

KS2 – Year Five

Year 5 Ruby and Garnet	Term 1 Autumn 1	Enquiry Theme	Wild, Wild West
		Enquiry Engagement Question	When was the West Wild?
Role play	Inside	Saloon	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	The Iron Man by Ted Hughes Coraline by Neil Gaiman						
Reading To read a wide range of genres, identifying the characteristics of text types and differences between text types. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To read a wide range of genres, identifying the characteristics of text types and differences between text types.
English- writing Composition 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). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent	Genre: To inform Persuasive Text(s): <i>Real life experiences</i> Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Verb forms are controlled and precise, e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of your behaviour...			Genre: To entertain Narrative Text(s): Moondial by Helen Cresswell Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.		Genre: To inform Explanation A clear and well crafted title. Revisit the use of formal and technical vocabulary. Introductory paragraph outlines clearly what is going to be explained. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the text is to inform the reader. Sentence length varied, e.g. short/long. Written in third person. Wide range of subordinate connectives, e.g. whilst, until, despite.	

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and correct use of tense throughout all pieces of writing.	Complex noun phrases used to add detail, e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...			Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd),e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.			
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working withing this- below age-related						
English- spelling	Spelling Book						
English- 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.	Useful vocabulary: It appears that...There can be no doubt that...It is critical...Fundamentally...How can anyone believe this to be true?...Does anyone really believe that?...As everyone knows...I cite, for example...I would draw your attention to...I would refer to...On the basis of the evidence presented...Phenomenal...Unique...Unmissable...You will be...Don’t...Take a moment to to...Isn’t it time to to...?Worried about... Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials. Use a wide range of punctuation throughout the writing.			Year 5 ambitious vocabulary used Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number. Consolidate all previous learning. Brackets Dashes Colons Semi-colons		Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Relative clauses are used to embed extra information. Tense Change tense according to features of the genre. Adverbs Conjunctive adverbs for cause and effect are used to link connective points. Use a wide range of punctuation throughout the writing. Punctuation for parentheses is used to show additional information.	
English- handwriting 1 Introducing sloped writing in letter families 2 Practising sloped writing: diagonal join to ascender: th, sh, nb, sh, nb, nd, ht, st	1 Introducing sloped writing in letter families	2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st	2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st 3 Practising sloped writing: diagonal join,	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	4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho 5 Practising sloped writing: horizontal join	5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob

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<p>3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, i, en</p> <p>4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho</p> <p>5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob</p> <p>6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op. ve</p> <p>7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo</p> <p>8 Practising sloped writing: joining from r: ra, re, ri, ro, ru</p> <p>9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</p> <p>10 End-of-term check</p>			no ascender: ai, ay, kn, er, i, en			to ascender: wh, wl, oh, ol, of, ob	
Writing Foundational Skills/ Knowledge	Identify and write adverbs followed by present and past participle openers.	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 expanded noun phrases that include a prepositional phrase.	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis.	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis.	
Maths Number: Place Value Addition and Subtraction	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction
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 more or fewer than a given number	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	Recall addition facts to 20, 40, 60, 80 and 100	
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	Compare and group together everyday materials on the basis of their properties. Evaluate the accuracy of their grouping – how does it compare with others?	Investigate which materials dissolve in water and explain why. Evaluate the precision of their measurements. Evaluate whether the results are trustworthy enough to answer the	Investigate the hardness of different materials and explain why this property is important. Evaluate the precision of their measurements. Evaluate whether the results are trustworthy	Investigate which materials are good conductors of heat. Evaluate the precision of their measurements. Evaluate whether the results are trustworthy enough to answer the	Investigate which materials are good conductors of electricity. Evaluate the precision of their measurements. Evaluate whether the results are trustworthy enough to answer the	Apply knowledge of materials properties of design an object for a specific purpose. Evaluate the precision of their measurements. Evaluate whether the results are trustworthy enough to answer the	

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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.		scientific enquiry question.	enough to answer the scientific enquiry question.	scientific enquiry question.	scientific enquiry question.	scientific enquiry question.	
History							
Geography Rivers 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).	Name and identify rivers and countries they are in.	Explore the formation of rivers.	Explore erosion and deposition.	Use a 4-figure grid reference to locate settlements on rivers.	Compare two rivers.	Plot a settlement.	
Art and design Digital Collage David Hockney	Understand elements of photography. Know about David Hockney.	Understand the process of collaging. Discuss qualities of photographs. Consider photographs they have taken in the past.	Evaluate work created by David Hockney and use artistic vocabulary to articulate critical responses. Reflect on designs using artistic vocabulary	Understand the qualities of photographs and how they can be sectioned to create a whole picture. Use feedback to edit designs	Produce a design inspired by David Hockney	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology Marble Run (Structures)	Know George Rhoads and his rolling ball structures. Set design criteria for a marble run based off free creating.	Know the materials needed to create a marble run.	Create cross sectional diagrams for drops, twists and measurements. Use exploded diagrams to demonstrate the material angles and	Create marble run. Test the marble run and identify areas for improvement.	Annotate design with adjustments. Make physical adaptations to design.	Evaluate their final design against their own design criteria. Write a set of instructions for use.	

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			joins for different components.				
Music Composition notation (Theme: Ancient Egypt) 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.	Sing with accuracy, fluency, control and expression	Explore and use different forms of notation	Understand note length	Read simple pitch notation	Use hieroglyphs and stave notation to write a piece of music		
Computing Systems and searching (5.1) Recognising IT systems in the world and how some can enable searching on the internet.	Explain that computers can be connected together to form systems	Recognise the role of computer systems in our lives	Experiment with search engines	Describe how search engines select results	Explain how search results are ranked	Recognise why the order of results is important, and to whom	
PE Netball Dance	Netball Choose the appropriate pass for different scenarios	Netball Find space to receive in a game	Netball Use different dodging techniques to outwit a defender and get free	Netball Practice and perform pivoting with quick turns	Netball Get into closer shooting positions	Netball React and move quickly in isolation and in games	
	Dance Unit 1 Understand what non-locomotor movement is and use it in a dance	Dance Unit 1 Perform both non-locomotor and locomotor movements together	Dance Unit 1 Create new and exciting group patterns	Dance Unit 1 Perform a simple Line Dance routine	Dance Unit 1 Create a 3 step line dance with a partner	Dance Unit 1 Work collaboratively within our group to improve our performance	
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?	H: Prayer and Worship S: Khalsa, Baisakhi or Vaisakhi	H: The significance of Puja S: Giving of sacrifice	H: How Puja shows commitment to God S: 3 Pillars or Key Beliefs	H: Devotion to gods and goddesses S: Guru Tegh Bahadur Ji	H: Devotion to gods and goddesses S: The role of Sikhs in both WW1 and WW2	H: Pilgrimage to the Ganges. S: Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.	
PSHE and Citizenship Being Me Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and	Understand how democracy and having a voice benefits the school community	Understand how to contribute towards the democratic process	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know how to face new challenges positively	Understand how to set personal goals	Know how an individual's behaviour can affect a group and the consequences of this	

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rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling							
MfL My Family	Recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.	Consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.	Learn how to ask and answer the question 'do you have any siblings?' in the foreign language.	Further consolidate the language needed to introduce their own/fictitious family members	Introduced to numbers 1-100 in the foreign language and will use this knowledge to be able to say how old their own/fictitious family members are	Revise and consolidate all language	
Visits/ visitors							
REAch2 11 before 11 Promises							