

2020-2021 Overview YEAR 5

Half Term	1.1 – 8 weeks Black History Month	1.2 – 6 weeks, 4 days	2.1 – 6 weeks	2.2 – 5 weeks	3.1 – 7 Weeks SATs KS1 and KS 2	3.2 – 6 weeks
Driver Subject	PSHE – ‘recovery curriculum’	Science Space and Forces	History Liverpool and Slavery	Geography Spain	History Anglo-Saxons	History/Geography Greeks and Olympics
Let’s Investigate	Ourselves.	What is our place in the Universe?	How does Liverpool connect to the world?	Is life in Spain the same as life in the UK?	What was the Anglo-Saxon impact on Britain?	What is the legacy of the first Olympian?
We love to read!	The Iron Man Ted Hughes	Sky Song Abi Elphinstone	The Hobbit JRR Tolkien	Ferdinand Munro Leaf	Beowulf Michael Morpurgo	Fastest Boy in the World Elizabeth Laird
Memorable Experience		Mobile Planetarium	Maritime Museum Slavery (Trip)	Spanish Tapas Banquet (Visca Barna/Lunya)	Anglo-Saxon Experience Day	Greek Play Performance
Challenge Me		Planetarium Mobile	Liverpool letters for corridor display	To create a tourist brochure for Spain	Anglo-Saxon Village in the Forest	Write Greek Odyssey for Year 5.
Maths	Place value – numbers to 1,000,000 – rounding to nearest 10, 100, 1000 Addition and Subtraction Multiplication	Multiplication and Division. Prime numbers and factors. Fractions. Graphs – reading tables and line graphs. Word Problems	Decimals – Reading, writing, adding, subtracting and comparing. Percentages – equivalent.	Decimals – Reading, writing, adding, subtracting and comparing. Percentages – equivalent.	Geometry – Angles, Drawing Angles, describing squares and rectangles and investigating regular polygons. Position and Movement – Describing Translations and Successive Reflections.	Measurements – converting and applying. Volume – surface area. Roman Numerals.
Science	Explorify Science Talks	Space	Forces	Changing States	Life Cycles	Human changes
Geography		Map/Atlas	Physical Geography – landscapes Human and Physical Geography changes over time	Locational Knowledge and Geographical understanding of places including Europe.	British Geography Changes in land Development	Geographical Skills Human and Physical Comparing land use today and historically
History		Discrete/Topical – chronology of NASA, discovery of planets, theories over time (Helio/GeoCentric) RECOVERY - Egyptians	Liverpool Docks and Transatlantic Slave Trade – Local Study	European Study – Spanish Developments over time.	Anglo-Saxon and their impact on Britain	Ancient Greek Civilisation Olympics History
Art		Georgia O’Keefe		Salvador Dali (Artist)		
DT			3D Crafting		Modelling – Anglo-Saxon Jewellery	Masks
Computing	Research and E-Safety	Multimedia and Communication	Handling Data	Modelling and simulations	Control and Sensing	
Music	Music Appreciation		Musical Composition including voice and instruments		Musical Performance including voice and instruments	
PHSE	New Beginnings	Getting on and falling out	Going for Goals	Good to be me!	Relationships/Changes	Changes

PE	Gymnastics/Games	Dance	O&A & Games	Games/Gymnastics	Dance/Athletics	Athletics/Games
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Year 5 pupils should be taught (to):

Spoken language

- listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - speak audibly and fluently with an increasing command of Standard English
 - participate in discussions, presentations, performances, role play, improvisations and debates
 - gain, maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading

Word Reading

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their 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 traditions recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views
- intonation to make the meaning clear

Spelling/word structure			
Revision of work from previous years New work for Y5 and 6 (appendix 1): <ul style="list-style-type: none"> • endings which sound like /ʃəs/ spelt -cious or -tious • endings which sound like /ʃəl/ -cial/-tia] • words ending in -ant, -ance/-ancy, -ent, -ence/-ency • words ending in -able and -ible • adding suffixes beginning with vowel letters to words ending in -fer • use of the hyphen 		Spelling (transcription): appendix 1 <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with 'silent' letters, i.e. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 	
Writing			
Purpose and impact	Structure and shape	Sentence structure/Conjunctions	Basics
<ul style="list-style-type: none"> • write whole texts that are interesting, engaging or thoughtful • produce texts which are appropriate for reader and purpose • execute a text type/genre by including all features or adapt where required • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note, develop and plan ideas, drawing on reading and research where necessary • précis longer passages • develop ideas in narrative and non-fiction • in narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • in narrative, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • create a more complicated narrative i.e. parallel plot, flashback, parody • develop more controlled non-fiction i.e. language choices support the purpose • develop point of view that is clear, controlled with some elaboration • plan, draft and redraft by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • evaluate and edit by assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • organise and present whole texts effectively that sequence and structure information • structure and organise writing with pace in narrative • structure and organise writing using supporting evidence in non-fiction • start new paragraphs to show changes in time, place, event and/or person • use a wide range of devices to build cohesion within paragraphs i.e. then, after that, firstly • use a wide range of devices to build cohesion across paragraphs using a range of devices i.e. phrases that back reference to previous points • construct a cohesive piece with logical links/breaks • use organisational and presentational devices to structure text and to guide the reader [i.e. headings, bullet points, underlining] • link ideas across paragraphs using adverbials of time [i.e. later], place [i.e. nearby] and number [i.e. secondly] or 	<ul style="list-style-type: none"> • vary sentences for clarity, purpose and effect • create different emphasis in sentences through word order and noun phrases • Mix short and long sentences to change, accelerate or show pace for reader • secure use of simple/embellished sentences • secure use of compound sentences • use expanded noun phrases to convey complicated information concisely • use a range of adverbials of time, place, manner and number and to link ideas i.e. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. • use stage directions in speech (speech + verb + action) i.e. "Stop!" he shouted, picking up the stick and running after the thief. • use of rhetorical question • use relative clauses, within complex sentences, beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun i.e. Maisie, who was extremely tired, finished the race. • develop complex sentences: (subordination), main and subordinate clauses with full range of conjunctions: • use -ing or -ed verbs to start clauses to build complex sentences i.e. Mortified, by what he saw, Harry fled the scene. • use more complicated adverbial phrases to link ideas i.e. on the other hand, in contrast, as a consequence • drop in -'ed' clause i.e. Poor Tim, exhausted by so much effort, ran home... The lesser known Bristol dragon, recognised by purple spots is rarely seen 	<ul style="list-style-type: none"> • ensure the consistent and correct use of tense throughout a piece of writing • deploy tense choices that support cohesion by making links i.e. he had seen her before • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • use modal verbs to show degrees of possibility; that something is certain, probable or possible i.e. might, should, will, must • use adverbs to indicate degrees of possibility i.e. perhaps, surely

<ul style="list-style-type: none"> • consider/edit changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>tense choices [i.e. he had seen her before]</p>				
Text types/genres	Vocabulary	Punctuation	Handwriting/ presentation	Standard English	Terminology
<p><u>Narrative</u> Cultural stories/settings Issues/dilemma stories A-Saxon/Viking legends Journey story Ghost/horror stories Significant author</p> <p><u>Poetry</u> Classic, narrative poetry Kennings</p> <p><u>Non-fiction</u> Newspaper reports Recount - diaries Explanation Balanced discussion Formal letter of complaint Instructions Persuasive advert/travel brochure</p>	<ul style="list-style-type: none"> • select appropriate and effective vocabulary • convert nouns or adjectives into verbs using suffixes [i.e. -ate; -ise; -ify] • verb prefixes [i.e. dis-, de-, mis-, over- and re-] • choose vocabulary for effect and emphasis i.e technical terminology, persuasive phrases • use some ambitious vocabulary (green list) 	<ul style="list-style-type: none"> • write with technical accuracy of punctuation • use commas to clarify meaning or avoid ambiguity in writing i.e. Let's eat grandma or Let's eat, grandma • use hyphens to avoid ambiguity • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list • punctuate bullet points consistently 	<p>➤ write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<p>Consolidate previous terminology</p> <p>Introduce, use and understand:</p> <ul style="list-style-type: none"> -parenthesis, brackets, dash, hyphen, semi-colon -modal verb, degrees of possibility, relative pronoun, (fronted) adverbial of number i.e. Firstly, Secondly, formal speech, subjunctive form, independent clause, main clause, passive verb, perfect verb form, -cohesion, ambiguity, flashback, flash forward • sibilance, pun, pathetic fallacy, hyperbole