



Y5 2024-2025

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Invaders!</i>	<i>US Explorers</i>		<i>Maya</i>	<i>Biomes and Ecosystems</i>	<i>Wild Waters</i>
Enrichment Experiences		Marvellous History – Viking Day			Bikeability	River Mersey Local Woodland Fieldwork
British Values and SMSC	Service	Trust/Trustfulness				
English – Writing (Literacy Tree)	The Lost Thing (3 weeks) Shackleton's Journey (3 weeks)	The Tale of Three Brothers (3 weeks) Firebird (3 weeks)	The Tempest (3+ weeks) Robot Girl (3 weeks)	The Rain Player Curiosity (3 weeks)	The Man who walked between the towers (3 weeks) The Lost Happy Endings (3 weeks)	The Sleeper and the Spindle (3+ weeks)
English – Reading (Pathways)	Good night stories for rebel girls	Hansel and Gretel	Odd and the Frost Giants	Exploring Space	The Last Wild/Pollution	African Tales: A Barefoot collection
Spelling	Words with endings that sound like shuhs spelt with cious e.g. vicious Words with endings that sound like shuhs spelt with tious or ious e.g. ambitious Words with the short vowel sound i spelt with y e.g. symbol Words with the long vowel sound i spelt with y e.g. apply Homophones and near homophones e.g. past, passed Homophones and near homophones e.g. father, farther	Words with silent letters e.g. doubt Words with silent letters e.g. wrestle Modal verbs e.g. can Words ending in ment e.g. equipment Adverbs of possibility and frequency e.g. certainly Statutory spelling words e.g. vegetable	Creating nouns using ity suffix e.g. community Creating nouns using ness suffix e.g. happiness Creating nouns using ship suffix e.g. membership Homophones and near homophones e.g. stationary, stationery Homophones and near homophones e.g. altar, alter	Homophones and near homophones e.g. principal, principle Words with an or sound spelt or e.g. forty Words with an or sound spelt au e.g. pause Convert nouns or adjectives into verbs using the suffix ate e.g. pollinate Convert nouns or adjectives into verbs using the suffix ise e.g. criticise Convert nouns or adjectives into verbs using the suffix ify e.g. amplify	Convert nouns or adjectives into verbs using the suffix en e.g. blacken Words containing the letter string ough e.g. though Words containing the letter string ough e.g. plough Adverbials of time e.g. yesterday Adverbials of place e.g. nearby Words with an ear sound spelt ere e.g. sincere Statutory spelling words e.g. amateur	Unstressed vowels in polysyllabic words e.g. definite Adding verb prefixes de and re e.g. deflate, recycle Adding verb prefixes over e.g. overthrow Convert nouns or verbs into adjectives using suffix ful e.g. boastful Convert nouns or verbs into adjectives using suffix ive e.g. attractive Convert nouns or verbs into adjectives using suffix al e.g. musical
	<ul style="list-style-type: none"> • Can I use further prefixes and suffixes and understand the guidance for adding them? • Can I spell some words with silent letters? (for example, knight, psalm, solemn) • Can I continue to distinguish between homophones and other words which are often confused? • Can I use dictionaries to check the spelling and meaning of words? • Can I use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary? • Can I use a thesaurus? • Can I spell at least 55 words out of the 98 Year 5 and 6 statutory spelling list? 					



<p>Grammar and Punctuation</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y5: (5) Can I convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify? (5) Can I use verb prefixes e.g. dis, de, mis, over and re? (5) Can I use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) related pronoun (5) Can I use modal verbs or adverbs to indicate degrees of possibility? (5) Can I use devices to build cohesion within a paragraph? (then, after that, this, firstly) (5) Can I link ideas across paragraphs using adverbials of time, place, number or tense choices? (5) Can I use brackets, dashes, or commas to indicate parenthesis? (5) Can I use commas to clarify meaning or avoid ambiguity in writing? Can I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? 						
<p>Maths</p>	<p>Number: Place Value (<i>wks 1 to 3</i>)</p> <p>Number: Addition and Subtraction (<i>wks 4 to 6</i>)</p> <p><i>Statistics (wks 6 to 7)</i></p>	<p>Number: Multiplication and Division (<i>wks 8 to 10</i>)</p> <p>Measurement: Perimeter and Area (<i>wks 11 to 12</i>)</p>	<p>Number: Multiplication and Division (<i>wks 1 to 3</i>)</p> <p>Number: Fractions (<i>wks 4 to 10</i>)</p>	<p>Number: Fractions (<i>wks 4 to 10</i>)</p> <p>Number: Decimals and Percentages (<i>wks 10 to 11</i>)</p> <p>Consolidation (<i>wk 12</i>)</p>	<p>Consolidation (<i>wk 1</i>)</p> <p>Number: Decimals (<i>wks 2 to 5</i>)</p> <p>Geometry: Properties of Shape (<i>wks 5 to 7</i>)</p>	<p>Geometry: Position and Direction (<i>wks 8 to 10</i>)</p> <p>Measurement: Converting Units (<i>wks 10 to 11</i>)</p> <p>Measurement: Volume (<i>wk 12</i>)</p>	
<p>Geography</p>	<p>My Region and the Western United States (Gr)</p>			<p>Biomes and Ecosystems (Gr)</p>		<p>Rivers (Gr)</p>	
<p>History</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>			<p>A non-European society that provides contrasts with British history – a study of Mayan c.AD 900</p>			
<p>Science</p>	<p>Properties and change (<i>6 lessons</i>)</p>	<p>Mixtures and separation (<i>6 lessons</i>)</p>	<p>Unbalanced forces (<i>6 lessons</i>)</p>	<p>Earth and space (<i>6 lessons</i>)</p>	<p>Life cycles and reproduction (<i>6 lessons</i>)</p>	<p>Human Timeline (<i>3 lessons</i>)</p>	<p>Making connections: Does the size of an asteroid affect the diameter of its impact crater? (<i>3 lessons</i>)</p>



Art & Design (Kapow)	Painting and mixed media – <i>Portraits</i> (5 Lessons)	Craft and design – <i>Architecture</i> (5 Lessons)	Drawing – <i>I need space</i> (5 lessons)		Sculpture and 3D – <i>Interactive installation</i> (5 lessons)				
D&T (Kapow)	Structures – <i>Bridges</i> (4 lessons)			Mechanical systems – <i>Making a pop-up book</i> (4 lessons)	Food – <i>Developing a recipe</i> 6 lessons	Digital World – <i>Monitoring devices</i> (4 lessons)			
Music (Chaanga)	Livin’ on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the street	Reflect, Rewind and Replay			
MFL (Language Angels)	Phonetics lesson 3 (C) Do you have a pet? (I)	What is the date? (I)	The weather (I)	The Romans (I)	Habitats (P)	The Weekend (P)			
RE	BELIEVING Why do some people believe God exists?		BELIEVING What would Jesus do? Can we live by the values of Jesus in the 21 st Century?		EXPRESSING If God is everywhere, why go to a place of worship?		EXPRESSING What does it mean to be a Muslim in Britain today?		
Computing	Computing systems and networks – Systems and Sharing	Creating media – Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Vector drawing	Programming B – Selection in quizzes			
PE	Health and Fitness Football	Dance Health and Fitness	Gymnastics	Hockey Dance	Rounders Cricket	Athletics Tennis OAA			
			Swimming						
PSHE & RSE	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM