



Chantry Primary School Long Term Curriculum Planning

Year 5 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ Special days/ Visitors NB. Cost involved	Beach Trip	Victorian Day Pantomime Bexhill College (performance)	Hastings Contemporary	Hastings Music Festival (Recorders)	Library Visit	Battle Abbey Production
English (Power of Reading)	'Wildsmith: Into the Dark Forest' by Liz Flanagan	→ 'A Christmas Carol' by Charles Dickens	'The Viewer' by Gary Crew and Shaun Tan	'Skellig' by David Almond	→	'Shackleton's Journey' by William Grill
Spelling (No Nonsense Spelling)	Running throughout: Statutory Spellings Proofreading Use of a dictionary Strategies: <ul style="list-style-type: none"> • For learning spellings • At the point of writing <ul style="list-style-type: none"> • Words with the letter string 'ough' • Words with silent letters 	<ul style="list-style-type: none"> • Plurals – adding '-s', '-es' or '-ies' • Apostrophes for contraction and possession • Use of the hyphen 	<ul style="list-style-type: none"> • Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) • Words ending in '-ably' and '-ibly' 	<ul style="list-style-type: none"> • Building words from root words • Homophones • Words with 'ei' and 'ie' 	<ul style="list-style-type: none"> • Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose) 	→

	<ul style="list-style-type: none"> Words ending in '-able' and '-ible' Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) 		<ul style="list-style-type: none"> Homophones (led/lead, steel/steal, alter/altar) 			
Grammar	<p>Ready to Write (recap)</p> <p>Relative Clauses</p>	<p>Modal Verbs</p> <p>Adverbs</p>	<p>Parenthesis</p> <p>Expanded noun phrases</p>	<p>Tenses</p> <p>Sentence recap</p>	<p>Commas</p> <p>Cohesion</p>	<p>Prefixes</p> <p>Suffixes</p>
Maths	<p>Number</p> <ul style="list-style-type: none"> place value addition and subtraction 	<p>Number</p> <ul style="list-style-type: none"> multiplication and division A fractions A 	<p>Number</p> <ul style="list-style-type: none"> multiplication and division B fractions B decimals and percentages 	<p>Measurement</p> <ul style="list-style-type: none"> perimeter and area <p>Statistics</p>	<p>Geometry</p> <ul style="list-style-type: none"> shape position and direction 	<p>Number</p> <ul style="list-style-type: none"> decimals negative numbers <p>Measurement</p> <ul style="list-style-type: none"> converting units volume
Science	<p>Properties and changes of materials</p> <p>What properties do materials have and how can they change?</p>		<p>Living things and their habitats</p> <p>How do plants and animals reproduce and what do their life cycles look like?</p>	<p>Forces</p>	<p>Earth and Space</p>	<p>Animals, including humans</p>
Geography	<p>Fieldwork</p> <p>Location and place knowledge</p> <p>Local Area Study</p>		<p>Human and physical geography</p>		<p>Place knowledge</p>	

	What is a river and why are they important?		Where are Britain's National Parks? What impact is plastic pollution having on our environment?		How does South America compare to the UK?	
History Local History		Victorians What was life like for a child in Victorian times?		The Tudors What was life like for the Tudors?		1066 How did the invasion affect our local area?
Art and design	Art and the Sea Artist focus: JM Turner			Portraits		Shields
Design Technology		Textiles – combining fabric shapes			Mechanical Systems – pulleys and gears (Moon Buggies)	Electrical Systems – monitoring and control
Design Technology – cooking and nutrition			Food celebrating culture and seasonality			
Music (Sing Up)	Sing phrases in tune, sustaining notes for their full length Perform different rhythmic patterns to accompany a song using a variety of sound	Compose a short descriptive piece using the interrelated dimensions of music (elements) Describe the history and purpose of song	Sing the song with expression, and in two parts Write lyrics for a new version of the song including appropriate actions	Play the melodic riff starting on D Sing the songs with expression and feeling	Sig in two parts and explain the purpose of the song Create and play a simple drumming part to accompany the song	Sing with increasing confidence and accuracy Play a single line of an accompaniment

		Write lyrics for a new verse	Correctly identify the change of chord			
PE (real PE)	Team/Invasion Games real PE focus: <u>Personal</u> Coordination: Ball Skills Agility: Reaction/Response	Gymnastics real PE focus: <u>Social</u> Gym Skills: Hand apparatus, low apparatus, partner work and large apparatus	Dance real PE focus: <u>Cognitive</u> Dance skills: Shapes Solo, Circles Solo, Artistry Abstraction, Artistry Musicality, Partnering (Lifts) and Artistry (Making)	Net and wall games real PE focus: <u>Creative</u> Static Balance: Seated Static Balance: Floor Work	Striking and fielding games real PE focus: <u>Physical</u> Dynamic Balance to Agility: Jumping and Landing Static Balance: One Leg	Athletics – prep for sports day real PE focus: <u>Health and Fitness</u> Coordination: Sending and Receiving Agility: Ball Chasing
Computing (Teach Computing)	Computing systems and networks - systems and searching	Creating media – video production	Programming A – selection is physical computing	Data and information – flat-file databases	Creating media – introduction to vector graphics	Programming B – selection quizzes
French (Language Angels)	Phonetics 2-3	The Date	At the Tea Room At the Café At the Restaurant	Do you have a pet?	What is the weather?	In the classroom
RE	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah important to Jewish people?	Christians and how they live: What would Jesus do?	What matters most to Humanists and Christians?
Wellbeing Curriculum	'Positive Relationships' including RSHE		'Safe in the World' including RSHE		'Healthy Body, Healthy Mind' including RSHE	
PSHE Running throughout via Empowerment approach						
<ul style="list-style-type: none"> NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity 						

- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains). To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are
- **STRESS RESPONSE.** For children to understand that when our needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response