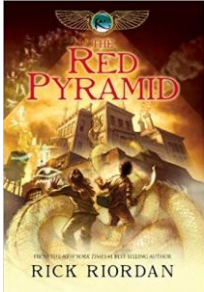
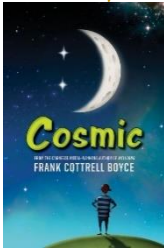

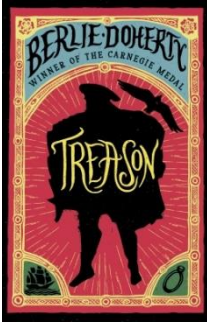
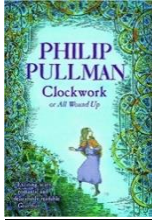
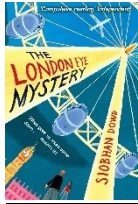


YEAR 5 CURRICULUM OVERVIEW

	Term 1 (8 Weeks)	Term 2 (7 Weeks)	Term 3 (6 Weeks)	Term 4 (5 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
English (POR Books)	<p><u>Tom's Midnight Garden</u> Writing in Role (Diary Entries) Setting Description Scripts Create a graphic novel</p> 	<p><u>The Red Pyramid</u> Chronological Reports Fact Files Research Skills Mystery Stories Play Scripts.</p> 	<p><u>Cosmic</u> Writing in Role Poetry Playscripts Story Writing</p> <p><u>Cosmic Disco</u> Poetry</p>  	<p><u>Treason</u> Riddles Poetry Notes for discussion and debate Letters Narrative writing</p> 	<p><u>The Last Wild</u> Newspaper Report Writing in Role Scripts Narrative</p> 	<p><u>Clockwork</u> Letter writing Comic strip Character summaries Newspaper report Argument Narrative</p> <p><u>The London Eye Mystery</u> Diary/Journal Entries Persuasive Speech Explanatory Booklet Police Report Formal Letter Newspaper Report Television News Speech Poetry Advertisement Narrative</p>  

YEAR 5 CURRICULUM OVERVIEW



Writing	<ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own □ noting and developing initial ideas, drawing on reading and research where necessary □ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ using a wide range of devices to build cohesion within and across paragraphs □ using further organisational and presentational devices to structure text and to guide the reader □ assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear □ Prepare play scripts to read aloud. □ Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> □ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. □ Identify and discuss themes and conventions in and across a wide range of writing. □ Learn a wider range of poetry by heart. □ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. □ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. □ Discuss and evaluate how authors use language, including figurative language, 	<ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own □ noting and developing initial ideas, drawing on reading and research where necessary □ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ using a wide range of devices to build cohesion within and across paragraphs □ using further organisational and presentational devices to structure text and to guide the reader □ assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear □ Prepare play scripts to read aloud. □ Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> □ noting and developing initial ideas, drawing on reading and research where necessary □ considering how authors have developed characters and settings in what pupils have read. Draft and write by: □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: □ assessing the effectiveness of their own and others' writing □ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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YEAR 5 CURRICULUM OVERVIEW



	<ul style="list-style-type: none"> □ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ ensuring the consistent and correct use of tense throughout a piece of writing □ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register □ proof-read for spelling and punctuation errors 			<ul style="list-style-type: none"> □ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ ensuring the consistent and correct use of tense throughout a piece of writing □ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register □ proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> □ proof-read for spelling and punctuation errors.
Spelling	 Y5&6 NC PoS.docx					
Speaking and Listening	<ul style="list-style-type: none"> □ Maintain attention and participate actively in collaborative conversations, responding to texts □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating, imagining and exploring ideas □ Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> □ Maintain attention and participate actively in collaborative conversations, responding to texts □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating, imagining and exploring ideas □ Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> □ Participate actively in performance, discussion and debate; □ Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; □ Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> □ Maintain attention and participate actively in collaborative conversations, responding to texts □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating, imagining and exploring ideas □ Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> □ Maintain attention and participate actively in collaborative conversations, responding to texts □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating, imagining and exploring ideas □ Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> □ Use relevant strategies to build their vocabulary □ Articulate and justify answers, arguments and opinions □ Give well-structured descriptions 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

YEAR 5 CURRICULUM OVERVIEW



	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 		<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<ul style="list-style-type: none"> through speculating, hypothesising, imagining and exploring ideas Participate in discussions, role play and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.
Book Study	<p>(Fiction) A Wizard of Earthsea</p>  <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction reading books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in 	<p>(Nonfiction) Ancient Egyptians Explore!</p>  <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning continuing to read and discuss an increasingly wide range of fiction reading books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in 	<p>(Nonfiction) Why is there life on Earth?</p>  <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning continuing to read and discuss an increasingly wide range of fiction reading books that are structured in different ways and reading for a range of purposes 	<p>Terrible Tudors</p>  <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning continuing to read and discuss an increasingly wide range of fiction reading books that are structured in different ways and reading for a range of purposes 	<p>(Fiction) Flanimals</p>  <p>(Nonfiction) World's Deadliest Animal</p> 	<p>(Nonfiction) All about Physics</p>  <p>(Fiction) The Boy who Swam with Piranhas</p>

YEAR 5 CURRICULUM OVERVIEW



<p>and across a wide range of writing</p> <ul style="list-style-type: none"> □ making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied □ identifying how language, structure and presentation contribute to meaning □ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader □ 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>and across a wide range of writing</p> <ul style="list-style-type: none"> □ making comparisons within and across books □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding 	<ul style="list-style-type: none"> □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding 	<ul style="list-style-type: none"> □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding 	<ul style="list-style-type: none"> □ continuing to read and discuss an increasingly wide range of fiction □ reading books that are structured in different ways and reading for a range of purposes □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> □ continuing to read and discuss an increasingly wide range of fiction □ reading books that are structured in different ways and reading for a range of purposes □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
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YEAR 5 CURRICULUM OVERVIEW



Charnock Hall Primary Academy
A L.E.A.D. Academy

	<ul style="list-style-type: none">□ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary□ provide reasoned justifications for their views					
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