



## Yearly Curriculum Map Overview Year 5

Beakern Primary School		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>	Word Reading	Continue to read with increasing: fluency and automaticity; expression and intonation; pace; understanding. Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meanings of new words					
	Comprehension	<p><i>Maintain positive attitudes</i> - continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><i>Understand what they read</i> - check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><i>Maintain positive attitudes</i> - read books that are structured in different ways and reading for a range of purpose</p> <p><i>Understand what they read</i> - ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p>	<p><i>Maintain positive attitudes</i> - increase 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 tradition</p> <p><i>Understand what they read</i> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Distinguish between fact and opinion</p>	<p><i>Maintain positive attitudes</i> recommend books that they have read to their peers, giving reasons for their choices</p> <p><i>Understand what they read</i> - predict what might happen from details stated and implied</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><i>Maintain positive attitudes</i> - identify and discuss themes and conventions in and across a wide range of writing; making comparisons within and across books</p> <p><i>Understand what they read</i> - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Provide reasoned justifications for their views</p>	<p><i>Maintain positive attitudes</i> - learn, prepare and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><i>Understand what they read</i> - identify how structure, presentation and language contribute to meaning</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>
	Selected Texts	Space Oddity by Christopher Edge	The Lion, the Witch and the Wardrobe by C.S. Lewis	The Strange Case of Origami Yoda by Tom Angelberger Journey by Aaron Becker	Little Badman by Humza Arshad and Henry White	Who Let the Gods Out? By Maz Evans	Can You See Me? By Libby Scott and Rebecca Westcott
<b>Writing</b>	Transcription	Revision and consolidation or earlier spelling rules	Spell some words with silent letters	Use further prefixes and suffixes and understand guidance for adding them	Continue to distinguish between homophones and other often confused words	Use knowledge of morphology and etymology in spelling and learn specific words from Appendix 1	Use first ¾ letters of a word to check spelling/meaning in a dictionary and use a thesaurus
	Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> </ul>					



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		<ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>					
	SPAG	<ul style="list-style-type: none"> <li>- Different ways to construct a sentence: What makes a sentence (subject, verb, punctuation)?</li> <li>- Semi-colon, colon and dashes</li> <li>- Commas for ambiguity</li> <li>- Brackets and dashes for parenthesis</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Clauses (including non-finite clauses)</li> <li>- Present and past participles</li> <li>- Sentence types</li> <li>- Formal and informal speech</li> <li>- Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Nouns and noun phrases</li> <li>- Relative clauses and relative pronouns</li> <li>- Subject, object</li> <li>- Synonyms and antonyms</li> <li>- Cohesion</li> <li>- Hyphen</li> <li>- Adjectival phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Verbs</li> <li>- Modal verbs</li> <li>- Passive voice</li> <li>- Converting nouns --&gt; adjectives --&gt; verbs, using suffixes</li> <li>- Verb prefixes</li> <li>- Active voice</li> <li>- Subjunctive</li> <li>- Subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbials</li> <li>- Adverbs</li> <li>- Cohesive devices for different purposes and text types</li> </ul>	Punctuation <ul style="list-style-type: none"> <li>- Consolidation of all punctuation taught so far</li> </ul>	
	Speaking and Listening	Ask relevant questions to extend their understanding and build vocabulary and knowledge.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Articulate and justify answers, arguments and opinions.	Speak audibly and fluently with an increasing command of standard English.	Participate in discussions, presentations, performances, role play, improvisations and debates.
<b>Maths</b>		Place value to one million Addition and subtraction	Prime, factors and multiples Fractions	Written multiplication and division Decimals and Percentages	Perimeter and area Statistics	Decimals Shape Negative Numbers	Position and Direction Converting Units Volume
<b>Science</b>		Space (Centre for Life – Planetarium)	Forces (Captain Chemistry – Forces)	Properties and changes of materials	Living things and their habitats	Animals including humans	
<b>Computing</b>		Online Safety	Systems and Searching	Video Production	Selection in Physical Computing	Flat File Databases	Intro to Vector Graphics
<b>Humanities</b>	<b>History</b>	Monarchs (Queen Elizabeth II)		Victorians (Beamish Outreach – Victorian Classroom) (Adam Bushnell – Victorians)		Local History: Tommy Armstrong (Beamish – Mine)	
	<b>Geography</b>		What Shapes My World?		Where Could We Go? Fantastic Journeys		Farm to Fork
<b>Creativity</b>	<b>D.T.</b>	Electrical Systems: Steady hand game		Mechanical Systems: Pop up books		Food: What could be healthier?	
	<b>Art and Design</b>		Sculpture and 3D - Installation Art		Drawing: I Need Space		Painting and Mixed Media: Portraits
<b>Music</b>		The Planets	Africa	Vikings	Rock and Roll	Melodies of Divinity	Animal Kingdom



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PSHE/RSE	Health and Wellbeing: Healthy Lifestyles, Ourselves, Growing and Changing, Keeping Safe		Relationships: Respecting ourselves and others, Families and friendships, Safe relationships		Living in the Wider World: Belonging to a community, Media literacy and digital resilience, Money and Work	
<b>MFL</b>	Do You Have a Pet?	Phonics 3	The Date	Clothes	The Olympics	The Weather
<b>RE</b>	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about Jesus and God?	Why are Lent and The Last Supper important to Christians?	How are Jewish beliefs expressed at home?	Why do people use rituals today?
<b>PE</b>	Hockey  Fitness	Badminton  Basketball	Swimming  Netball	Gymnastics  Tag rugby	Athletics  Cricket	Swimming  OAA