

September 2022 - July 2023 Term dates

Unity, Essex, London, Midlands

**Year 5 Modular Long-Term Sequence**

Each year group has two documents:

1. **2022 – 2023 curriculum overview on a page**
An overview of the taught content
2. **Calendar sequence: modular**
A calendar sequence with term dates

**Year 5 2022 – 2023 curriculum sequence on a page**

|  |  |  |
| --- | --- | --- |
| **Autumn 2022** | **Spring 2023** | **Summer 2023** |
| **Reading**Main Texts* Violent Volcanoes
* A Christmas Carol

Skills* Word choice
* Ask questions
* Discuss
* Recognise and explore different forms of poetry
 | **Reading**Main Texts* Holes
* Who Let The Gods Out?

Skills* Word choice
* Predict
* Discuss
 | **Reading**Main Texts* Who Let The Gods Out?
* Cosmic

Skills* Organisational features
* Summarise
 |
| **Writing**Recap = blue Introduce = green Revisit = orange |
| Inform* Instructions
* Leaflet to inform

Entertain* Poetry
* Story writing – middle and end
 | Persuade* Advert
* Persuasive letter

Entertain * Setting description
* Diary writing – 2 perspectives
 | Discuss* News report
* Non-chronological report

Entertain* Character description
* Creation myth (story)
 |
| **GPS****Spelling:*** Revision of rules 5-8: Split digraph, -ed, -ing etc. suffixes
* Revision of rules 15-17 (this will be new to lower spellers): Range of suffixes after a ‘y’
* Revision of KS1 and Yr 3/4 Homophones and near homophones
* INTRODUCE rule 18: contractions
* INTRODUCE rule 19: sion / tion
* **Punctuation and Grammar**
* Subordinating conjunctions: when, if, that, because
* Coordinating conjunctions: or, and, but
* Conjunctions: expressing time, place, cause (when, before, after, while, so, because etc.)
* Expanded noun phrases for description and specification: blue butterfly, the man in the moon
* Noun / pronoun verb agreement: ‘we were’ NOT ‘we was’, ‘I did’ NOT ‘I done’
* Punctuation to master: . ? ! , ‘ (omission and
* possession) and capital letters
* Speech marks for direct speech: e.g. Tom shouted, “Sit down!”
* Relative clauses: e.g. starting with who, which, where, when, whose, that or an omitted relative pronoun
* **Apostrophes for plural possession: e.g. the girls’ coats**
 | **GPS****Spelling:*** INTRODUCE Rule 20: Prefixes
* Revision of EXCEPTION 1: The /I/ sound spelt ‘y’ other than at the end of words e.g. myth
* Revision of EXCEPTION 2: The ‘uh’ sound spelt ‘ou’ e.g. young
* Revision of Rule 21: sure / ture ending
* INTRODUCE EXCEPTION 3: Words with ‘ch’ making the ‘sh’ or ‘k’ sound. E.g. chemist, chef
* INTRODUCE Rule 22: Suffix –ous, -ious

**Punctuation and Grammar*** Punctuation to master: . ? !
* Brackets
* Relative clauses: e.g. starting with who, which, where, when, whose, that or an omitted relative pronoun
* Subordinating conjunctions: when, if, that, because
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* Expanded noun phrases for description and specification: blue butterfly, the man in the moon
* Prepositions: e.g. before, after, during, in
* Dashes
* Fronted adverbials: e.g. Later that day, I heard the bad news
* Use of commas after fronted adverbials
 | **GPS****Spelling:*** Rule 23: tial / cial
* Rule 24: -able / -ible, -ably / -ibly
* Homophones and near homophones (secure KS1 and y3/4 first)
* EXCEPTION 4: Words containing ‘ough’ e.g. bought, through
* Rule 25: cian and ssion

**Punctuation and Grammar*** Relative clauses: e.g. starting with who, which, where, when, whose, that or an omitted relative pronoun
* Brackets, dashes or commas to indicate parenthesis
* Speech marks for direct speech: e.g. Tom shouted, “Sit down!”
* Adverbs to indicate degrees of possibility: e.g. perhaps, surely
* Use of commas to clarify meaning or avoid ambiguity
* Modifying adjectives, nouns and prepositional phrases: e.g. instead of ‘the teacher’ writing ‘the strict maths teacher with curly hair’
 |
| **Maths (White Rose)*** Place value
* Addition and subtraction
* Multiplication and division
* Fractions A
* Revisiting
 | * Multiplication and division
* Fractions B
* Decimals and percentages
* Perimeter and Area
* Statistics
 | * Shape
* Position and direction
* Decimals
* Negative numbers
* Converting units
* Measurement – volume
* Revisiting
 |
| **Science (CUSP)*** Forces
* Earth and Space
 | * Properties and changes of materials
* Animals, including humans
 | * Living things and their habitats
 |
| **Art and Design (CUSP)*** Drawing and painting
* Printmaking
 | * Textiles and collage
* 3D
 | * Painting
* Creative Response
 |
| **Computing (I Compute)*** Micro: bit
* Online safety Y5
 | * Programming: music
* Stop motion animation
 | * Search engines
* Mars Rover 1 and / or 2
 |
| **Design and Technology (CUSP)*** Food and Nutrition
* Systems
 | * Textiles
* Food & Nutrition (Was Block F)
 | * Structures
* Mechanisms (Was Block D)
 |
| **Geography (CUSP)*** World countries – biomes and environmental regions
 | * 4 and 6 figure grid references
 | * OS maps and fieldwork
 |
| **History (CUSP)*** Ancient Greeks
 | * Ancient Greeks
* Comparison study – Maya and Anglo-Saxons.
 | * Comparison study – Maya and Anglo-Saxons.
 |
| **Music (Penny)*** Sing and Play – recorder continuation
* Play and Perform – recorder performance at church
 | * Listen and Compose – Edvard Grieg
* Play - Handbells
 | * Appraise and Compose – body percussion
* Sing, play and perform – ‘cups’
 |
| **MFL (Language Angels – Spanish)*** What is the date?
* The Weather
 | * The Seasons
* Do you have a pet?
 | * Clothes
* Goldilocks
 |
| **PE (PE Passport)*** Sports Hall Athletics
* OAA
* Tag Rugby
* Basketball
 | * Football
* Gymnastics – matching and mirroring
* Cricket
* Dance - Haka
 | * Sports Day Activities
* Health Related Fitness
* Tennis
* Leadership
 |
| **PSHE (Jigsaw)*** Being me in my World
* Celebrating Difference
 | * Dreams and Goals
* Healthy Me
 | * Relationships
* Changing Me
 |
| **RE (Understanding Christianity and Kent Agreed Syllabus)*** Christianity – God
* Christianity – Incarnation
 | * Christianity – People of God
* Christianity – Salvation
 | * Judaism – What does it mean to be Jewish in Britain today?
* Islam - What does it mean to be a Muslim in Britain today? (Part 1)
 |

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Summarise  |
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| 5/9 | **CUSP Art and Design***Drawing and Painting Block A* | Thu 5/1 | **Science***Introduce Properties and changes of materials* | Tue18/4 | **CUSP Art and Design***Painting Block E* |
| 12/9 | **Science***Introduce Forces* | 9/1 | 24/4 | **Science** *Introduce Living things and their habitats – life cycles* |
| 19/9 | 16/1 | **CUSP Art and Design***Textiles and Collage Block C* | 1/5 |
| 26/9 | **History***Ancient Greece* | 23/1 | **Geography***Introduce 4 and 6 figure grid references* | 8/5 | **CUSP Design and Technology** *Structures Block E* |
| 3/10 | **CUSP Design and Technology***System Block B* | 30/1 | **CUSP Design and Technology** *Textiles Block C* | 15/5 | **Geography**OS maps and fieldwork |
| 10/10 | **Geography***World countries - location and biomes* | 6/2 | FLEXIBLE | 22/5 | FLEXIBLE |
| 17/10 | 13/2 | Half term | 29/5 | Half Term |
| 24/10 | Half term | 20/2 | **Geography***Revisit and retrieve latitude and longitude with biomes and environmental regions* | 5/6 |
| 31/10 | **History***Ancient Greece* | 27/2 | **Science***Introduce Animals, including humans: changes*  | 12/6 | **History***Maya - non-European society that provides contrasts with British history* |
| 7/11 | 6/3 | **History***Maya - non-European society that provides contrasts with British history* | 19/6 |
| 14/11 | **Science***Introduce Earth and space* | 13/3 | **CUSP Art and Design***3D Block D* | 26/6 | **Science***Living things and their habitats**Revisit and retrieve 1 or 2* |
| 21/11 | 20/3 | **CUSP Design and Technology***Food and Nutrition (Block D - was F)* | 3/7 | **CUSP Design and Technology***Mechanisms Block F was D)* |
| 28/11 | **CUSP Art and Design***Printmaking**Block B* | 27/3 | FLEXIBLE | 10/7 | **CUSP Art and Design***Creative Response Block F* |
| 05/12 |  **CUSP Design and Technology***Food and Nutrition Block A* | 3/4 | Easter break | 17/7 | FLEXIBLE |
| 12/12 | FLEXIBLE | 24/7 | Summer break |
| 19/12 | Christmas break |