



Year 5
Autumn Term Medium Term Plan



Key Dates/Events	Maths	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest Festival • Christmas	Focus Autumn 1: <u>Place Value and Addition and Subtraction</u> Week 1 To read and write Roman Numerals to 1,000 To know the value of digits to 10,000 Week 2 To know the value of digits up to 100,000 To know the value of digits up to 1,000,000 To read and write numbers to 1,000,000 Week 3 Count forwards or backwards in steps of powers of 10 To calculate more or less using powers of 10 To partition numbers to 1,000,000 Week 4 To read and write numbers on a number line to 1,000,000 To compare numbers to 1,000,000 To order numbers to 1,000,000 Week 5 To round to the nearest 10,100 or 1,000 To round within 100,000 To round within 1,000,000 Week 6 To add and subtract numbers mentally To use the column method to add two numbers <i>(including numbers with more than 4 digits)</i> Week 7 To use the column method to subtract two numbers <i>(including numbers with more than 4 digits)</i> To use rounding to check answers To solve problems using addition and subtraction	Focus Autumn 2: <u>Addition and Subtraction and Multiplication and Division and Fractions</u> Week 1 To compare calculations To find missing numbers To identify multiples To identify common multiples Week 2 To identify factors To identify common factors To identify prime numbers To identify square numbers Week 3 To identify cube numbers To multiply by 10, 100 and 1,000 To divide by 10, 100 and 1,000 Week 4 Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Week 5 Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Week 6 Compare fractions less than 1 Order fractions less than 1 To compare and order fractions greater than 1 Week 7 To add and subtract fractions with the same denominator To add fractions within 1 To add fractions greater than 1 To add to a mixed number



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		To add two mixed numbers Week 8 To subtract fractions To subtract from a mixed number To subtract two mixed numbers
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<u>Opportunities to develop spoken language across the curriculum:</u> • Specific subject vocabulary explicitly taught • Challenge, Build, Accept discussions and teacher questioning • Paired and group work	<u>Focus Autumn 1:</u> LO: To explore the meaning of words in context, confidently using a dictionary LO: To discuss how the author's choice of language impacts the reader LO: To confidently skim and scan, and also use the skill of reading before and after to retrieve information. LO: To provide increasingly reasoned justification for my views LO: To recommend books for peers in detail LO: To summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. LO: To predict what might happen from details stated and implied <u>Focus Autumn 2:</u> Revisit objectives using more challenging texts LO: To explore the meaning of words in context, confidently using a dictionary LO: To discuss how the author's choice of language impacts the reader LO: To confidently skim and scan, and also use the skill of reading before and after to retrieve information.	<i>Planning and sequence from Spelling shed</i> <u>Phonics/ Spelling Autumn 1</u> Step 1: Words ending in '-tious' and 'ious' Step 2: words ending in '-cious' Step 3: Words ending in '-cial' Step 4: Words ending in '-tial' Step 5: Words ending in '-cial' and '-tial' Step 6: Challenge words <u>Phonics/ Spelling Autumn 2</u> Step 7: Words ending on '-ant' Step 8; Words ending in '-ance' and '-ancy' Step 9: Words ending in '-ent' and '-ence' Step 10: Words ending in 'able' and 'ible' Step 11: Words ending in '-ably' and '-ibly' Step 12: Challenge words



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LO: To provide increasingly reasoned justification for my views
 LO: To recommend books for peers in detail
 LO: To summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
 LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 LO: To predict what might happen from details stated and implied

English (Writing)

Handwriting Autumn 1

Unit 1: Practising joining to and from the letter r copy are words
 Unit 2: Ensuring letters are consistent in height and size copy words and add ing then ed
 Unit 3: Developing fluency copy ire words
 Unit 4: Ensuring the letter t is at the correct height copy inter words

Handwriting Autumn 2

Unit 5: Forming and joining the letter s copy words and their plurals
 Unit 6: Practising break letters copy words containing break letters
 Unit 7: Practising writing a play script copy stage directions
 Unit 8: Practising printing copy country names and dates
 Unit 9: Forming ascenders correctly able, ible, ably, ibly
 Unit 10: Practising presentation copy ight words

Grammar and Composition Autumn 1

Focus: Zoo

L1 LO: To write a short story
 Adverbial phrase, noticing, action
 L2 LO: To write a short story
 Checking, action, dialogue
 L3 LO: To write a short story
 Complex sentence, relative clause, brackets
 L4 LO: To write a short story
 Repetition, action, simile
 L5 LO: To write a short story
 Dialogue, adverbial, alliteration
 L6 LO: To write a short story
 Adjectives, feelings and thoughts, modal verbs and dialogue
 L7 LO: To write a short story
 Action verbs, adjectives, synonym
 L8 LO: To write a short story
 Simile, onomatopoeia, metaphor

Grammar and Composition Autumn 2

Focus: I Believe in Unicorns

L1 LO: To write a historical narrative
 Simile, adverbs, relative clause
 L2 LO: To write a historical narrative
 Onomatopoeia, passive voice, metaphor
 L3 LO: To write a historical narrative
 Dialogue, repetition/modal verb, symbolism
 L4 LO: To write a historical narrative
 Sights, rhetorical questions, complex sentence
 L5 LO: To write a historical narrative
 Semi-colon, modal verbs, relative clause/adverbs of possibility
 L6 LO: To write a historical narrative
 Time adverbial, prefix, rhetorical questions
 L7 LO: To write a historical narrative
 Verbs, alliteration, metaphor
 L8 LO: To write a historical narrative
 Semi-colons in a list, adjectives, metaphor



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Grammar (classroom secrets)

LO: To use nouns and pronouns for clarity and cohesion
LO: To use noun phrases expanded with adjectives, nouns and prepositional phrases
LO: To use fronted adverbials
LO: To identify the difference between plural and possessive -s
LO: To use inverted commas and other punctuation to indicate direct speech
LO: To use relative clauses

L9 LO: To write a historical narrative
Sights, personification, repetition

Grammar (Classroom secrets)

LO: To use modal verbs to indicate degrees of possibility
LO: To use adverbs to indicate degrees of possibility

Art

Computing

Design and Technology

Focus Autumn

Drawing: Depth, emotion and movement

LO: To apply an understanding of expressive and gestural lines to capture movement.
LO: To understand how lines and marks can communicate emotion.
LO: To understand how artists use mark making and shading to create depth.
LO: To apply an understanding of composition to plan a print.
LO: To develop drawn ideas through printmaking.

Autumn 1 - Online Safety

L.O. To understand how apps can access personal information and how to alter the permissions.
L.O. To discover ways to overcome bullying.
L.O. To understand how technology can affect health and wellbeing.

Autumn 2 - Computing System and Networks

Search Engines

L.O. To understand what a search engine is and how to use it.
L.O. To be aware that not everything online is true.
L.O. To search effectively.
L.O. To create an informative poster.

Safe Use

Copyright and Ownership

Focus Autumn 1

Mechanical Systems: making a pop-up book

To design a pop-up book
To follow my design brief to make my pop up book
To use layers and spacers to cover the working of mechanisms
To create a high-quality product suitable for a target user.

Focus Autumn 2

Cooking and nutrition - developing a recipe

To understand how ingredients are reared and processed
To make adaptations to design a recipe
To evaluate the nutritional content
To practise food preparation skills
To design a product label
To follow and make an adapted recipe



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L.O. To assess and justify when it is acceptable to use the work of others.
L.O To give examples of content that is permitted to be reused and know how this content can be found online

French (Languages)

Geography

History

Focus Autumn Term

French Monster Pets (5 lessons)

To investigate a text for clues to understand new words.
To identify nouns by their gender, number and meaning.
To apply knowledge of French nouns and gender agreement to a short piece of writing.
To develop understanding of adjectival rules in French.
To apply knowledge of vocabulary and grammar to a piece of writing.
Assessment of unit

Focus Autumn - What is life like in the Alps?

LO: To locate the Alps on a map.
LO: To locate the key physical and human characteristics of the Alps.
LO: To describe the physical and human features of an Alpine region.
LO: To investigate what there is to do in the local area using data collection.
LO: To understand similarities and differences between the local area and an Alpine area.
LO: To understand the human and physical geography of the Alps.

Better Planet Schools (L4)

What are renewable energies?

Focus Autumn 1

Key Question: Were the Vikings traders, raiders or something else?

To explain when and why the Vikings came to Britain.
To evaluate ideas about the Vikings using sources.
To investigate the importance of Viking trading routes.
To compare different versions of Viking sagas.
To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.
To evaluate the achievements of the Vikings.

Black history

Malorie Blackman

To research the achievements of Malorie Blackman

Focus Autumn 2

Guy Fawkes

To research what the consequences were for those involved in the Gunpowder Plot



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		Remembrance Day To use sources to identify how Remembrance Day has been celebrated in the past
Music	Physical Education	Personal, Social and Health Education (Jigsaw)
<u>Focus: Whole Class tuition by an external provider.</u>	<u>Focus Autumn 1</u> <u>Dance</u> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. <u>Handball</u> To use a variety of passes to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders.	<u>Focus Autumn 1 - Being Me in My World</u> Knowledge: To know how to face new challenges positively To understand how to set personal goals To understand the rights and responsibilities associated with being a citizen in the wider community and their country To know how an individual's behaviour can affect a group and the consequences of this To understand how democracy and having a voice benefits the school community To understand how to contribute towards the democratic process Social and Emotional Skills: To be able to identify what they value most about school To identify hopes for the school year To have empathy for people whose lives are different from their own To consider their own actions and the effect they have on themselves and others To be able to work as part of a group, listening and contributing effectively



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To select and apply the appropriate skill to score goals.

Focus Autumn 2

To perform symmetrical and asymmetrical balances.

To perform interesting symmetrical and asymmetrical balances using apparatus.

To develop the straight, forward, straddle and backward roll.

To develop the straight, forward, straddle and backwards roll into a sequence.

To explore different travelling actions using both canon and synchronisation.

To explore different methods of travelling, linking actions in both canon and synchronisation.

Dodgeball

To develop throwing skills and apply them appropriately to the situation.

To develop dodging skills and apply them appropriately to the situation.

To develop catching skills and apply them appropriately to the situation.

To develop blocking skills and apply them appropriately to the situation.

To understand the need for tactics and identify how to create and use them.

To apply rules, skills and tactics when playing in a tournament.

To understand why the school community benefits from a Learning Charter

To be able to help friends make positive choices

To know how to regulate my emotions

Focus Autumn 2 - Celebrating Differences

Knowledge:

To know what culture means

To know that differences in culture can sometimes be a source of conflict

To know what racism is and why it is unacceptable

To know that rumour spreading is a form of bullying on and offline

To know external forms of support in regard to bullying e.g. Childline

To know that bullying can be direct and indirect To know how their life is different from

Social and Emotional Skills:

To identify their own culture and different cultures within their class community

To identify their own attitudes about people from different faith and cultural backgrounds

To identify a range of strategies for managing their own feelings in bullying situations

To identify some strategies to encourage children who use bullying behaviours to make other choices

To be able to support children who are being bullied

To appreciate the value of happiness regardless of material wealth

To develop respect for cultures different from their own

Religious Education

Science

Personal Development Curriculum Opportunities



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Focus Autumn 1

Hinduism (Believing) How does faith and belief affect the way people live their lives?

To explain the concept of karma and how Hindus believe it drives the cycle of samsara
To explore how Hindus might seek to achieve moksha
To understand the concept of Ahimsa
To explain how satsang (the concept of spiritual togetherness) is important in helping Hindus fulfill their dharma (duty)

Focus Autumn 2

Islam (Believing) How does faith and belief affect the way people live their lives?

To explain how Muslims believe the Qur'an provides guidance to help them live their lives
To explain how Muslim family life contributes to following the shariah
To explain why Muslims give zakat and how it helps the ummah
To explain how beliefs impact on how people lead their lives

Focus Autumn 1

Earth and Space

To identify and describe the planets in the solar system.
To order the planets relative to the sun in the solar system.
To describe the movement of the Earth and other planets relative to the Sun in the solar system
To use the idea of Earth's rotation to explain day and night
To understand and identify different time zones
To describe the movement of the Moon relative to the Earth
To identify different moon phases and explain why they occur
To research the work of Copernicus and use scientific evidence to support or refute ideas
To identify scientific evidence that has been used to support or refute ideas or arguments

- Weekly PSHE assemblies: friendships, celebrating diversity
- Weekly British Value assemblies - Picture News
- 11 before 11
- Project evolve - online safety