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Description automatically generated

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**

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| **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 * 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 * 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) |

**Year 5 calendar sequence: modular**

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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* | Tue  18/4 | **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 |