



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Long Term Curriculum Plan

Year Group: 5

|  | AUTUMN ONE  | AUTUMN TWO  | SPRING ONE   | SPRING TWO   | SUMMER ONE   | SUMMER TWO  |
|--|---|---|--|--|--|---|
| <b>Writing</b><br><br><u>Stimulus</u><br><ul style="list-style-type: none"> <li>Outcome</li> </ul> | <u>Beowulf (Michael Morpurgo)</u> <ul style="list-style-type: none"> <li>Biography</li> <li>Newspaper article</li> <li>Description writing</li> </ul>   | <u>Romeo and Juliet</u> <ul style="list-style-type: none"> <li>Narrative including dialogue</li> <li>Poetry (Sonnets)</li> </ul>  | <u>Charlotte's Web</u> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Chronological report</li> <li>Poetry (Limerick)</li> </ul>  | <u>The Spider and The Fly</u> <ul style="list-style-type: none"> <li>Description writing</li> <li>Narrative – suspense</li> </ul>  | <u>The Great Kapok Tree</u> <ul style="list-style-type: none"> <li>Letter – persuasive, formal</li> <li>Newspaper article</li> <li>Non -chronological report</li> </ul>          | <u>The Explorer</u> <ul style="list-style-type: none"> <li>Persuasive advert (tourist guide)</li> <li>Play script</li> <li>Explanation</li> </ul> |
| <b>Reading skills</b>  | Retrieval Rex   | Inference Iggy  | Vocabulary Victor  | Prediction Pip<br>Summarising Sheba  | Cassie the Commentator<br>Arlo the Author  | Consolidation of skills   |
| <b>SPAG</b>  | <ul style="list-style-type: none"> <li>Commas for fronted adverbials</li> <li>Apostrophes for possession</li> <li>Expanded noun phrases</li> <li>Paragraphs</li> <li>Coordinating and subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Apostrophes for possession</li> <li>Apostrophe for omission</li> <li>Adverbials</li> </ul>  | <ul style="list-style-type: none"> <li>Commas for clarity</li> <li>Modal verbs</li> <li>Relative clauses and relative pronouns</li> <li>Parenthesis</li> </ul>   | <ul style="list-style-type: none"> <li>Dialogue to convey character and advance action</li> <li>Preposition phrases, adverbs and noun phrases to add detail, qualification and precision</li> </ul>                                | <ul style="list-style-type: none"> <li>Relative clauses and relative pronouns</li> <li>Paragraphs to structure and organise ideas</li> <li>Cohesion across paragraphs</li> </ul> | Consolidation of skills   |
| <b>Spelling</b>  | 1. Words ending in 'ious' and 'tious'<br>2. Words ending in 'cious.'<br>3. Words ending in 'cial'<br>4. Words ending in 'tial'<br>5. Ending 'cial' and 'tial'<br>6. Challenge words<br>7. Words ending in                   | 9. Words ending in 'ent' and 'ence'<br>10. Words ending in 'able' and 'ible'<br>11. Words ending in 'ably' and 'ibly'<br>12. Challenge Words<br>13. Words ending in 'able' where the 'e' from the base word remains | 16. Words with silent first letters<br>17. Words with silent letters<br>18. Challenge Words<br>19. Words with 'ie' after '-c'<br>20. Words where 'ei' can make an /ee/ sound<br>21. Words where 'ough' makes an /or/ sound | 22. Word containing 'ough'<br>23. Words that are adverbs of possibility and frequency<br>24. Challenge words<br>25. Words that are homophones or near homophones<br>26. Words that are homophones<br>27. Words that are homophones | 28. Words that are homophones or near homophones<br>29. Words that are homophones or near homophones<br>30. Challenge words<br>31. Words with hypens<br>32. Challenge words      | 33. Revision: Year 5 words<br>34. Revision: Year 5 words<br>35. Revision: Year 5 words<br>36. Revision: Year 5 words                              |

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|                                |   |  |  |   |  |  |
|--------------------------------|---|--|--|---|--|--|
|                                | '-ant'<br>8. Words ending in<br>'-ance' and<br>'-ancy'  | 14. Words that are adverbs<br>of time<br>15. Words with suffixes<br>where the base word ends<br>in '-fer'  |  |   |  |  |
| <b>Maths</b>                   | Place Value<br>Addition and Subtraction<br>Multiplication and Division<br>A                                       | Fractions A<br>Multiplication and Division<br>B  | Fractions B<br>Decimals and Percentages  | Perimeter and Area<br>Statistics<br>Properties of Shapes  | Position and Direction<br>Decimals   | Negative Numbers<br>Converting units<br>Volume   |
| <b>Science</b>                 | Space (Physics)   | Forces (Physics)   | Properties and Changes in Materials (Chemistry)  |   | Living Things and Their<br>Habitats (Biology)  | Animals Including Humans<br>(Biology)  |
| <b>Computing</b>               | <b>Sharing information:</b><br>Identifying and exploring<br>how information is shared<br>between digital systems. | <b>Video editing:</b><br>Planning, capturing, and<br>editing video to produce a<br>short film.   | <b>Selection in physical<br/>computing:</b><br>Exploring conditions and<br>selection using a<br>programmable<br>microcontroller. | <b>Flat-file databases:</b><br>Using a database to order<br>data and create charts to<br>answer questions | <b>Vector drawing:</b><br>Creating images in a<br>drawing program by using<br>layers and groups of<br>objects. | <b>Selection in quizzes:</b><br>Exploring selection in<br>programming to design<br>and code an interactive<br>quiz |
| <b>History</b>                 | Anglo- Saxons   |  | WW2  |   |  |  |
| <b>Geography</b>               |   | UK Trade   |  | Global Trade  | Brazil   |  |
| <b>Religious<br/>Education</b> | <b>BB Expressing Beliefs</b><br>CU2.2 How do Sikhs<br>symbolise their<br>commitment?                              | <b>UC People of God</b><br>2b.3 How can following<br>God bring Freedom and<br>Justice?   | <b>BB A Good Life</b><br>CU2.3 What values do<br>people live by?   | <b>UC Salvation</b><br>2b.6 What did Jesus do to<br>save Human Beings?                                    | <b>BB The Nature of Religion<br/>and Belief</b><br>CU2.1 What do Hindu<br>people believe about<br>God?         | <b>UC Kingdom of God</b> 2b.8<br>What kind of King is Jesus?   |
| <b>DT</b>                      |   |  | <b>Electrical Systems:</b><br>Monitoring and Control.  | <b>Structures:</b><br>Frame structures.   |  | <b>Cooking and Nutrition:</b><br>Celebrating Culture and<br>Seasonality.   |
| <b>Art</b>                     | <b>Drawing</b><br>Depict shadow and<br>reflection in artwork.<br><br>Consolidate shading<br>techniques.           | <b>Painting</b><br>Identify and use<br>complimentary and<br>contrasting colours.<br>Complimentary – Claude<br>Monet<br>Contrasting – Bridget Riley |  |   | <b>Sculpture</b><br>Clay – create a slip to join<br>two pieces of clay.<br>Artist – Linda Lopez                | <b>Printing</b><br>Screen printing<br>Artists – (Pop artists)<br>Lichtenstein, Warhol.                             |

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|                         |   |   |  |   |  |   |
|-------------------------|---|---|--|---|--|---|
| <b>Music</b>            | What shall we do with a drunken sailor?   | Why we sing<br>Introduction to songwriting  | Madina tun nabi  | Building a groove<br>Época  | Balinese gamelan<br>Composing in ternary form  | Kisne banaaya   |
| <b>MFL (French)</b>     | Review of Y3 and Y4<br><br>Emotions   | Body parts<br><br>At the doctors  | Countries and cities<br><br>Travel around the world  | French speaking countries<br><br>Nationalities and languages  | Numbers 50-100<br><br>Euros  | At the supermarket  |
| <b>PE</b>               | <b>Real P.E. (Cognitive)</b><br>Co-ordination ball- skills (9)<br>Agility reaction and response (12)<br><br><b>Real Gymnastics (Personal)</b><br>Hand apparatus – rhythmic sequences<br>Low apparatus – bench sequences | <b>REAL P.E. (Creative)</b><br>Static balance seated (2)<br>Static balance floor work (3)<br><br><b>Real Gymnastics (Cognitive)</b><br>Partner work skills<br>Large Apparatus | <b>REAL P.E. (Social)</b><br>Dynamic balance on a line (5)<br>Counterbalance with a partner (7)<br><br><b>Hockey</b><br>Passing a ball<br>Travelling with the ball | <b>REAL P.E. (Physical)</b><br>Dynamic balance to agility: jumping and landing (6)<br>Static balance – one leg (1)<br><br><b>Dance – Multi-ability (Creative)</b> | <b>REAL P.E. (Health and Fitness)</b><br>Static balance: stance (4)<br>Footwork: coordination (10)<br><br><b>Athletics</b> | <b>REAL P.E. (Personal)</b><br>Co-ordination: sending and receiving (8)<br>Agility – Ball chasing (11)<br><br><b>Orienteering</b> |
| <b>PSHCE</b>            | <b>Relationships</b><br>- Families and friendships<br>- Safe relationships<br>- Respecting ourselves and others   |   | <b>Living in the Wider World</b><br>- Belonging to a community<br>- Media literacy and digital resilience<br>- Money and work                                      |   | <b>Health and Wellbeing</b><br>- Physical health and mental wellbeing<br>- Growing and changing<br>- Keeping safe          |   |
| <b>Workshop</b>         | Playleader course   |   |  |   | Bikeability  |   |
| <b>Charity event</b>    |   | Decorated Christmas Tree – Bethel Chapel  | Foodbank appeal  |   |  |   |
| <b>Enterprise event</b> |   |   |  |   | Safe Travel Cup  |   |
| <b>Visits</b>           | Newby Wiske residential   |   | Young Voices   |   | Local Walk to look at different habitats.  |   |
| <b>Visitors</b>         |   |   |  |   |  | Visits: Hand to Mouth – Christianity as a living world of faith.  |
| <b>Parent workshop</b>  |   | Newby Wiske feedback evening  |  |   |  | Newby Wiske information evening   |

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