



Year Five

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	Autumn Term	Spring Term	Summer Term
Theme	The Maya	Powders, Potions and Pills	Back to the Future
Key Events	Space Case Day Visitor	Hornsea Coastline Educational visit	Doncaster Museum (by train) Educational Visit
Marshland Moments	37. Visit a stadium 38. Go to space	39. Be a Marshland Mini 40. Care for our coast	41. Ride on a train 42. Send an email 43. Know how to be safe near the canals
Main Texts	Short stories 'Hook' by Kevin Crossley Holland Poetry (performance) 'Winter' by Julia Rawlinson Non-Fiction Newspaper articles Non-chronological reports Fiction 'Jamie Drake Equation' by Christopher Edge	Contemporary stories Happy Here: 10 Stories from Black British Authors Wordless Picture 'Flood' by Alvaro F. Villa Non-Fiction Letters Instructions Fiction 'Floodland' by Marcus Sedgwick	Poetry 'Britain' by Benjamin Zephania Plays Curious Cases (Pearson) Non-Fiction Persuasion Discussion Fiction 'Highland Falcon Thief' by M. G. Leonard & Sam Sedgman
Writing - Composition	Discussion Newspaper Non-chronological report Biography Explanation Instructions Setting Narrative	Diary entry Poetry Information text Narrative story Explanation text Book review	Poetry Non-chronological reports Letter - recount Newspaper report Narratives Advert – persuasion
Writing - Transcription Spelling	See spelling scheme Suffix - able /ably Silent letters Morphology	See spelling scheme Suffix - able/ ancy Homophones	See spelling scheme Suffix - ably / ly Recap of previous content
Writing - Transcription Handwriting	Fluency, style and speed Autumn 1 - l i u t y j Autumn 2 - n m h, forming digits 0 - 9	Fluency, style and speed Spring 1 - k b p r c o Spring 2 - a d e s, forming digits 0 - 9	Fluency, style and speed Summer 1- g f q Summer 2 - z v w x Assessments



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<p>Punctuation and Grammar</p>	<ul style="list-style-type: none"> - using modal verbs or adverbs to indicate degrees of possibility - indicating degrees of possibility using adverbs [for example, perhaps, surely] (Appendix 2) - devices to build cohesion within a paragraph (Appendix 2) - linking ideas across paragraphs using adverbials of time, place and number or tense choices (Appendix 2) 	<ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely - using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> - relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Appendix 2)* - brackets, dashes or commas to indicate parenthesis (Appendix 2) - use of commas to clarify meaning or avoid ambiguity (Appendix 2) <p>Recap of previous content</p>
<p>Mathematics (CLIC)</p>	<p><u>COUNTING</u> I can read 6,5,4-digit numbers I can partition a 2 decimal place number I can understand 2 decimal place numbers I can count in -1's I can even count along when there are no lines (read values between lines on a scale/number line)</p> <p><u>LEARN ITS</u> CONSOLIDATION <u>IT'S NOTHING NEW</u> I can add hundredths ($0.03 + 0.04$) I can find the missing decimal place ($7.6 + \square = 10$) I can multiply decimals by 10 (1.3×10) I can divide decimals by 10 ($13.5 \div 10$) I can do Smile multiplication for 0 tenths ($3 \times 0.7 = 2.1$) I know when to add 2 multiples together from coin multiplication</p>	<p><u>COUNTING</u> I can read 9,8,7-digit numbers I can read numbers with decimal places I can partition a 2 decimal place number I can understand 2 decimal place numbers I can count in -2's and -5's I can count along any number line (range of scales)</p> <p><u>LEARN ITS</u> CONSOLIDATION <u>IT'S NOTHING NEW</u> I can multiply decimals by 100 (1.3×100) I can divide decimals by 100 ($135 \div 100$) I can do smile multiplication for hundredths (3×0.07) I know when to add 3 multiples together from coin multiplication I can find Mully using coin multiplication I understand square numbers</p>	<p><u>COUNTING</u> I can partition a 3 decimal place number I can understand 3 decimal place numbers I can understand 5,6,7,8-digit numbers I can count in -25's I can find the gap between 2 negative numbers</p> <p><u>LEARN ITS</u> CONSOLIDATION <u>IT'S NOTHING NEW</u> I can multiply whole numbers and decimals by 1000 I can divide whole numbers and decimals by 1000 I understand prime numbers</p>



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	I can find Mully using smile multiplication and table facts I can find factors of numbers					
Mathematics (White Rose Scheme)	<u>Weeks 1 – 3 – Number</u> Place Value <u>Weeks 4 – 5 – Number</u> Addition and subtraction <u>Weeks 6 – 8 – Number</u> Multiplication and Division <u>Weeks 9 – 12 – Number</u> Fractions A		<u>Weeks 1 – 3 - Number</u> Multiplication and division <u>Weeks 4 – 5 - Number</u> Fractions B <u>Weeks 6 – 8 – Number</u> Decimals and percentages <u>Weeks 9 – 10 – Measurement</u> Perimeter and area <u>Weeks 11 – 12</u> Statistics		<u>Weeks 1 -3 – Geometry</u> Shape <u>Weeks 4 – 5 – Geometry</u> Position and Direction <u>Weeks 6 – 8 – Number</u> Decimals <u>Weeks 9 – Number</u> Negative Numbers <u>Weeks 10 – 11 – Measurement</u> Converting units <u>Week 12 – Measurement</u> Volume	
Science	Earth and Space	Materials Properties of materials	Materials Changing states	Living things and their habitats	Animals including humans	Forces
Art and Design	Drawing and Sketching Artist: Peter Thorpe Outcome: Pastel planets Link: Science – Earth and Space		Painting and Printing Artist: Justin Gaffrey Outcome: Textured coastal landscape paintings Link: Geography – Changing coastlines		Collage Artist: Architect: Outcome: Collage of a railway station Link: Local History Study - Transport	
Computing	Online Safety & Exploring Purple Mash Coding Spreadsheets		Online safety Databases Word processing		Game Creator Concept maps 3D modelling	
Design and Technology	Mechanical Systems – Cams Existing Products: variety of toys, models using cams for moveable parts How can children create a moving scene for younger children to enjoy?		Structures Existing Products: Variety of bird houses Can children make a birdhouse suitable for a wildlife garden? Link: Science - Living things and their habitats		Mechanical Systems – Pulleys and Gears Existing Products: models of moving vehicles with pulleys and gears Can children make a moving vehicle using pulleys and gears?	
French			Hobbies	A School Trip	Seasons	The Environment
Geography	Weather and Climate		Our Changing Coastline Finding out about the UK		Local Area Study How has transport changed our locality?	



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					Canals, Trains and Planes Link: Local History of Transport	
History	The Mayan Society A non-European society that provides contrast with British history		How has medicine changed? (additional unit)		Why is Doncaster important in the development of the rail industry? A local history study	
Music	Livin' On A Prayer Genre: Classic Rock Skill: Appraise, sing and perform	Classroom Jazz (Stage 1) Genre: Jazz Skill: Listen, Appraise and Play	Make You Feel My Love Genre: Pop Ballard Skill: Sing and Improvise	The Fresh Prince of Bel Air Genre: Hip Hop Skill: Improvise and Compose	Dancing in the Street Genre: Motown Skill: Singin and Playing	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, compose and perform.
PSHE	Being me in my World Planning the forthcoming year Being a responsible citizen and recognising the voice of others.	Celebrating Difference Explaining the differences between direct and indirect types of bullying.	Dreams and Goals Describing dreams and goals in a young person from a culture different to ours.	Healthy Me Describing different roles that food can play in people's lives and explaining how people can develop eating problems relating to body-image pressures.	Relationships Explaining how to stay safe when using technology to communicate with friends.	Changing Me Describing how boys' and girls' bodies change through puberty.
Physical Education	Swimming	Swimming	Unit Title – Balance Focus – Gymnastics	Unit Title – Dance style Rock and Roll Focus – Dance	Unit Title – Leadership Focus – Outdoor adventure	Unit Title – Olympic Training Focus – Athletics
RE <i>Doncaster Agreed Syllabus</i>	Why do some people believe God exists? Strand: Believing	What would Jesus do? Can people live by the values of Jesus in the twenty-first century? Strand: Believing	If God is everywhere, why go to a place of worship? Strand: Expressing		What does it mean to be a Muslim in Britain today? Strand: Living	