## SOMERVILLE PRIMARY SCHOOL - YEAR 5 CURRICULUM 2022-2023

|  | AUTUMN |  |  |  | SPRING |  |  |  | SUMMER |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PSHE | Being Me in my World |  | Celebrating Differences |  | Dreams and Goals |  | Healthy Me |  | Relationships |  | Changing Me |  |
| English Quality Texts | Film <br> Unit: <br> Little <br> Freak | The Errand | Farther | Poetry unit | Film Unit: <br> Oktapodi | Henry's <br> Freedom <br> Box | The Promise | Poetry unit | Film <br> Unit: <br> Eye of the Storm | King <br> Kong | The Lost Book of Advent ure | Poetry unit |
| English writing outcome and purpose | Narrative: Cliff Hanger <br> Narrative <br> Purpose: To narrate <br> Instructions: Instruction <br> Manual <br> Purpose: To instruct |  | Narrative: Setting <br> Narrative <br> Purpose: To narrate <br> Recount: Letter <br> Purpose: To recount |  | Inform: Biography Purpose: To inform <br> Recount: Diary <br> Purpose: To recount |  | Narrative: Character <br> Narrative <br> Purpose: To narrate <br> Recount: Newspaper <br> Report <br> Purpose: To recount |  | Narrative: Dilemma <br> Narrative <br> Purpose: To narrate <br> Discussion: Balanced <br> Argument <br> Purpose: To discuss |  | Narrative: Survival <br> Narrative <br> Purpose: To narrate <br> Explanation: Survival <br> Guide <br> Purpose: To explain |  |
| Grammar | Recap <br> gramm <br> English <br> and pu <br> speech <br> Formin <br> adding <br> Verb p | ear 4 <br> standard <br> verbials <br> ating <br> bs by <br> ffix <br> s | Possibility and moda Relative cla | -adverbs verbs uses | Linking sente Linking para | nces raphs | Brackets, commas informatio | hes and extra | Recap o gramm | ll year 5 | Commas meaning | clear |
| Spelling | Words <br> Words -cious <br> Words and -tia <br> Challen | ng in -ious <br> ng in <br> ng -cial <br> ords | Words en <br> Words en <br> Use -ent <br> Words en <br> and -ible <br> Words en and -ibly | ing in -ant ing in -ance nd -ence ing -able ing in -ably | Words endin <br> Adverbs of tim <br> Adding suffix words <br> Silent first le <br> Silent letters <br> Challenge w | in -able <br> me <br> es to -fer <br> ters | Words spe after c <br> Words spe after c <br> Words con <br> Words con <br> Adverbs of | d with ie <br> d with ei <br> ining ough <br> ining ough <br> ossibility | Homop <br> Challen <br> Words hyphen <br> Revisio | es <br> words <br> taining | Revision year 5 w spelling p taught | cap of d list and tterns |


|  |  | Challenge words |  | Challenge words |  |  |
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| Shared Reading Quality Text | The Nowhere Emporium | Street Child | The Boy at the Back of the Class | Outlaw | Kick | My name is River |
| Shared Reading | Stories and Poetry in Different Forms | History Link <br> Victorians | Diversity | Myths and legends | Stories from other countries and traditions | Geography Link North and South America |
| Maths | Place value (Within 100,000) <br> Addition and subtraction | Statistics (Graphs and tables) <br> Multiplication and division <br> Area and perimeter | Multiplication and division Fractions | Fractions Decimals and percentages | Decimals Properties of shapes | Position and direction Converting units Volume and capacity |
| Science | Earth and Space | Forces | Materials | Materials | Animals including Humans | Habitats |
| Computing | How do I use technology safely and responsibly? | How do I control moving toys using subroutines and multiple outputs? | How do I design my own app? | How do I solve problems using excel? | How do I write a blog? | How do I use a micro:bit as a counting device? |
| History | Anglo Saxons and Vikings Why did the Anglo Saxons and Vikings settle in Britain? |  |  |  | The Mayans Who were the Ma |  |
| Geography |  |  | Our Earth How is our world affected by physical phenomenon's? |  | Is Guatemala the s | as Merseyside? |
| Design Technology | How can I make fashionable clothing? Textiles |  | What do people in Mexico eat? Part 1 Food \& Nutrition |  | What do people in Stem Challenge | lexico eat? Part 2 |
| Art | Creative Collage <br> How can I create abstract collages using a range of techniques? <br> Collage techniques. <br> Artist: Megan Coyle |  | Street Art <br> How can I use stencils to create street style art? Stencils, 3D effect, shadow and layering technique. <br> Artist: Banksy |  | Georgia O'Keefe an | the colour wheel |
| Physical Education | Gymnastics - shapes and rotations Games- Linking actions(Football) | Health and FitnessEndurance, strength, balance | Gymnastics - <br> balancing, cartwheels <br> Games - Tactics and <br> Strategies (Hockey) | Games - creating and closing space (netball) | Dance - Olympic <br> Theme <br> Games - Linking <br> Actions (cricket) | Games - Linking actions (continued) |


|  | Games - Creating and closing space (Rugby) | OAA - coordination, reaction, compass points | Athletics throwing, sprinting and jumping |
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| Music | How can I learn to play a musical instrumen Ukulele tuition Year 5 \& 6 Christingle | and how can I learn some musical notation? |  |
| French | Talking about us- In the city: <br> Feelings buildings,directions <br> School  <br> Subjects-opinions -Christmas shopping | -Happy New Carnival Crowns <br> Year/Healthy /Clothes: <br> Eating/Market: -Clothes <br> -Pantomime and verb to -Fashion <br> be  <br> -Going to the Market  <br> -Healthy Recipe  <br>   | Out of this world- Going to the seaside <br> -planet names -Items for the Beach <br> -Space traveller ID Beach phrases |
| Religious <br> Education | What are the different titles Jesus is known by? <br> Christmas | What evidence is there for the resurrection? <br> Easter | What are the ten commandments and how can you relate them to your own life? <br> Judaism <br> Who is Desmond Tutu and why did he campaign for equality between white and black people in South Africa? <br> Faith Heroes <br> Visit to Sikh Gurdwara |
|  <br> Enrichment | Tatton Park - Anglo Saxon experience | Walk down to New Brighton - street art! Wepre Park - river study | Cadbury's World Sikh Gurdwara |

