

YEAR 5	Autumn 1 IT'S ALL GREEK TO ME	Autumn 2 IT'S ALL GREEK TO ME	Spring 1 EARTH AND BEYOND	Spring 2 EARTH AND BEYOND	Summer 1 MAYAN ADVENTURES	Summer 2 MAYAN ADVENTURES
Special Events, days, weeks, festivals, assembly	Number Day	Anti-Bullying Week Diwali Day Inter Faith Day	Safer Internet Week Mental Health Day	World Book Day	Residential	Sports Day
Visits Visitors	Greek Day Multi-faith	Southampton Art Gallery	INTECH Science Museum VR Headsets	Red Cross	Little Canada Residential (OAA) Multi-faith	Cemetery Sports Day New Forest Mayan Workshop
Parent Engagement		Dance Performance (PE) Parents' Evening		Music performance Parents' Evening		Art Gallery
Spoken Language	Can listen and responds appropriately to adults and their peers. Can use relevant strategies to build their vocabulary. Can ask relevant questions to extend their understanding and knowledge. Can use spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.	Can participate in discussions, presentations, performances, role play, improvisations and debates. Can use relevant strategies to build their vocabulary. Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Can articulates and justifies answers, arguments and opinions.	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Can articulate and justifies answers, arguments and opinions. Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Can use relevant strategies to build their vocabulary.	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Can speak audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i> Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Can use relevant strategies to build their vocabulary	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. Can use relevant strategies to build their vocabulary. Can participate in discussions, presentations, performances, role play, improvisations and debates.	Can consider and evaluates different viewpoints, attending to and building on the contributions of others. Can use relevant strategies to build their vocabulary. Can select and use appropriate registers for effective communication. Can gain, maintain and monitor the interest of the listener(s).
English Texts (Reading and Writing)	1) Midas / Pandora's Box (Animation) 2) Greeking Out – Epic Retellings of Classic Greek Myths Kenny Curtis	1) Malamander Thomas Taylor	1) Space Launch Animation 2) War of the Worlds Adaptation of HG Wells book.	1) Hidden Figures - The True Story of Four Black Women and the Space Race. Margot Lee Shetterly 2) Curiosity: A Mars Rover	1) Where the World Turns Wild – Nicola Penfold	1) Stormbreaker – Anthony Horowitz 2) Red Scarf (LS Animation)
Writing Genre	Discussion**: Should Pandora have opened the box? (1 side) Narrative – Myth Retelling Information Text: Greek God	Persuade***: Travel brochure* Diary****: Solving a Mystery Narrative: The Next Chapter – Dialogue focus	Narrative – Creating Atmosphere (Negative Intent) Recount: News Report * – Horsell Common cylinder crash	Biography* Non-Chron Report: Space Exploration Description: Change in atmosphere	Instructions****: Idiot's Guide to Mayan Life Persuade Letter – to Governors/Head to improve an aspect of the school's sustainability.	Diary: Alex – Chapter 3 Narrative: Action + Dialogue to move action on Recount: Mission Report
Grammar and Punctuation	Using modal verbs or adverbs to indicate degrees of possibility Expanded noun phrases	Use relative clauses indicated with a relative pronoun Sandwich Sentence	Short, Snappy Sentences Use to add impact, emphasis or tension. Eg: It happened again. Question Tag Sentences	The perfect form of verbs to mark relationship of time and cause.	If, if, then Sentences Use two subordinate clauses starting with 'if' that include a modal verb, separate with commas and finish with	Identify active sentence structures eg: Subject + verb + object Anna watched the ball. Description + Detail Sentence

	<p><u>Additional Information Sentence</u> Introduce a noun, add a bracket and additional information about the noun, followed by another bracket eg: Mount Everest (8848 metres) is the tallest mountain in the world.</p> <p>Recap on Y2 content: Use of statement, command, question and exclamatory sentences</p> <p>Recap on Y4 content: Commas after fronted adverbials Y5 content: Brackets to indicate parenthesis.</p>	<p>Noun or noun phrase then a comma followed by a relative pronoun and additional information followed by another comma before completing the main clause started by the noun or pronoun. Eg: The bagpiper, who had not practiced for months, sounded like a wailing cat.</p> <p><u>Past Perfect Sentences</u> Use a pronoun + had + an –ed verb Eg: Julia had arrived at school before me.</p> <p>Recap on Y4 content: Using and punctuating direct speech</p> <p>Y5 content: Commas to indicate parenthesis</p>	<p>A statement, followed by a comma + question tag. Eg: That’s the moon, isn’t it? It would all go according to plan, wouldn’t it?</p> <p>Dash to indicate parenthesis</p>	<p>Use relative clauses indicated with a relative pronoun using Sandwich Sentence structures.</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Use bracket, dashes and commas to mark parenthesis.</p>	<p>a main clause that starts with ‘then’ and a modal verb eg: If their footsteps could have been quieter, if the floorboards might have been less creaky, then they may have got away with it.</p> <p>Recap on Y4 content: Use of inverted commas and other punctuation to indicate direct speech</p>	<p>A short clause, a colon and added detail. Eg: Then he saw it: a pair of beady eyes stared towards and metal claws grazed the bonnet’s rusted skin.</p> <p>Pre-Teach Y6: colon</p>
Spelling (The Spelling Book)	<p>Recap -ed -ing -ence –ance</p> <p>Recap: Re- dis- mis- -ate – ise - ify</p>	<p>-ible - able -cial –tial Silent Letters</p>	<p>Hyphens Homophones</p>	<p>Ough -fer Statutory Word List</p>	<p>Homophones Pt 2 Ai sound (recap) -ate – ise - ify</p>	<p>Y5 Tricky Words -tious - cious</p>
Story Escape	Who Let the Gods Out – Maz Evans	Malamander - Thomas Taylor	The Jamie Drake Equation – Christopher Edge		Where the World Turns Wild – Nicola Penfold	Stormbreaker – Anthony Horowitz
Banister Book Bear	Leo and the Gorgon’s Curse – Joe Todd-Stanton					
Poetry		<p>Simile and Metaphor Poem My Shadow – Robert Louis Stevenson 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</p>		<p>Personification Poem Winter - Olivia Kooker Snow and Snow - Ted Hughes It’s Spring – John Foster Jack Frost – C.E Pike Dark Sky Park: Poems From The Edge of Nature - Philp Gross</p>	<p>Performance Poetry The Rhythm of Life – Michael Rosen Conversation Piece – Gareth Owen Football Mad – Benjamin Zephaniah The Night Mail by W H Auden</p>	
Mathematics	<p>Numbers to 1,000,000 Addition and Subtraction</p>	<p>Multiplication and Division Word Problems Graphs</p>	<p>Fractions Revision and Review</p>	<p>Decimals Percentages Properties of Shapes</p>	<p>Position and Direction Position and Movement Measurements Area and Perimeter</p>	<p>Volume Roman Numerals Review and Review</p>
Science	Living Things and their Habitats	Forces Mechanisms	Earth and Space	<p>Forces (gravity) Living things and their habitats</p>	<p>Animals Including Humans Living things and their Habitats</p>	Properties and Change of Materials
Religious Education	<p>Stewardship (all) Creation Visitors Belonging</p>	<p>Justice (Is) Stories within religion Special</p>	<p>Creation (all) Comparing stories of creation Belonging</p>	<p>Power (Ch) Power of God Special</p>	<p>A good life (Humanist) Choices Belonging</p>	<p>Death and the afterlife (all) Including Humanist Belonging</p>
History	Ancient Greece (KS2 NC)		CIVILISATION Overview		The Mayans (Non-European society - compare to UK)	

Geography		Greece		Natural Resources water/energy/food		The Amazon Basin
Art	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Drawing & Sketchbooks Typography and maps Exploring how to create typography through drawing and design, and use our skills to create personal and highly visual maps. Disciplines: Design: Typography, Drawing, Collage, Sketchbooks	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Surface & Colour Mixed Media Land and city scapes Explore how artists use a variety of media to capture spirit of the planet Disciplines: Painting, Drawing, Sketchbooks.	The Drawing Journey Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	Working in Three Dimensions Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music Disciplines: Set Design, Making, Drawing, Sketchbooks
Design Technology	Doodlers Electrical Systems		What could be healthier? Food and Nutrition		Stuffed Toys 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 (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 Prevention (basic first aid)	Mental wellbeing	Health and prevention Puberty
Leader In Me	Creating a leadership classroom	Habit 1 – Be proactive Habit 2 – Begin with the end in mind	Habit 3 – Put First things first Habit 4 – Think win-win	Habit 5 – Seek first to understand then to be understood Habit 6 – Synergise	Habit 6 – Synergise 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. Compose simple beat rhythm patterns and learn about the use of 'ostinato'. Associate lyric ideas with rhythms and explore the use of 4 and 8 bar phrases.	
Physical Education	Basketball / Netball Dance	Dance Dance	Tag rugby Gymnastics	Net and wall games Gymnastics	Athletics OAA	Strike and field Athletics
French	Autumn		Spring		Summer	
	Phonetics 2-3 Early language Teaching	The Date Intermediate Teaching	At the Tea Room Intermediate Teaching	Do You have A Pet? Intermediate Teaching	What is the Weather? Intermediate Teaching	My Home Intermediate Teaching
	French Listening	French Speaking	French Reading	French Writing	French Grammar	
	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age,	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she	

				where I live, a pet I have, a pet I don't have and my pet's name.	wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.
--	--	--	--	---	---