



Chantry Primary School Long Term Curriculum Planning

Year 5 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ Special days/ Visitors		Preston Manor		Hever Castle	Science Museum	Production
English (Power of Reading)	'Skellig' by David Almond	'Street Child' by Berlie Doherty	'Rooftoppers' by Katherine Rundell	'Treason' by Berlie Doherty	'Cosmic' by Frank Cottrell Boyce	'Rose Blanche' by Ian McEwan and Roberto Innocenti
Spelling (No Nonsense Spelling)	<p><u>Running throughout:</u> Statutory Spellings Proofreading Use of a dictionary Strategies:</p> <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 • Words ending in '-able' and '-ible' • Homophones (isle/aisle, aloud/allowed, 	<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' • Homophones (led/lead, steel/steal, alter/altar) 	<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"> • Problem suffixes

	affect/effect, herd/heard, past/passed)					
Grammar (Classroom Secrets)	Ready to Write (recap) Relative Clauses	Modal Verbs Adverbs	Parenthesis Expanded noun phrases	Tenses Sentence recap	Commas Cohesion	Prefixes Suffixes
Maths	Number <ul style="list-style-type: none"> place value addition and subtraction 	Number <ul style="list-style-type: none"> multiplication and division A fractions A 	Number <ul style="list-style-type: none"> multiplication and division B fractions B decimals and percentages 	Measurement <ul style="list-style-type: none"> perimeter and area Statistics	Geometry <ul style="list-style-type: none"> shape position and direction 	Number <ul style="list-style-type: none"> decimals negative numbers Measurement <ul style="list-style-type: none"> converting units volume
Science	Properties and changes of materials What properties do materials have and how can they change?		Living things and their habitats	Forces	Earth and Space	Animals, including humans
Geography	Fieldwork Location and place knowledge Local Area Study What is a river and why are they important?		Human and physical geography Where are Britain's National Parks? What impact is plastic pollution having on our environment?		Place knowledge How does South America compare to the UK?	
History		Victorians		The Tudors		Mayan Civilisation

Local History		What was life like for a child in Victorian times?		What was life like for the Tudors?		How did Maya develop such an advanced civilisation? 1066 How did the invasion affect our local area?
Art and design	Art and the Sea Artist focus: JM Turner		Portraits		Mayan Masks	
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		Food celebrating 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 Write lyrics for a new verse	Sing the song with expression, and in two parts Write lyrics for a new version of the song including appropriate actions Correctly identify the change of chord	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

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 and core vocabulary	Presenting myself	Family	My home	Clothes	Fruit
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

- 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