



# YEAR 5 CURRICULUM PLAN SPRING 2020

Term Spring

Weeks 12

Outcome	Context	Skills / Knowledge	Week	Supporting Activities Home Learning	Supporting Texts
Production of online Newspaper	News and communication	<p><b>Children will learn to:</b></p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such</p>	<p>Week 3</p> <p>Weeks 5 &amp; 6</p> <p>Week 7</p> <p>Week 9</p>	<p>Letter Home <i>English &amp; History</i></p> <p>Book Reviews <i>English</i></p> <p>News article about current events <i>English &amp; Geography</i></p>	Collected Newspapers from online sources.



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p> <p>Choose the appropriate register</p>			
--	--	--	--	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>Proof-read for spelling and punctuation errors</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Killerton performance of a day in the life of people during WWII	Period Drama	<p><b>Children will learn to:</b></p> <p>Identify the audience for and purpose of the writing.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Week 5</p> <p>Week 6</p> <p>Week 8</p> <p>Week 10</p>	<p>Soldier diary writing <i>History &amp; English</i></p> <p>Rationing – fractions <i>Maths</i></p> <p>Trip to Fleet Air Arm Museum <i>History</i></p> <p>Character profiles <i>History &amp; English</i></p> <p>Script Writing</p>	Scripts from previous years.



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>Integrating dialogue to convey character and advance the action</p> <p>Precise longer passages</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Proof-read for spelling and punctuation errors; ensure the consistent and correct use of tense throughout a piece of writing; correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	<p>Week 11 &amp; 12</p>	<p><i>English &amp; History</i></p> <p>Performance Practise <i>Drama &amp; English</i></p>	
--	--	---	-------------------------	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Produce a 500 word story and submit to internal Trust competition	BBC 500 word challenge	<p><b>Children will learn to:</b></p> <p>Identify the audience for and purpose of the writing,</p> <p>Select the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Week 3</p> <p>Weeks 4 &amp; 5</p>	<p>Live video lesson</p> <p>Story writing Editing, peer marking and improving. <i>English</i> Create the setting for their story using area <i>Maths</i></p>	500 Word Examples

		<p>Write narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Recognise and use squared notation (²)</p> <p>Convert between different units of metric measure</p> <p>Compare and calculate the area</p> <p>Multiply whole numbers and those involving decimals</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Create a river study Sway and accompanying video.	Outdoor Education River Lemon	<p><b>Children will learn to:</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Weeks 7-12</p> <p>Weeks 7-12</p>	<p>Microbits: Create a compass</p> <p><i>Computing &amp; Geography</i></p> <p>Create a river Study Sway – <i>Computing, English &amp; Geography</i></p> <p>Tracing and following coastlines</p>	

Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
African Art- Terrcota Masks	African Art	<p><b>Children will learn to:</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Find out about great artists, architects and designers in history.</p> <p>Perform their own compositions</p> <p>Distinguish between the language of speech and other language.</p> <p>Working with clay to create a mask.</p> <p>Provide reasoned justification for their views</p>	Weeks 2-14	<p>and rivers on Digimaps</p> <p>Create Street Art</p> <p>Participate in a debate about the importance/ value of street art. <i>English &amp; Art</i></p>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Understand Rationing	Fractions	<p><b>Children will learn to:</b></p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p>	Weeks 5-6	<p>Fraction investigations: Written methods for multiplication and division.</p> <p>Fractions of shapes and quantities -<i>Maths</i></p>	

		<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Production of documentaries	British culture	<p><b>Children will learn:</b></p> <p>Interviewing techniques</p> <p>Team work</p> <p>Articulate and justify opinions</p> <p>Speak audibly and fluently in debates and discussions.</p> <p>Consider viewpoints of others.</p> <p>Find out about great artists in history.</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and using other similar writing as models for their own</p>	<p>Week 1</p> <p>Week 2</p> <p>Weeks 3-11</p>	<p>Create autobiography</p> <p>Write formal emails <i>English &amp; Computing</i></p> <p>Analyse and review documentaries. <i>English</i></p> <p>Research element of documentary - <i>Computing &amp; English</i></p> <p>Begin to write script- <i>English</i></p> <p>Survey – <i>Maths &amp; Science</i></p> <p>Science/Art/Technology activities linked to Documentaries</p>	Example documentaries.



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Produce PowerPoint – <i>English &amp; Computing</i></p> <p>Look at camera work Filming and editing</p>	
--	--	--	---	--

Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Performance of a Roald Dahl production.	Roald Dahl... theatre performance	<p><b>Children will learn:</b></p> <p><i>Rehearsal</i> Children will learn to... Study the narrative and structure of Roald Dahl's work (and the play inspired by his work) Develop an understanding of the language and how it is spoken Follow direction, take feedback and work as part of a team</p> <p><i>Art and Design</i> Children will learn to... Design costumes to suit character and theme Create props and staging to support aesthetic using knowledge of 3D structure.</p> <p><i>Performance</i> Children will learn to... Develop performance skills Project their voice with clarity and expression Respond to an audience and work well under pressure</p>	Week 1-10	<p>Sculpture work in Art</p> <p>Workshops on language and story structure</p> <p>Marketing performance on social media/within school.</p>	Roald Dahl
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Be able to tell the time	Telling the time	<p><b>Children will learn to:</b></p> <p>Tell the time</p>	Week 9	<p>Reading timetables Make own timetables Regular time questioning</p>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Be a more able speller	Year 3/4 and 5/6 lists	<p><b>Children will learn to:</b></p>	<p><b>Week 2:</b> Yacht</p>	<p><a href="#">Spelling list</a> (<a href="#">Web view</a>)</p>	RWI Fresh Start Spelling books



# YEAR 5 CURRICULUM PLAN SPRING 2020

	Possible SATs words	<p>Understand polysyllabic spellings</p> <p>Recognise words by site and phonic pattern.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Vehicle Vegetable Variety Twelfth Thorough Temperature System Symbol Suggestion</p> <p><b>Week 3:</b> ensure important injured inspecting invention involved prevent process produce</p> <p><b>Week 4:</b> completion destination direction foundations generation invention pollution question lotion pollination</p> <p><b>Week 5</b> fiction</p>	<p>Spelling tasks in class</p> <p>Home learning Spelling tasks</p>	
--	---------------------	--	--	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

			<p>emotio n separa tion destru ction imagin ation conser vation attenti on appreh ensive destru ctive expens ive survive</p> <p><b>Week 6</b></p> <p>digital essenti al festival individ ual origina l physic al special person al occasi onal traditi onal</p> <p><b>Week 7</b></p> <p>except ional medic al accura cy diseas e emerg ency essenti al health y noisy ready sunny</p> <p><b>Week 8:</b></p> <p>availab le</p>		
--	--	--	---	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

			<p>beautifully colourfully effortless hopeful regardless successful wonderful comfortable</p> <p><b>Week 9:</b></p> <p>advance advertise almost before believe destructive disappeared disturb encounter encourage</p> <p><b>Week 10:</b></p> <p>aware between breeze capable change complete crawl crept first future</p> <p><b>Week 11:</b></p> <p>release remember together</p>		
--	--	--	--	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Be confident and competent at times tables	Times tables		Week 2: 3s & 4s Week 3: 5s & 6s Week 4: 7s & 8s Week 5: 9s & 3s Week 6: 4s & 5s Week 7: 6s & 7s Week 8: 8s & 9s Weeks 9-12 - Mix	Small focused group, rote learning times tables, along with games, songs, activities to support learning.  Home learning activities	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Learn to code	Micro:Bits focus groups	<b>Children will learn to:</b> Design, Write and debug programs that accomplish different goals  Use logical reasoning to explain how some simple algorithms work and correct errors in programs.	Weeks 7-12	Create a compass – <i>Computing &amp; Geography</i>  Create a rock paper scissors game - <i>Computing</i>  Write a message in Spanish - <i>Computing &amp; MFL</i>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts

transformed  
transparent  
uncoiled  
unusual  
amongst  
anchors  
audience



# YEAR 5 CURRICULUM PLAN SPRING 2020

<p>Become more competent in Spanish</p>	<p>Exploring and researching Spanish speaking countries.</p> <p>Webquests</p>	<p><b>Children will learn to:</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>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>Broaden their vocabulary and develop their ability to understand new words that are introduced and</p>	<p>Week 5</p> <p>Weeks 7-12</p>	<p>Spanish class registration- <i>MFL</i></p> <p>Production of Spanish Language signs around the school. <i>MFL</i></p> <p>Writing a Spanish Message on a Micro:Bit- <i>Computing</i></p> <p>Record themselves speaking Spanish - <i>MFL</i></p>	
---	---	--	---------------------------------	--	--

		<p>adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Production of local and world news programmes	BTV	<p><b>Children will learn to:</b></p> <p>Identify audience and purpose.</p> <p>Note and develop initial ideas, drawing on research.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Use a wide range of devices to build cohesion; using further organisational and presentational devices.</p> <p>Perform own compositions, using appropriate intonation, volume, and movement.</p> <p>Use search technologies effectively and be discerning in evaluating digital content</p> <p>Use and combine a variety of software to collect, analyse, evaluate and present data and information</p>	Weeks 1-12	<p>Online research</p> <p>Script writing</p> <p>Editing of videos</p> <p><i>English &amp; Computing</i></p>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Create a gymnastics performance	Learning to use apparatus and floor equipment to create a performance.	<p><b>Children will learn to:</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	Weeks 1-14	<p>Review, analyse and evaluate performances to improve.</p> <p><i>PE</i></p>	

	Intrinsic – Goal orientated focus.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
PE	Team sports 5/6	<p><b>Children will learn to:</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Perform dances using a range of movement patterns</p>	Weeks 1-14	<p>Team sports sessions</p> <p>Skill building</p> <p>Team games</p> <p>Tag-rugby,</p> <p>Netball,</p> <p>Football,</p> <p>Dance</p> <p>Climbing</p> <p>Sailing</p> <p>Golf</p> <p>Mountain biking</p>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Children become increasingly aware of e-safety	e-safety	<p><b>Children will learn to:</b></p> <p>Understand computer networks, such as the internet</p> <p>Use search technology effectively</p> <p>Be discerning about digital content</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour</p> <p>Identify ways to report</p>	Weeks 5-14	<p>Class discussions &amp; Videos</p> <p>Creating a Sway to help others stay safe online</p> <p><i>Computing and PSHE</i></p>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Become a confident and avid reader	Reading	<p><b>Children will learn to:</b></p> <p>Continue to read and discuss an increasingly wide range of fiction,</p>	Weeks 1-12	<p>Group reading</p> <p>Grammar activities</p>	



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Identify and discussing themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Check that the book makes sense to them</p> <p>Discuss their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Weekly Spellings</p> <p>Accelerated reader quizzes</p> <p>Fresh Start</p>	
--	--	---	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

		<p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>			
--	--	--	--	--	--



# YEAR 5 CURRICULUM PLAN SPRING 2020

--	--	--	--	--	--