

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 interes of the listener(s).
English Texts (Reading and Writing)	1) Greeking Out – Epic Retellings of Classic Greek Myths Kenny Curtis 2) The Odyessy – Geraldine McCaughrean	1) Malamander Thomas Taylor	1) War of the Worlds Adaptation of HG Wells book. 2) Curiosity: A Mars Rover	1) Hidden Figures - The True Story of Four Black Women and the Space Race. Margot Lee Shetterly 2) Space Launch Animation	1) Stormbreaker – Anthony Horowitz 2) Red Scarf (LS Animation)	1) Rumaysa: A Fairytale – Radia Hafiza 2) Three Little Pigs – Short Film (LS+)
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	Recount: News Report * – Horsell Common cylinder crash Description: Facing a Martian Non-Chron Report: Space Exploration	Recount: 1 st person account – working at NASA Narrative – Creating Atmosphere (Negative Intent) Discuss: Who's mess it is? The problem of space rubbish.	Diary: Alex – Chapter 3 Narrative: Action + Dialogue to move action on Recount: Mission Report	Description: Character Narrative: Character confrontation - Dialogue Persuade: Trial closing argument.
Grammar and Punctuation	Nouns/adjectives to verbs using 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	Recap -ed -ing -ence –ance Recap: Re- dis- mis- -ate – ise - ify	-ible - able -cial –tial Silent Letters	Hyphens Homophones	Ough -fer Statutory Word List	Homophones Pt 2 Ai sound (recap) -ate – ise - ify	Y5 Tricky Words -tious - cious
Story Escape	Impossible Creatures – Katherine Rundell	Malamander Thomas Taylor	The Jamie Drake Equation – Christopher Edge	The City of Ember – Jeane DuPrau	Stormbreaker – Anthony Horowitz	Rumaysa: A Fairytale – Radia Hafiza
Banister Book Bear	Leo and the Gorgon’s Curse – Joe Todd-Stanton					
Guided Reading	Impossible Creatures – Katherine Rundell	Range of texts based on Geog and Science curriculum	Range of Space Non-Fiction and Poetry	The City of Ember – Jeane DuPrau	Range of texts to support wider curriculum	Rumaysa: A Fairytale – Radia Hafiza
Mathematics	Numbers to 1,000,000 Addition and Subtraction	Multiplication and Division Word Problems Graphs	Fractions Revision and Review	Decimals Percentages Properties of Shapes	Position and Direction Position and Movement Measurements Area and Perimeter	Volume Roman Numerals Review and Review
Science	Living Things and their Habitats	Forces Mechanisms	Earth and Space	Forces (gravity) Living things and their habitats	Animals Including Humans Living things and their Habitats	Properties and Change of Materials
Religious Education	Stewardship (all) Creation Visitors Belonging	Justice (Is) Stories within religion Special	Creation (all) Comparing stories of creation Belonging	Power (Ch) Power of God Special	A good life (Humanist) Choices Belonging	Death and the afterlife (all) Including Humanist Belonging
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	Friendships, stereotypes and bullying	Mental health and wellbeing	Me, my body and growing up	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
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, where I live, a pet I have, a pet I don't have and my pet's name.	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 wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	