

**Rossett Acre Primary**  
**Long Term Plan - Curriculum Overview for Year 5 2019 -2020**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Romans		South America		Kenya - SDGs	Edwardians
Exciting activities		Planetarium in school  Roman Day	Council chamber debate/competition	Yorkshire Wildlife Park	Mosque	
English Genres	Modern fiction (Dreamgiver; Dreamsnatcher)	Roman themed writing (diaries, instructions, non-chronological reports)  Persuasive speech - Read Write Perform	Debate  Poetry	Journalistic writing  Flashback	Narrative Poetry (Highwayman)	Edwardian themed writing (narrative, fact files)
Class Reader	Wonder	The Christmassaurus Escape from Pompeii	Journey to the River Sea The Shaman's Apprentice		Nevermoor	Shackleton's Journey Suffragette's friend Powerful Women
English Spoken Language	Taking part in discussion; reading narrative work aloud on the Writer's Chair	Roman role play and improvisations; performing persuasive speech	Debating	Interviews; conscious alley; initiating and responding to comments	Performance poetry; Networking	Talk for Writing
English Reading	40 Book Challenge  Guided Reading and VIPERS  Read and recommend a range of books.  Promote a positive attitude to reading.	40 Book Challenge  Guided Reading and VIPERS  A focus on inference and justifying views with evidence	40 Book Challenge  Guided Reading and VIPERS  Learning a wider range of poetry by heart  Provide reasoned justifications for their views	40 Book Challenge  Guided Reading and VIPERS  Figurative language	40 Book Challenge  Guided Reading and VIPERS  Preparing poems and plays to read aloud and to perform	40 Book Challenge  Guided Reading and VIPERS  Identifying key details and summarising ideas
English composition	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (dreamgiver)	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Identifying the audience and purpose for writing  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  ensuring consistent and correct use of tense	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is	noting and developing initial ideas, drawing on reading and research where necessary  precising longer passages
	Using a wide range of devices to build cohesion within and across paragraphs Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Assessing the effectiveness of their own and others' writing and proof-reading for errors					
English Vocabulary, grammar and punctuation	using expanded noun phrases to convey complicated information concisely	using a colon to introduce a list  punctuating bullet points consistently  using brackets, dashes or	recognising vocabulary and structures that are appropriate for formal speech and writing,	using passive verbs to affect the presentation of information in a sentence  using the perfect form of	using hyphens to avoid ambiguity	

	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	commas to indicate parenthesis using modal verbs or adverbs to indicate degrees of possibility	including subjunctive forms using passive verbs to affect the presentation of information in a sentence	verbs to mark relationships of time and cause		
English Spelling	Adding 'ing', 'er', 'ed' & 'est'  Prefix 'auto', 'bi', 'circum' & 'trans' 'pre' & 're'  Root words Use of the hyphen to join a prefix to a root e.g re-enter, co-ordinate	polysyllabic words  homophones and other words that are often confused	Explore spelling patterns for soft 'c' & soft 'g'  Plurals - 'x', 's', 'ss', 'ch', 'tch' & 'sh'  Plurals - 'o', 'f', 'ff', & 'y'	Suffix 'ful' Suffix 'cian'  Endings which sound like cious or tious  Endings with cial & tial	Y endings Words ending in ant, ance/ancy, ent, ence, ency  i before e Suffix 'ible', 'able' 'ably' & 'ibly'  Transforming words Use of the hyphen	Prefix 'in', 'im' & 'il'  Common letter strings Homophones
Maths	Number - Place Value  Number - Addition and Subtraction  Statistics	Number - Multiplication and Division  Measurement - Perimeter and Area	Number - Multiplication and Division  Number - Fractions	Number - Fractions, Decimals, Percentages	Number - Decimals  Geometry- Properties of shapes	Geometry - position and Direction  Measurement - Volume  Measurement- Converting Units
Financial Education	Protecting my Money	Saving and Borrowing	Simple Financial Records	Raising money for Artizan	Foreign Currency	Money Week
PSHCEe	Health and Wellbeing SUMO - Learn Latin		Relationships SUMO - Change your t-shirt		Living in the Wider World SUMO - Hippo time	
Science	Forces	Earth and Space	Living Things and their habitats	Animals, including humans/puberty lessons	Properties and Changes of Materials - Harry Potter theme	Personal Project
RE	Buddhism (mini unit)  Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the 21 <sup>st</sup> century?)		What does it mean to be a Muslim today?	
Computing Skills	ESafety Digital Footprint	Cryptographers Roman Databases	Word processing skills		Makey Makeys	Purple Mash: Coding Python
Computing CC	Maths – My Maths and TTRS	<i>Romans research;</i> <i>Green screen filming</i>	English - writing	South America Research	Kenya and SDGs	Edwardians research
History	Roman Empire Local History Unit: Roman York			Mini theme: Contrasting Non-European Society (Mayan)		Edwardian era

<b>Geography</b>	<b>Roman Empire map and expansion</b>		<b>A Region Within Europe and Americas</b>		<b>Links with SDG's (sustainable development goals) - Kenya</b>	
			<b>Discovering the human and physical features of South America. Map work.</b>			
<b>Art</b>	<b>Romero Britto Portraits Mosaics with Artizan</b>	<b>Peter Thorpe -adaptation of space art Focus on Sculpture - Roman soldier clay busts</b>	<b>Observational Drawing - Flowers and Plants Pencils</b>	<b>Mardi Gras Headdresses Frida Kahlo</b>	<b>Tinga Tinga Art</b>	<b>Multi-media Fashion Design</b>
<b>DT</b>		<b>Mini theme: Elon Musk, SpaceX Textiles - Roman Purse</b>	<b>CAMS - Design and create a moving animal toy</b>		<b>Food technology - Design and create a traditional British and Kenyan meal.</b>	
<b>PE (skills development)</b>	<b>Real PE Cognitive Unit 1</b>	<b>Real PE Social Unit 3</b>	<b>Real PE Personal Unit 6</b>	<b>Real PE Health and Fitness Unit 5</b>	<b>Real PE Creative Unit 2</b>	<b>Real PE Physical Unit 4</b>
<b>PE(sport focus)</b>	<b>Netball</b>	<b>Archery</b>	<b>Cricket</b>	<b>Fencing</b>	<b>Dance</b>	<b>Athletics</b>
<b>French</b>	<b>Ma Famille</b>	<b>On fait la fete</b>	<b>Cher Zoo</b>	<b>Le Petit Déjeuner</b>	<b>Vive le temps libre</b>	<b>À la plage</b>
<b>Music</b>	<b>Roman themed music</b>	<b>The Planets by Gustav Holst Christmas Music</b>	<b>Recorder, ukulele and singing linked to the Condor and South America</b>		<b>African Drums</b>	<b>Edwardian Music</b>