



The Trinity Curriculum 2023 - 2024

Class: Year 5- The Emerald City

	Autumn		Spring		Summer	
<u>Topic Title</u>	Why is the history of Devizes the history of England?	What is a river? Local area (UK based) study.	What do sources tell us about the Mayans? <ul style="list-style-type: none">Provides a contrast to the learning about British history in years 3 & 4. BRITISH MUSEUM	Why are mountains so important? UK mountains and in the wider world, eg. Everest.	How did a pile of dragon bones help to solve an ancient Chinese mystery? Ancient civilisations from a contrasting part of the world to Britain.	How do volcanoes affect the lives of people living on Hiemaey? (Global geography, longitude and latitude, Iceland.)
English						
	<p>Writing- transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Composition:</p> <ul style="list-style-type: none"> plan their writing by: <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 					

		<ul style="list-style-type: none"> 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 draft and write by: <ul style="list-style-type: none"> 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 precising longer passages 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 [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 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 proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 				
Whole Class reading texts	The Wizard of Oz L. Frank Baum	The Girl who speaks bear by Sophie Anderson	The Explorer by Katherine Rundell	Skellig by David Almond	The Grimm Tales by Phillip Pullman	The boy at the back of the class by Onjali Rauf
Reading (Word)	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 					
Comprehension	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 					

	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. • Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices. • Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. • Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. • Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart. • Maintain positive attitudes to reading and understanding of what they read by preparing 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. • Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Understand what they read by asking questions to improve their understanding. • Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres]. • Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Understand what they read by 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. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • 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. • 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.
Spelling	See spelling overview
PAG	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by:

	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 					
Maths	See White Rose Hub - Step by Step Overview					
Science	Properties of materials LO: Compare and group together everyday materials based on their properties. LO: Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	Forces L.O- I can explain that unsporing objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. LO: I can explain that unsporing objects fall towards the Earth because of the force of gravity acting between	Space LO: Describe the movement of the Earth and other planets, relative to the sun in the solar system. LO: Describe the movement of the Earth and other planets, relative to the sun in the solar system.	Science Week	Living Things and Habitats L.O: I can describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. L.O: I can describe the differences in life cycles of a mammal, an	Animals including humans L.O- Describe the changes as humans develop from birth to old age. LO: I can describe the changes as humans/animals develop to old age. LO: I can describe the changes as humans develop to old age.

	<p>LO: Use knowledge of solid, liquid and gas to decide how mixtures might be separated.</p> <p>LO: Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>LO: Explain that some changes result in the formation of new materials and this kind of change is not usually reversible.</p> <p>LO: Give reasons based on evidence from comparative tests for the particular uses of everyday materials.</p>	<p>the Earth and the falling object.</p> <p>LO: I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>LO: I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>LO: I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>LO: I know that some mechanisms, including levers, pulleys and gears allow a smaller force to have a great effect.</p>	<p>LO: Describe the movement of the moon relative to the Earth.</p> <p>LO: Describe the Sun, Earth and Moon as approximate spherical bodies..</p> <p>L.O- To use the Earth's rotation to explain day and night due to the apparent movement of the sun across the sky.</p> <p>L.O- Describe the movement of the moon relative to the Earth.</p> <p>WS: I can plan my own fair test and control variables.</p>		<p>amphibian, an insect and a bird.</p> <p>L.O: Describe the life process of reproduction in some plants and animals.</p> <p>L.O: I can describe the life process of reproduction in some plants and animals</p>	
Computing Raspberry Pi	Systems and Searching	Vector drawing	Video production	Flat-file databases	Selection in physical computing	Selection in quizzes
Geography		<p>What is a river?</p> <p>Local area (UK based) study..</p>		Why are mountains so important?		<p>How do volcanoes affect the lives of people living on Hiemaey?</p> <p>Global geography, longitude and latitude, Iceland.</p>

				UK mountains and in the wider world, eg. Everest.		
History	Why is the history of Devizes also the 'History of England'? Devizes Town Trail Black History – Zadie Smith		Why did the Ancient Maya change their way of life? British Museum		How did a pile of dragon bones help to solve an ancient Chinese mystery?	
RE	Christianity Why is the gospel such good news for Christians??	Islam What does the Qur'an reveal about Allah and his guidance?	Christianity What does it mean if God is holy and loving?	Christianity What would Jesus do?	Christianity What is the great significance of the Eucharist for Christians?	Islam How does tawhid create a sense of belonging to the Muslim community?
DT	Structures Mechanisms	Digital World	Cooking and Nutrition	Structures	Textiles	Electrical Systems
Art	Collect information, sketches and resources and present ideas imaginatively in a sketch book					
	Substantive Concept: Painting Second order concepts: Colour and tone Pattern and texture Shape and form Line Interpretation and culture	Substantive Concept: Collage Second order concepts: Second order concepts covered: Pattern and texture Shape and form Colour and tone	Substantive Concept: Printing Second order concepts covered: Pattern and texture Colour and tone	Substantive Concept: 3D modelling Second order concepts covered: Pattern and texture Colour and tone	Substantive Concept: Drawing and digital Second order concepts covered: Line Shape and form Colour and tone	Substantive Concept: Textiles Second order concepts covered: Pattern and texture Colour and tone Line Shape and form

	Expression and composition.	<i>Creativity, expression and composition Interpretation and culture.</i>	<i>Creativity, expression and composition Interpretation and culture.</i>	<i>Line Shape and form Interpretation and culture.</i>	<i>Creativity, expression and composition. Interpretation and culture.</i>	
Music						
	Concept: Composition Composer/music suggestion: African drumming	Concept: Singing and Choral Composer/music suggestion: Blues music	Concept: Improvisation Composer/music suggestion: John Williams (Film scores) Requiem- Mozart (Classical)	Concept: Instrument ensemble and orchestra Composer/music suggestion: New world symphony- Dvorak	Concept: Notation Composer/music suggestion: Bhangra	Concept: Improvisation Composer/music suggestion:
PSHE (SCARF)	Give and Take. ·Explain what is meant by the terms negotiation and compromise; ·Describe strategies for resolving difficult issues or situations.	How good a friend are you? How good a friend are you? ·Demonstrate how to respond to a wide range of feelings in others; ·Give examples of some key qualities of friendship; ·Reflect on their own friendship qualities	Relationship cake recipe. Relationship cake recipe ·Identify what things make a relationship unhealthy; ·Identify who they could talk to if they needed help.	Being assertive. Identify characteristics of passive, aggressive and assertive behaviours; ·Understand and rehearse assertiveness skills.	Our emotional needs. Our emotional needs ·Recognise basic emotional needs, understand that they change according to circumstance; ·Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation.	Communication. Communication ·Understand that online communication can be misinterpreted; ·Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

					including emotional risks.	
PE	Gymnastics Netball	Dance 1 Tag Rugby	Swimming Football	Swimming Cricket	Swimming Athletics	Dance 2 Rounders
MFL		<ul style="list-style-type: none"> • Show confidence in reading aloud, and in using reference materials. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. (YEAR 5) 				
	Phonetics 1-3.	Vegetables.	Presenting Myself.	Family.	Romans.	Clothes.