










Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

UKS2 – Year Five

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5 Ruby and Garnet	Enquiry Theme	Wild, Wild West	Hubble Bubble, Boil and Trouble!	The Mystery of the Mayans	Super Space	Island Life	The Awesome Saxons
	Enquiry Initial Engagement Question	When was the West Wild?	How do materials change?	Why were the Mayans mysterious?	How would you survive in space?	What is life like on an island?	Who were the Saxons?
	Prior knowledge	Y4 T2 Y4 T6	Y4 T6 Y1 T1; Y4 T3 T4	Y3 T5 Y3 T6; Y4 T3 T4	Y4 T6 Standalone	Y4 T6 Y4 T1	Y4 T1 Y3 T6; Y4 T3 T4
	Future knowledge	Y6 T3 KS3	KS3 Y5 T6	KS3 KS3	Y6 T3 Standalone	Y6 T5 Y6 T2	Y6 T1 Y6 T2 T3
	Visits/ Visitors		Visit: Science Museum (Winchester)		Visitor: Planetarium Dome		Visitor: Dinton Pastures
Exceptional Futures- I am a...							
					Sleep Under the Stars 		Messing about the water 

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Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
English-reading	<p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>						<p>Pie Corbett-Reading Spine</p> <p>Big Cats</p>
Reading-texts	The Iron Man by Ted Hughes Coraline by Neil Gaiman	Lilliput by Sam Gayton	Survivors by David Long	The Wild Robot by Peter Brown	Rise Up by Amanda Li	King of the Cloud Forests by Michael Morpurgo	
Genre and text	Genre: To inform Persuasive Text(s): <i>Real life experiences</i>	Genre: To entertain Plays Text(s): Extracts from Macbeth	Genre: To inform Reports	Genre: To inform Reports - newspaper	Genre: To entertain Narrative : Fiction from our heritage	Genre: To inform Recount Text(s): Everest by Alexandra Stewart	Pie Corbett/Talk for Writing Jane Considine
	Genre: To entertain Narrative Text(s): Moondial by Helen Cresswell	Genre: To instruct Instructions	Genre: To inform Recount-diary Text(s): When Hitler Stole Pink Rabbit- Judith Kerr	Genre: To inform Non chronological	Genre: To inform Recount Text(s): Great Adventurers by Alastair Humphreys	Genre: To inform Explanations Text(s): Real Life Mysteries: Can You Explain the Unexplained by Susan Martineau	
	Genre: To inform Explanation	Genre: To inform Explanation	Genre: To entertain Narrative Text(s): Hacker by Malorie Blackman	Genre: To instruct Instructions	Genre: To inform Explanations Text(s): Real Life Mysteries: Can You Explain the Unexplained by Susan Martineau	Genre: To entertain Narrative : Fiction from our heritage	
Writing-Composition	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>						Jane Considine
Writing transcription-spelling	<p>To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p>						Jane Considine

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	To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.						
Vocabulary, grammar and punctuation	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.					Jane Considine	
English-phonics	Little Wandle Letters and Sounds – for those children working within this- below age-related					Letters and Sounds- Little Wandle	
English-handwriting	1 Introducing sloped writing in letter families 2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st 3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, i, en 4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho 5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob 6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op. ve 7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo 8 Practising sloped writing: joining from r: ra, re, ri, ro, ru 9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp 10 End-of-term check		11 Practising sloped writing: proportion – joining from f to ascender: fl, ft 12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu 13 Different styles for different purposes: writing a paragraph 14 Practising sloped writing: speed: ff 15 Practising sloped writing: speed and legibility: ff 16 Practising sloped writing: size, proportion and spacing: ss 17 Practising sloped writing: building speed: qu 18 Different styles for different purposes: decorative alphabets 19 Different styles for different purposes 20 End-of-term check		21 Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl 22 Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr 23 Practising sloped writing: parallel downstrokes: pp, bb 24 Practising sloped writing: all double letters 25 Practising sloped writing for speed: tial, cial 26 Practising sloped writing for fluency 27 Personal style 28 Handwriting for different purposes: print alphabet 29 Assessment 30 Capitals	PenPals	
Writing Foundational Skills/ Knowledge	Identify and write adverbs followed by present and past participle openers Identify and write expanded noun phrases that include a prepositional phrase Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis	Substitute commas for brackets and dashes when demarcating relative clauses as parenthesis Identify and write appositives (embedded and at the end of the main clause) as parenthesis Write relative clauses and appositives within compound and complex sentences	Identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded Open, embed or end a paragraph with direct speech Expand on direct speech with narrative to advance the plot	Identify and write an introductory paragraph in expository writing Identify and write a concluding paragraph in expository writing Organise ideas into paragraphs.	Identify and write ellipsis as a stop mark and an incomplete thought Identify and write ellipsis as a pause Identify and write conjunctive adverbs to open sentences Identify and write compound sentences with semi-colons.	Identify and write compound sentences with semi-colons. Identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses Identify and write similes Identify and write metaphor Identify and write personification	REAch2

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			Use speech to advance the plot of a narrative.				
Maths	Number: Place Value Addition and Subtraction	Statistics Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Fractions Decimals and Percentages	Number: Decimals Geometry: Properties of Shapes Position and Direction	Measurement: Converting Units Volume	White Rose NCETM
Maths- Foundational Facts	Read and write numbers to 1,000,000 Count forwards and backwards beyond 100,000 in various steps Find 10/ 100/ 1000/ 10,000/ 100,000 more or fewer than a given number Recall addition facts to 20, 40, 60, 80 and 100	Round to the nearest 10, 100 and 1000 Multiply and divide numbers by 10, 100 and 1000 Double and halve numbers to 1000 Recall all multiplication and division facts up to 12x12	Find factors of amounts to 100 Recall prime numbers to 20 Square numbers to 10 Cube numbers to 5	Find unit and non-unit fractions of amounts linked to division Double and halve numbers to 1000 (including decimals)	Round to the nearest tenth Recall basic equivalent fractions to decimals and percentages	Recall compliments to 1 Count forwards and backwards beyond 100,000 in various steps including negative numbers Convert ml to l, cm to mm, mins to hours	REAch2
Science	Properties of material and reversible changes Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Forces and Gravity Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	All Living Things and Their Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	Animals Including Humans (changes linked to puberty – short unit) Describe the changes as humans develop to old age.	REAch2
History		Off With Her Head A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Mysterious Maya A non European society that contrasts with British History Mayan civilisation c AD 900			Anglo Saxons Britain's settlement by Anglo-Saxons and Scots Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	REAch2
	Rivers			Cool Coasts	Field to Fork		

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Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		REAch2
Art and design	Digital Collage David Hockney		Sculpture Antoni Gaudi		Drawing/ Illustration Various artists		REAch2
Design and Technology	Marble Run (Structures)		Pinball Wizard (Mechanical Systems)		Roving Robots (Computing)		REAch2
Music	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre	Kapow
	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Learning 'Shosholoz', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.	
Computing	Systems and searching (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Introduction to vector graphics (5.5)	Selection in quizzes (5.6)	NCCE
PE	Netball	Hockey	Tag Rugby	Football	Tennis	Athletics	The PE Hub
	Dance Unit 1	Gymnastics Unit 1	Dance Unit 2	Gymnastics Unit 2	Cricket	Rounders	
RE	Hinduism: Prayer and Worship What is the best way for a Hindu to show commitment to God? Sikhism: Belief into action How far would a Sikh go for his/ her religion?	Christianity: Christmas-Incarnation Is the Christmas story true?	Hinduism: Hindu Beliefs How can Brahman be everywhere and in everything? Sikhism: Belief and moral values Are Sikh stories important today?	Christianity: Easter-Salvation How significant is it for Christians to believe God intended for Jesus to die?	Sikhism: Prayer and Worship What is the best way for a Sikh to show commitment to God? Hinduism: Beliefs and Moral Values Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity: Beliefs and Practices What is the best way for a Christian to show commitment to God?	Pan-Berkshire SACRE Discovery RE

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PSHE and Citizenship	Being Me Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	Jigsaw
MfL	My Family (I)	The Date (I)	What is the Weather? (I)	Do You Have a Pet? (I)	My Home (I)	Romans (I) Habitats (I)	Language Angels