



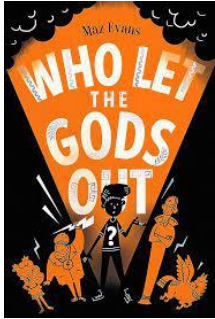
## Y5 Curriculum Overview



## St Gabriel's CE Primary School



Year 5	Key Texts/film/animations/hooks	Genres covered in writing	Guided Reading Resources Used	SPAG Coverage	Spelling coverage & resources
<p>Autumn Topic:</p> <p><b>Dynamic Dynasties</b></p>	<p>Bronze and Sunflower - Cao Wenxuan</p> 	<p>Haiku Poem</p> <p>Persuasive text</p> <p>Non-chronological report</p> <p>Narrative</p> <p>Newspaper article</p> <p>Narrative (Mulan)</p>	<p>Whole class guided reading Carousel - Bronze &amp; Sunflower</p> <p>Shine Comprehension Activities</p> <p>Comprehension interventions running alongside</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)</p> <p>Verb prefixes (e.g. dis- , de-, mis- , over - , and re- .</p> <p>Relative clauses beginning with who, which, where, why, or whose.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, must, will, should) or adverbs (e.g. perhaps, surely).</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>Distinguish between homophones.</p> <p>Use the first 3 or 4 letters of a word to check spelling &amp; meaning in a dictionary.</p> <p>Use a thesaurus.</p> <p>Use further prefixes &amp; suffixes.</p> <p>Spell words with silent letters Teach all spelling patterns from Appendix 1 of the NC document.</p> <p>Spell Zoo, spelling games, weekly spellings and daily practice.</p>
<p>Spring Topic:</p> <p><b>Sow, Grow and Farm</b></p>	<p>The Secret Garden - Frances Hodgson</p> 	<p>Reciting Poems</p> <p>Diary entry -Suffolk Farmer</p> <p>Narrative (The Secret Garden)</p> <p>Persuasive text - Buy Fair Trade bananas leaflet</p> <p>Biography - Frances Hodgson Burnett</p> <p>Narrative (Charlotte's Web)</p>	<p>Whole class guided reading Carousel - The Secret Garden</p> <p>Shine Comprehension Activities</p> <p>Comprehension interventions running alongside</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>Spell words with silent letters Teach all spelling patterns from Appendix 1 of the NC document.</p> <p>Spell Zoo, spelling games, weekly spellings and daily practice.</p>

<p>Summer Topic: <b>Ground- breaking Greeks</b></p>	<p>Who Let the gods out? - Maz Evans</p> 	<p>Biography - Julius Ceaser</p> <p>Narrative Myth - First Labours of Hercules</p> <p>Ode - Ode to Athena</p> <p>Balanced Argument - Should children be allowed phones in school.</p> <p>Warrior speech - Strength &amp; Honour</p> <p>Wanted Poster - Who Let the Gods Out.</p> <p>Narrative - Who Let the Gods Out.</p>	<p>Whole class guided reading Carousel - Who Let the gods out?</p> <p>Shine Comprehension Activities</p> <p>Comprehension interventions running alongside</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>TERMINOLOGY FOR Y5 TO LEARN - relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>	
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