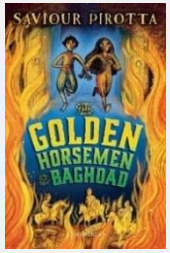
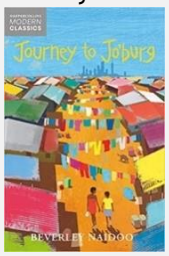
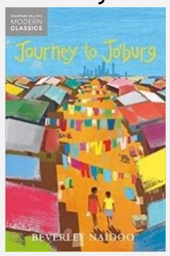
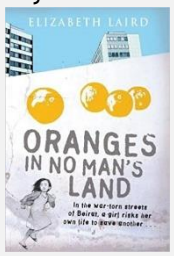
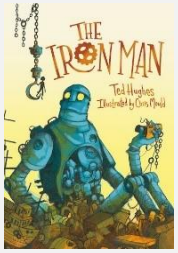
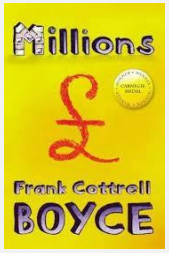
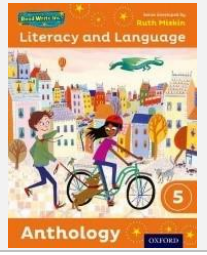
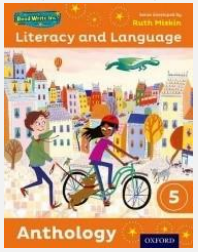
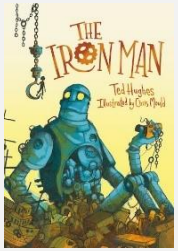
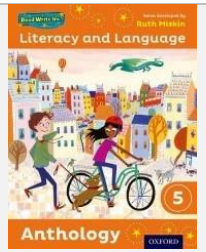
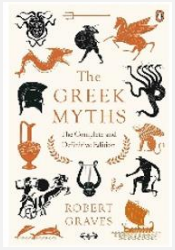
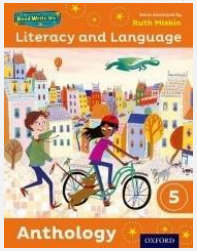
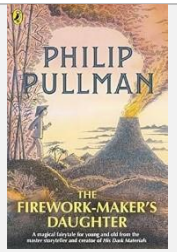
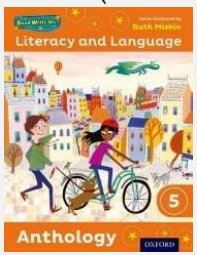
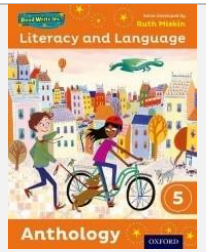
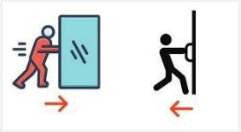
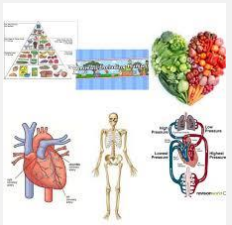
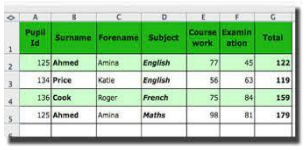
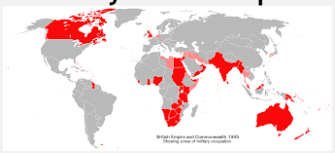
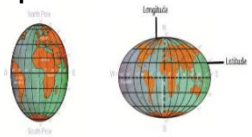
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum enrichment: wow start; trip; experience and outcome		The British Empire Workshop 		London Docklands Museum - Slave Trade 	Science Dome- Earth and Space 	Local walk - South Harrow  Victorian Day 
Parental Engagement: assembly; presentation; exhibition	Welcome - meet the teacher					Art exhibition
English - Fiction, Non-fiction and Poetry	Core Text: ‘The Golden Horsemen of Baghdad’ by Saviour Pirotta 	Core Text: ‘Journey to Jo’burg’ by Beverley Naidoo 	Core Text: ‘Journey to Jo’burg’ by Beverley Naidoo 	Core Text: ‘Orange in No Man's Land’ by Elizabeth Laird 	Core Text: ‘The Iron Man’ by Ted Hughes 	Core Text: ‘Millions’ by Frank Cottrell Boyce 
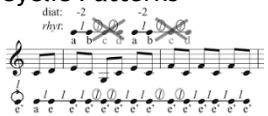
	Writing genre: Persuasive speech - in role as a barrister **Audience:** The courtroom **Purpose:** To persuade **Composition and Grammar:** - Relative clauses - Modal verbs for command, persuasion and possibility - 2nd person pronouns - Persuasive devices - Passive verbs - Language for formality **Core Text:** 'Prometheus and Pandora' byJaney Pursglove (LL Unit 1)	**Writing genre:** Recount – Diary from character's POV **Audience:** The character's future self **Purpose:** To recall events inc. thoughts and feelings **Composition and Grammar:** - Modal verbs and adverbs for possibility - Apostrophes for contractions and possession - Language formality choices **Core Text:** 'Bling!' by Jon Blake (LL Unit 2)  	**Writing genre:** Recount – Diary from character's POV **Audience:** The character's future self **Purpose:** To recall events inc. thoughts and feelings **Composition and Grammar:** - Modal verbs and adverbs for possibility - Apostrophes for contractions and possession - Language formality choices **Core Text:** The Firework Maker's Daughter – Philip Pullman	**Writing genre:** Narrative – Write own version of Samar's story – suspense **Audience:** Readers of the narrative **Purpose:** To build anticipation in the reader **Composition and Grammar:** - Modal verbs of possibility - Similes, metaphors and personification **Core Text:** 'This is NOT a Fairy Tale' by Jeremy Strong (LL Unit 4)  	**Writing genre:** Character description **Audience:** Readers of a narrative **Purpose:** To paint a picture in the reader's mind **Composition and Grammar:** - Hyphens - Effective use of descriptive devices - Relative and subordinate clauses **Core Text:** 'The Iron Man' by Ted Hughes  	**Writing genre:** Discussion – balanced argument **Audience:** /// **Purpose:** To discuss both sides of an argument **Composition and Grammar:** - Relative and subordinate clauses - Varying conjunctions - Levels of formality - Use of pronouns to maintain cohesion **Core Text:** 'Father's Day' by Lou Kuenzler (LL Unit 6)

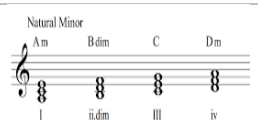
	 **Writing genre:** Narrative – alternative ending **Audience:** Children **Purpose:** To entertain / conclude a story **Composition and Grammar:** See Lit/Lang booklet **Core Text:** Greek Myths 	**Writing genre:** Narrative – Retell of a dilemma story **Audience:** Children **Purpose:** To entertain / see the outcome of a dilemma **Composition and Grammar:** - See Lit/Lang booklet **Core Text:** 'Bravery award for Fire Hero Boy' 'Newshound' 'Beach Bonanza' (U2)  **Writing genre:** Recount /// **Audience:** /// **Purpose:** To recall events	 **Writing genre:** Narrative – alternative outcome **Audience:** Readers of the book **Purpose:** To entertain / conclude an outcome **Composition and Grammar:** - Brackets, commas and dashes for parenthesis - Ambitious language choices - Accurate and effective descriptive language	**Writing genre:** Narrative – creative – fairy tale **Audience:** Children **Purpose:** To use tropes found in fairy tales to create own narrative **Composition and Grammar:** - See Lit/Lang booklet **Core Text:** 'Jeremy Strong 'Anthony Horowitz' (LL Unit 4)  **Writing genre:** Chronological report – biography and autobiography **Audience:** ///	**Writing genre:** Narrative – fantasy – write own adventure with given characters **Audience:** Children **Purpose:** To entertain / fuel the reader's imagination **Composition and Grammar:** - Relative clauses - Inverted commas for direct speech - Appropriate and ambitious descriptive devices for mood and atmosphere	 **Writing genre:** Playscript **Audience:** Actors and stage hands **Purpose:** To allow people to perform a narrative **Composition and Grammar:** - See Lit/Lang booklet **Core Text:** Personal recount 

	Writing genre: Comparative **Audience:** Readers of mythology **Purpose:** To draw comparisons between 2 texts **Spelling:** - **Composition and Grammar:** - Wide range of sentences with varying conjunctions - Commas for clarity - Colon to introduce a list - Commas for lists - Subordinate clauses	**Composition and Grammar:** - See Lit/Lang booklet	- Starting sentences with subordinate clauses **Writing genre:** Letter – in role **Audience:** **Purpose:** **Composition and Grammar:** - Relative pronouns - Relative clauses - Formality - Adverbs for degrees of possibility	**Purpose:** To recount events about a person's life **Composition and Grammar:** - See Lit/Lang booklet		**Writing genre:** Personal recount – 'My time in Year 5' **Audience:** Future self **Purpose:** To recall events inc. thoughts and feelings **Composition and Grammar:** - Revisit all appropriate grammar for Y5 - Brackets, dashes and commas for parenthesis
Speaking and listening	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and build vocabulary 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, improvisation and debates • Gain, maintain and monitor the interest of the listeners • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication					
Gram mar	See English	See English	See English	See English	See English	See English
Maths Units	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Number: Fractions	Number: Multiplication and Division Number: Fractions	Number: Decimals and Percentages Measurement: Area and Perimeter Statistics	Geometry: Shape Geometry: Position and direction Number: Decimals	Number: Negative numbers Measurement: Converting units Measurement: Volume
Scien ce	Living things and their habitats 	Forces 	Properties and changes in materials 	Properties and changes in materials 	Earth and Space 	Animals including humans 
Comp uting	Computing systems and networks – Sharing Information 	Creating Media – Video Editing 	Programming A – Selection in Physical computing 	Data and Information – Flat-file databases  Pupil Id Surname Forename Subject Course work Examination Total 125 Ahmed Amina English 77 45 122 134 Price Katie English 56 63 119 136 Cook Roger French 75 84 159 125 Ahmed Amina Maths 98 81 179	Creating Media – Vector drawing 	Programming B – Selection in quizzes 

History	**Baghdad 900CE** 	**The Early British Empire** 	**The French Revolution** 	**Transatlantic Slave Trade** 	**The Industrial Revolution** 	**Victorians** 
Geography	**Spatial Sense** 	**Mountains** 	**UK Geography: East Anglia, The Midlands, Yorkshire and Humberside** 	**Australia** 	**New Zealand and the South Pacific** 	**Local Study** 
RE (Kapow)	[Why do people have to stand up for what they believe in?](#) Religion: Christianity, Muslim, Sikh 	[Why doesn't Christianity always look the same?](#) Religion: Christian 	What happens when we die? (Part 1) Religion: Jewish, Christian, Muslim Humanist 	What happens when we die? (Part 2) Religion: Hindu, Buddhism (plus option to include locally represented worldview) 	Who should get to be in charge? Religion: Muslim, Sikh 	Why are some places in the world significant to believers? Religion: Christian, Jewish, Buddhist 

Art	Islamic art and Architecture	Style in Art	Chinese painting and ceramics	Art from Western Africa	Printmaking	Photography
DT	Mechanical systems Making a pop up book	Digital world Monitoring devices	Cooking and nutrition What could be healthier	Structures Bridges	Textiles Stuffed toys	Electrical systems Doodlers
PE	Football  Swimming 	Hockey  Swimming 	Handball  Swimming 	Netball  Swimming 	Cricket Gymnastics  Swimming 	Athletics  Dance  Swimming 
PSHE (Jigsaw)	Being me in my world 	Celebrating Difference 	Dreams and goals 	Healthy Me 	Relationships Focussed on creating an e-safety video 	Changing Me including Relationships and health education 
Music	Cyclic Patterns 	Winter Celebrations 	Exploring Minor Scales and Chords	Round and About	Who Knows 	Summer Showcase

						
Spanish	La Fetcha (The date) 	La Clase (The Classroom) 	Desayuno En El Café (At the Café) 	En El Colegio (At School) 	Los Planetas (The Planets) 	El Fin De Semana (The Weekend) 

2024/20254Year 5 Overview