$ <br> Suffix - ate, ise, ify, en Adding suffixes beginning with vowels to words ending with-fer | Ough when the sound is /aw/ow/ <br> Adverbials of time/place ear-ere <br> Statutory spelling challenge words | Unstressed vowels Prefixes - de, re, over Suffix - ful, ive, al Words spelled with ie after c |
| Storytime Options: (Choose according to cohort preferences, needs etc...highlight your current selection) | Percy Jackson and the Lightning <br> Thief - Rick Riordan <br> Who Let the Gods Out - Maz Evans |  | The Jamie Drake Equation - Christopher Edge |  | Middleworld - J\&P Voelkel | The City of Ember - Jeanne DuPrau |
| Banister Book Bear | Leo and the Gorgon's Curse - Joe Todd-Stanton |  |  |  |  |  |


| Poetry |  | Simile and Metaphor Poem <br> My Shadow - Robert Louis Stevenson <br> I Am The Seed That Grew The Tree National Trust with Fiona Waters Bluebottle - Judith Nichols The Sea is a Hungry Dog by James Reeves |  | Personification Poem <br> Winter - Olivia Kooker <br> Snow and Snow - Ted Hughes It's Spring - John Foster Jack Frost - C.E Pike <br> Dark Sky Park: Poems From The Edge of Nature - Philp Gross | Performance Poetry <br> The Rhythm of Life - Michael Rosen Conversation Piece - Gareth Owen Football Mad - Benjamin Zephaniah The Night Mail by W H Auden |  |
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| Mathematics | Numbers to 1,000,000 Addition and Subtraction | Multiplication and Division Word Problems Graphs | Fractions <br> Revision and Review | Decimals Percentages Properties of Shapes | Position and Direction Position and Movement <br> Measurements Area and Perimeter | Volume <br> Roman Numerals Review and Review |
| Science | Living Things and their Habitats | Forces Mechanisms | Earth and Space | Forces (gravity) <br> Living things and their habitats | Animals Including Humans Living things and their Habitats | Properties and Change of Materials |
| Religious Education | Stewardship (all) <br> Creation <br> Visitors <br> Belonging | Justice (Is) <br> Stories within religion <br> Special | Creation (all) <br> Comparing stories of creation <br> Belonging | Power (Ch) <br> Power of God <br> Special | A good life (Humanist) <br> Choices <br> Belonging | Death and the afterlife (all) <br> Including Humanist <br> Belonging |
| History | Ancient Greece (KS2 NC) |  | CIVILISATION Overview |  |  | The Mayans (Non-European society - compare to UK) |
| Geography |  | Coastal changes |  | Mapping the UK |  | Time zones and biomes |
| Art | The Drawing Journey <br> Minimum of $2 \times 10$ minutes a week to help ensure the continuation of sketchbook and drawing skill development. | Drawing \& Sketchbooks <br> Typography and maps <br> Exploring how to create typography through drawing and design, and use our skills to create personal and highly visual maps. <br> Disciplines: <br> Design: Typography, Drawing, Collage, Sketchbooks | The Drawing Journey <br> Minimum of $2 \times 10$ minutes a week to help ensure the continuation of sketchbook and drawing skill development. | Surface \& Colour <br> Mixed Media Land and city scapes Explore how artists use a variety of media to capture spirit of the planet <br> Disciplines: <br> Painting, Drawing, Sketchbooks. | The Drawing Journey <br> Minimum of $2 \times 10$ minutes a week to help ensure the continuation of sketchbook and drawing skill development. | Working in Three Dimensions <br> Set Design <br> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music <br> Disciplines: <br> Set Design, Making, Drawing, Sketchbooks |
| Design Technology | Doodlers <br> Electrical Systems |  | What could be healthier? <br> Food and Nutrition |  | Stuffed Toys <br> Textiles | Monitoring Devices Digital World |
| Computing | Creating Media - Video Production | Computing Systems and Networks Systems and Searching | Programming A - Selection in Physical Computing | Programming B - Selection in Quizzes | Data and Information - Flat-file Databases | Creating Media - Vector Drawing |
| Online safety | Managing Online Information | Online Relationships <br> (Anti-bullying week) | Online Reputation Self-image and Identity (Safer Internet Day) | Copyright and Ownership | Privacy and Security | Online Bullying |


| Personal, Social Health and Relationships | Caring friendships Money and work | Being safe Keeping safe Health and <br> Prevention  <br> (basic first aid)  | Mental wellbeing | Health and prevention Puberty |
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| Leader In Me | Creating a leadership classroom $\begin{array}{c}\text { Habit 1-Be proactive } \\ \text { Habit } 2-\text { Begin with the end in mind }\end{array}$ | Habit 3-Put First things first Habit $5-$ Seek first to understand <br> then to be understood <br> Habit 4 - Think win-win <br> Habit 6-Synergise  | Habit 6 - Synergise <br> Habit 7 - Sharpen the Saw | More ways to lead (beyond habit 7) |
| Music | Learn to read and play rhythm patterns with dotted crotchets. Learn to sing and add lines of notation. | Learn to read challenging rhythm patterns which include semiquavers. Explore and talk about live choral performances. | Compose a song to a given theme. <br> Compose simple beat rhythm patterns and learn about the use of 'ostinato'. <br> Associate lyric ideas with rhythms and explore the use of 4 and 8 bar phrases. |  |
| Physical Education | Basketball / Netball Dance <br> Dance Dance | Tag rugby Net and wall games <br> Gymnastics Gymnastics | Athletics OAA | Strike and field <br> Athletics |
| French | Vocabulary: <br> Tu/Vous <br> Qu'est-ce que c'est? <br> C'est un <br> Masculine animal nouns $\text { x } 12$ <br> Feminine animal nouns x 9 <br> Grammar: <br> Gender of nouns <br> Position of colour adjectives <br> Agreement of adjectives in singular $3^{\text {rd }}$ person singular - être | Vocabulary: Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très II y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le,la,l',les Mon, ma, mes Grammar: Plural nouns 1st/2nd/3 $3^{\text {rd }}$ person singular ard Position of adjectives of size Agreementre of adjectives in singular and plural with nouns and pronouns Possessive adjective Definite article | Vocabulary: <br> Er Movement verbs x 6 <br> Le,la,l',les <br> Pets x 8 <br> Family members x 4 <br> J'ai/Je n'ai pas de/Tu as <br> Je veux <br> S'appeler <br> Aimer <br> Qui <br> Mais <br> Grammar: <br> Imperative - er verbs - vous form <br> $1^{\text {st }}, 2^{\text {nd }} 3^{\text {rd }}$ person singular and plural - er verbs <br> Definite article <br> $1^{\text {st, } 2}$ nd person singular - avoir <br> Negative - ne..pas + de <br> Pronouns $-1^{\text {st }}$ and $2^{\text {nd }}$ person singular, $3^{\text {rd }}$ person singular and plural |  |

