



Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ranelagh Curriculum	Mountains, Volcanoes & Earthquakes	Victorians	A galaxy far, far away...	Empire to Independence	Rivers	The Benin Empire
Text and outcome	<p>Beowulf (3 weeks)</p> <p>Learn the story off by heart and then innovate your own version, using the Talk for writing approach</p> <p>Mr Stink (3 weeks)</p> <p>Narrative - write own short story based on one of the key events in the book.</p> <p>Recount- letter from Chloe or Mr Stink about some of the key events in the story.</p>	<p>David Copperfield (3 weeks)</p> <p>Story with a historical setting Playscripts and dramatic conventions</p> <p>The Wreck of the Zanzibar (4 weeks)</p> <p>Recount- Newspaper report about a key event in the story.</p> <p>Narrative - write own short story based on one of the key events in the book.</p>	<p>Firework Maker's Daughter (4 weeks)</p> <p>Explore the style and themes of this author. Write own story in the style of this significant author Instructions</p> <p>Poetry (1 week)</p> <p>Poetry - write own free verse on the theme of space</p>	<p>Street Child (3 weeks)</p> <p>Explanation text - why Jim escaped from the workhouse. Why were workhouses terrible? Why did Doctor Barnardo's set up children's homes?</p> <p>Narrative - writing an additional chapter to Jim's life.</p> <p>The Highwayman (2 weeks)</p> <p>Poetry - Write your own narrative poems in the style of this classic poem .</p>	<p>River Friendly, River Wild (2 weeks)</p> <p>Poetry - write own free verse</p> <p>A River Ran Wild (3 weeks) Narrative using the setting of a river and based on the themes of the story.</p> <p>Persuasive texts- a letter using the Talk for writing approach</p>	<p>Benin Empire (2 weeks)</p> <p>Information text about another historical period studied this year.</p> <p>The Boy at the Back of the Classroom (4 weeks)</p> <p>Recount - newspaper article about refugees, using a Talk for Writing approach Persuasive texts - letters</p>
Reading skills	<p>Finding (literal) Unfamiliar vocabulary - context Reading with expression predicting</p>	<p>Summarising Empathising Reading with expression Predicting</p>	<p>Predicting Summarising Using features of a text - newspaper reports</p>	<p>Questioning Proving (deducing) Inferring Fact or opinion</p>	<p>Justifying an opinion Summarising Sequencing Finding (literal)</p>	<p>Finding (literal) Skimming Unfamiliar vocabulary - context</p>

	<p>inferring</p> <p>Using features of a text - newspaper reports</p>	<p>Justifying personal responses and opinions</p> <p>Using features of a text - playscripts</p> <p>Using features of a text - explanation texts</p>	<p>Using features of a text - persuasive texts</p>	<p>Using features of a text - instructions</p>	<p>Proving (deducing)</p>	<p>Using features of a text - information texts</p>
Grammar	<p>Word classes</p> <p>Simple sentences</p> <p>Basic sentence structure - capital letters and full stops</p> <p>Different types of clauses (simple, compound, complex)</p> <p>Punctuating speech</p> <p>Imperative verbs</p> <p>Conjunctions</p> <p>Verb tenses</p>	<p>Direct and indirect speech</p> <p>Word classes</p> <p>The layout of playscripts</p> <p>Link ideas within and across paragraphs using a wide range of connectives and signposts</p> <p>Time conjunctions</p> <p>Modal verbs</p> <p>Brackets/ dashes/ commas for parenthesis</p>	<p>Simple and multi clause sentences</p> <p>Standard English forms for verb inflection instead of local forms</p> <p>Relative clauses beginning with who, which, that, when or whose</p> <p>Time conjunctions</p>	<p>Imperative verbs</p> <p>Link ideas within and across paragraphs using a wide range of connectives and signposts</p> <p>Causal conjunctions</p> <p>Verb tenses</p> <p>Synonyms (not sure this is a grammar skills - Y6 have included the same)</p> <p>Word classes</p>	<p>Subordinating and coordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbial openers</p>	<p>Expanded noun phrases</p> <p>fronted adverbials</p> <p>Bullet points, dashes, colons, and semicolons</p> <p>Relative clauses</p>
Spelling rules	<ol style="list-style-type: none"> 1. Words with the silent b 2. words that contain the letter-string ough 3. words ending in -ible 4. Homophones including cereal and serial 	<ol style="list-style-type: none"> 1. Spell words ending in -able 2. Red words including accompany 3. words with a silent t 4. Red words including rhyme 	<ol style="list-style-type: none"> 1. words ending in -ibly, and -ably 2. Homophones and other words that are easily confused including aloud and allowed 3. Words ending in -ent 4. Red words including embarrass 	<ol style="list-style-type: none"> 1. Nouns ending in ence or ncy 2. Red words including develop 3. the ee sound spelled using ei 4. Homophones and other words that are easily confused including affect and effect 	<ol style="list-style-type: none"> 1. Words ending in -ant, -ance and -ancy 2. Red words – with double letters including immediately 3. the shus sound spelled as -cious 4. Red words including convenience 	<ol style="list-style-type: none"> 1. The shus sound spelled as -tious 2. Red words including average 3. the shul sound spelled using -cial or -tial in adjectives 4. Red words including bruise