



## Year 5 Curriculum Long Term Map Core Subjects

<b>English Genre</b>	Genres to cover linked to theme where possible: Narrative x3 / Non –Fiction x3 / Poetry x3												
<b>Reading</b>	Word Reading						Comprehension						
<b>Grammar</b>	<p>Word Structure</p> <ul style="list-style-type: none"> <li>-Converting nouns or adjectives into verbs using suffixes</li> <li>-Verb prefixes</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>-BOOM moments: Metaphor, Personification, Onomatopoeia</li> <li>-Empty words</li> <li>-Developed use of technical language and language within / 'of' a genre</li> </ul>			<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>-Relative clauses beginning with <i>who, which, where, why or whos, that</i>, or an omitted relative pronoun.</li> <li>-Indicating degrees of possibility using modal verbs or adverbs.</li> </ul> <p>Complex Sentences: 2 clauses to construct sentences</p> <ul style="list-style-type: none"> <li>-Secure use of simple / embellished simple sentences</li> <li>-Secure use of compound sentences</li> <li>-Develop complex sentences</li> <li>-Expanded –ed clauses as starters</li> <li>-Elaboration of starters using adverbial phrases</li> <li>-Drop in –'ed' clause</li> <li>-Sentence reshaping techniques, e.g. lengthening/shortening</li> <li>-Moving sentence chunks (how, when, where) around for different effects.</li> <li>-Use of rhetorical questions</li> <li>-Stage directions in speech</li> <li style="padding-left: 20px;">-Indicating degrees of possibility using modal verbs</li> </ul>			<p>Text Structure</p> <ul style="list-style-type: none"> <li>-Devices to build cohesion within a paragraph.</li> <li>-Linking ideas across paragraphs using adverbials of time, place and number.</li> </ul> <p><u>FICTION</u></p> <ul style="list-style-type: none"> <li>-Secure independent use of planning tools</li> <li>-Plan opening using description /action/dialogue</li> <li>-Paragraphs:</li> <li style="padding-left: 20px;">Vary connectives within paragraphs to build cohesion</li> <li style="padding-left: 20px;">Use change of place, time and action to link ideas across paragraphs.</li> <li>-Use 5 part story structure, which may include flashbacks.</li> </ul> <p><u>NON-FICTION</u></p> <ul style="list-style-type: none"> <li>-Independent planning</li> <li>-Structure: Introduction / Middle / Ending</li> <li>-Secure use of paragraphs.</li> <li>-Use rhetorical questions to draw reader in</li> <li>-Express own opinions clearly</li> <li>-Consistently maintain viewpoint</li> <li style="padding-left: 20px;">-Summary clear at the end to appeal directly to the reader</li> </ul>			<p>Punctuation</p> <ul style="list-style-type: none"> <li>-Brackets, dashes or commas to indicate parenthesis</li> <li>-Use of commas to clarify meaning or avoid ambiguity</li> <li>Rhetorical question</li> <li>Colons</li> </ul>			
<b>H/writing</b>	Kinetic Letters												
<b>Spelling</b>	Revise suffix –ing for a range of endings	Suffixes for words ending in –e, –y and –ie		Revision of endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Endings which sound like /ʃəs/ spelt –cious or –tious	Endings which sound like /ʃə/	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Words ending in –able and –ible Words ending in –ably and –ibly	Adding suffixes beginning with vowel letters to words ending in –fer	Different pronunciations for common letter string of ai.	Differen t uses of letter y.	Different spelling choices for ai sound.	Different pronunciations for common letter string of igh
<b>Spoken Language</b>	Listen/respond to adults and peers	Asking relevant qu's	Buildin g Vocab	Articulate and justify answer, arguments and opinions	Well structured descriptions, explanations and narratives	Maintain attention and participate actively in collaborative conversations	Developing understanding through speculating hypothesizing, imagining and exploring.	Speak audibly and fluently with an increasing command or Standard English	Participate in discussions, presentations, performances, role play, improvisation and debates.	Gain, maintain and monitor the interest of the listener.	Consider and evaluate different viewpoints, building on contributions of others.	Select and use appropriate registers for effective communication	
<b>Maths</b>	Number and Place value,		Number - +, -, /, x	Number - Fractions	Ratio and Proportion	Algebra	Measurement	Geometry – properties of shape	Geometry –Position and direction	Statistics			
<b>Mental Maths</b>	Recapping on Times Tables												
<b>Science</b>	Throughout: Working Scientifically			Earth and Space		Properties and changes of materials		Animals including humans		Living things and their habitats		Forces	