

YEAR 5

TERM	Autumn Term		Spring Term		Summer Term	
THEME	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Writing	<p><u>Non-chronological report</u> The children will begin working to use the past and present tense accurately and consistently. They will begin to draw on reading and research to further their initial ideas. They will learn to use parentheses to add additional information.</p> <p><u>Portal Story</u> The children will use commas to demarcate fronted adverbials and clauses, they will ensure they use a full range of conjunctions in their writing.</p> <p><u>Handwriting</u> The children will be starting to write joined-up with increasing speed.</p>	<p><u>Biography</u> The children will learn to use capital letters and additional punctuation to fit with inverted commas. They will use parentheses to add extra information.</p> <p><u>Story</u> The children will vary clause structure by using fronted adverbials and relative clauses; begin to use commas to demarcate fronted adverbials and clauses; correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters and plan a story by collecting vocabulary, ideas, and different sentence types.</p>	<p><u>Story</u> The children will vary clause structure by using fronted adverbials and relative clauses; begin to use commas to demarcate fronted adverbials and clauses; correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters and plan a story by collecting vocabulary, ideas, and different sentence types.</p> <p><u>Informal Letter</u> The children will plan their letters considering the audience and purpose of the letter. They will consider how this will change their vocabulary choices. They will include model verbs to indicate possibility.</p>	<p><u>Recount</u> The children will continue to use capital letters and additional punctuation to fit with inverted commas. They will use parentheses to add extra information. They will also use a wide range of adverbials to make writing cohesive.</p> <p><u>Poetry</u> Children will begin to consider layout and presentation when writing poetry. They will use carefully observed details to bring subjects matter to life. Write Kennings poems experimenting with unexpected word combinations and free verse inventing repeating patterns and rhyme for humour</p>	<p><u>Diary</u> The children will learn to include some relative clauses in their diary entries. They will plan and write them with a wide range of conjunctions.</p> <p><u>Story</u> The children will continue to vary clause structure by using fronted adverbials and relative clauses; use commas to demarcate fronted adverbials and clauses; correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters and plan a story by collecting vocabulary, ideas, and different sentence types.</p>	<p><u>Non-chronological report</u> The children will be working to use the past and present tense accurately and consistently. They will continue to draw on reading and research to further their initial ideas. They will use parentheses to add additional information.</p> <p><u>Story</u> The children will vary clause structure by using fronted adverbials and relative clauses; begin to use commas to demarcate fronted adverbials and clauses; correctly punctuate direct speech, with inverted commas, full stops/commas and capital letters and plan a story by collecting vocabulary, ideas, and different sentence types.</p>
Reading / Phonics	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children's English writing genres (Non-Chronological Reports and Portal Stories)</p>	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children's English writing genres (Narratives and Biographies)</p>	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children's English writing genres (Informal letters and Stories)</p>	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children's English writing genres (Poetry and Recounts)</p>	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children's English writing genres (Diaries and stories)</p>	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children's English writing genres (Non-Chronological Reports and Stories)</p>

	<p><u>Retrieve/ skim and scan</u> The children will explain the uses of punctuation in texts. They will understand prefixes and suffixes that have previously been taught when they read them in texts. They will deploy a range of self-help strategies to independently find the meanings of words. They will fully explain their inferences, predictions.</p> <p><u>Define and Decode</u> The children will read a group reading text without stopping at any words and with some expression and will pay attention to the punctuation in a text and pause when they need to.</p> <p><u>Summarise</u> They will also pick out key information from a text and write it down.</p>	<p><u>Infer</u> The children will infer details about characters and the story using the clues in the text and what they already know. They will also predict what is most likely to happen next based on what they know about a text so far.</p> <p><u>Summarise</u> They will also pick out key information from a text and write it down.</p> <p><u>Retrieve/ skim and scan</u> The children will explain the uses of punctuation in texts. They will understand prefixes and suffixes that have previously been taught when they read them in texts. They will deploy a range of self-help strategies to independently find the meanings of words. They will fully explain their inferences, predictions.</p>	<p><u>Infer and Predict</u> The children will infer details about characters and the story using the clues in the text and what they already know. They will also predict what is most likely to happen next based on what they know about a text so far.</p> <p><u>Define and Decode</u> The children will read a group reading text without stopping at any words and with some expression and will pay attention to the punctuation in a text and pause when they need to.</p> <p><u>Summarise</u> They will also pick out key information from a text and write it down.</p>	<p><u>Infer and Predict</u> The children will infer details about characters and the story using the clues in the text and what they already know. They will also predict what is most likely to happen next based on what they know about a text so far.</p> <p><u>Define and Decode</u> The children will read a group reading text without stopping at any words and with some expression and will pay attention to the punctuation in a text and pause when they need to.</p> <p><u>Compare</u></p>	<p><u>Infer</u> The children will infer details about characters and the story using the clues in the text and what they already know.</p> <p><u>Relate</u></p> <p><u>Compare</u></p>	<p><u>Infer</u> The children will infer details about characters and the story using the clues in the text and what they already know.</p> <p><u>Relate</u></p> <p><u>Explore</u></p>
Maths	<p><u>Place Value</u> The children will apply their number bond knowledge to decimals and whole numbers. They will add and subtract mentally and using column addition, using numbers of more than 4-digits.</p> <p><u>Addition and subtraction</u> The children will be introduced to negative numbers. They will count in 10s from a given</p>	<p><u>Multiplication and division</u> The children will know and use vocabulary of prime numbers and prime factors and composite numbers. They will establish when a number up to 100 is prime and recall prime numbers up to 19. They will multiply and divide whole numbers and decimals by 10, 100 and 1000. They will multiply numbers of up to</p>	<p><u>Multiplication and division</u> The children will know and use vocabulary of prime numbers and prime factors and composite numbers. They will establish when a number up to 100 is prime and recall prime numbers up to 19. They will multiply and divide whole numbers and decimals by 10, 100 and 1000. They will multiply numbers of up to</p>	<p><u>decimals & percentages</u> The children will recognize % as parts of 100 and be able to write percentages as a fraction and as a decimal. <u>Statistics</u> The children solve comparison, sum and difference problems using information presented in a line graph. <u>Geometry:</u> <u>Shapes</u> Perimeter and area</p>	<p><u>Fractions, decimals & percentages</u> The children will learn to make links between fractions and division including with remainders. They will recognise mixed number and improper fractions and convert from one form to another. They will multiply proper fractions by whole numbers with pictorial support.</p>	<p><u>Measurement</u> The children will understand and use equivalences between metric units and common imperial measures. <u>Time</u> The children should first recap telling the time to different degrees of accuracy from year 4 before moving on to new learning focused around</p>

	<p>number up to 1,000,000. They will read, write and order numbers up to 1,000,000. They will learn to round numbers up to a specified amount. They will learn to use Roman numerals.</p>	<p>4 digits by 2 digits using a formal written method and divide 4 digits by a 1 digit number using short division and interpret remainders appropriately. They will learn about square and cube numbers.</p> <p><u>Fractions,</u> The children will learn to make links between fractions and division including with remainders. They will recognise mixed number and improper fractions and convert from one form to another. They will multiply proper fractions by whole numbers with pictorial support.</p> <p>The children will read, write and order numbers with up to three decimal places.</p>	<p>4 digits by 2 digits using a formal written method and divide 4 digits by a 1 digit number using short division and interpret remainders appropriately. They will learn about square and cube numbers</p> <p><u>Fractions,</u> The children will learn to make links between fractions and division including with remainders. They will recognise mixed number and improper fractions and convert from one form to another. They will multiply proper fractions by whole numbers with pictorial support.</p> <p>The children will read, write and order numbers with up to three decimal places.</p>	<p>The children will identify different angles, measure them with protractors and begin calculating lengths and angles in shapes.</p>	<p>The children will read, write and order numbers with up to three decimal places.</p> <p>The children will recognize % as parts of 100 and be able to write percentages as a fraction and as a decimal.</p> <p><u>Geometry:</u> <u>Shapes</u> <u>Position and direction</u> The children will identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p>converting between different units of time.</p> <p><u>Money</u> The children will solve problems involving converting between units of time and money.</p> <p><u>Negative numbers</u></p>
Science		<p><u>Animals including humans / Living things & their habitats</u> The children will describe the changes to humans as they develop to old age. The children will describe the differences in life cycles of a mammal, amphibian, insects and birds. They will also look at life reproduction in some plants and animals.</p>	<p><u>Earth & Space</u> The children will describe the movement of the Earth and the other planets in relation to the sun. They will learn how the moon moves in relation to the Earth. They will understand that the Earth's rotation causes the sun's apparent movement across our sky and how it causes day and night.</p>	<p><u>Forces</u> The children will learn why unsupported objects fall towards the Earth due to the force of gravity. They will identify the effects of resistance and friction between moving surfaces. They will recognise that mechanisms allow a smaller force to have a greater effect.</p>		<p><u>Properties and changes in materials</u> The children will compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>
History	<u>Anglo Saxons and Vikings</u>		<u>Space Race</u>		<u>Tudors</u>	

	<p>The children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary.</p> <p>Through this, children will explore the key vocabulary of the Anglo-Saxons and Vikings.</p> <p>The children will identify important changes (and what remains the same) within historical periods and explain some of the changes. They will choose reliable sources when finding out about the past.</p> <p>They will understand and use vocabulary such as dates, time, era, civilizations, change, chronology, continuity, century, decade and legacy.</p>		<p>The children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary.</p> <p>Through this, children will explore the key vocabulary of Space.</p> <p>The children will identify important changes (and what remains the same) within historical periods and explain some of the changes. They will choose reliable sources when finding out about the past.</p>		<p>The children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary.</p> <p>Through this, children will explore the key vocabulary of the Tudor era.</p> <p>The children will identify important changes (and what remains the same) within historical periods and explain some of the changes. They will choose reliable sources when finding out about the past.</p> <p>They will understand and use vocabulary such as dates, time, era, civilizations, change, chronology, continuity, century, decade and legacy.</p>	
Geography					<p><u>The UK & Coastlines</u></p> <p>The children will be able to compare where they live and two other places in the UK. They will locate countries, counties and major cities of the UK. The children will understand GMT and different time zones around the world. They will consider trade routes around the globe. The children will know that people hold different views on geographical issues. When using maps, they will understand the scale and purpose of them. They will record their fieldwork in appropriate ways. <u>Water Cycle & Sustainability</u></p>	<p><u>Field work and map skills</u></p> <p>The children will relate different maps to each other and explain what places are like using them. They will begin to explore 6-figure grid references. They will recognise and use a wider range of OS symbols to find objects on a map. They will be able to use 8 compass points. They children will analyse evidence to draw their own conclusions.</p>

					<p>The children will describe the environmental regions of the UK and recognise how the UK is linked to other places around the world. They will look at coastlines considering similarities and differences and how humans try to manage them and the impact of this over time.</p> <p>The children will learn to describe the stages of the water cycle.</p> <p>They will learn to make a sketch map of an area using a scale, symbols and a key.</p>	
Art	<p><u>Clay, sculpture, paper & paste</u></p> <p>The children will learn to form a human figure using scrunched, torn and plaited paper. They will apply tight bandage technique to smooth their model and use paper to 'dress' it.</p>		<p><u>Printing</u></p> <p>The children will make precise patterns by cutting accurately and will line up and overlay print blocks to build their design.</p>			<p><u>Drawing</u></p> <p>The children will understand the difference between the marks to represent texture and the marks to portray light and dark when making accurate first-hand observational drawings.</p>
D.T.		<p><u>Textiles</u></p> <p>The children will create a product with a high-quality finish and stitching for decoration. They ensure they leave a seam allowance in their detailed cross-sectional designs.</p>			<p><u>Food</u></p> <p>The children will study different foods and drinks containing different substances – nutrients, water, and fibre – that are needed for our health.</p> <p><u>Food</u></p> <p>The children will consider different dietary needs, cultures and seasonal food when planning a meal. They will create and refine recipes and portion sizes and cost the meal.</p>	
Music	<p><u>Notating/Notation</u></p> <p>The children will understand notation</p>	<p><u>Singing</u></p> <p>The children will learn to control their breathing and</p>	<p><u>Creating</u></p> <p>The children will learn to combine extended</p>	<p><u>Listening</u></p> <p>The children will recognise and play Samba</p>	<p><u>Performing</u></p> <p>The children will learn to follow notation that uses</p>	

	including semiquavers, rests and more complex semiquaver patterns. They will use notation to reflect changes in pitch.	keep in time in ensemble performance. They will be able to maintain an individual singing line as part of a canon.	rhythms patterns in different ways. They will use their voice/body to create descriptive music. They will compose a rhythm to illustrate an aspect of a train journey.	instruments. They will know the key features of Samba music and how it is structured. They will listen with increasing attention to detail and recall sounds with growing aural memory. The children will be able to identify instrumental family groups. They will be able to talk about key features of a madrigal in a Renaissance song.	crotchets, quavers and minims. They will recognize changes in music and describe them They will learn to play chords and recognize and use all the interrelated dimensions of music.	
ICT	<p><u>Purple Mash</u> <u>Online safety</u> Children learn how to search the Internet with a consideration for the reliability of the results of sources to check validity, and understand the impact of incorrect information.</p> <p><u>Purple Mash</u> <u>Game Creator</u> Children will learn how to analyse and review a computer game. Then they will create and evaluate their own computer game.</p>	<p><u>Purple Mash</u> <u>Coding</u> Children learn how to explore the launch command and use buttons within a program that launch other programs or open websites..</p>	<p><u>Purple Mash</u> <u>Databases</u> Children will search a database to answer questions. They will then create a database around a chosen topic.</p>	<p><u>Word</u> Power Point</p>	<p><u>Word</u> Word Processor</p>	<p><u>Purple Mash</u> <u>Modelling</u> Children will learn how to create 3D models using a 2D net.</p>
P.E. (plus Real P.E.)	<p><u>Football</u> <u>(Invasion games)</u> The children will learn to tackle another player using footwork and ball control. They will develop their use of speed and direction to avoid being tackled. They will work as a team to use space, time and passing tactics during an opposed game. They will understand the</p>	<p><u>Basketball and netball</u> <u>(Invasion games)</u> The children will learn to tackle and to change speed or direction to avoid being tackled. They will maintain control of the ball during an opposed situation or gain possession when tackling. They will apply their ball control consistently during games or drills.</p>	<p><u>Rugby</u> <u>(Invasion games)</u> The children will learn to tackle another player using footwork and ball control. They will develop their use of speed and direction to avoid being tackled. They will work as a team to use space, time and passing tactics during an opposed game. They will understand the</p>	<p><u>Cricket</u> <u>(Invasion games)</u> The children will learn to tackle another player using footwork and ball control. They will develop their use of speed and direction to avoid being tackled. They will work as a team to use space, time and passing tactics during an opposed game. They will</p>	<p><u>Hockey</u> <u>(Invasion games)</u> The children will learn to tackle another player using footwork and ball control. They will develop their use of speed and direction to avoid being tackled. They will work as a team to use space, time and passing tactics during an opposed game. They will</p>	<p><u>Athletics</u> The children will apply and adjust strength, speed and stamina when running, jumping and throwing. They will run with stamina and speed and jump for distance. Accuracy and strength will be used to improve distance when throwing. The children will understand the importance of a healthy lifestyle and why we warm</p>

	<p>importance of a balanced healthy lifestyle.</p> <p>Real PE The children will look at different ball skills linked to the cognitive cog of Real PE. They will focus on bouncing, rolling, catching and throwing.</p>	<p>Real PE The children will look at static balance linked to the creative cog of Real PE. They will focus on seated and floor bases balances.</p>	<p>importance of a balanced healthy lifestyle.</p> <p>Real PE The children will look at different ball skills linked to the social cog of Real PE. They will focus on Dynamic balance on a line.</p>	<p>understand the importance of a balanced healthy lifestyle.</p> <p>Real PE The children will look at different ball skills linked to the physical cog of Real PE. They will focus on Dynamic Balance to Agility Jumping and Landing.</p>	<p>understand the importance of a balanced healthy lifestyle.</p> <p>Real PE The children will look at different ball skills linked to the Health and Fitness cog of Real PE. They will focus on static balance, footwork and co-ordination.</p> <p>Swimming Learning how to swim within stages based on children's needs.</p>	<p>up and cool down. They will talk about how to improve their own performance and suggest improvements to others.</p> <p>Dance The children can perform with control, precision and fluency, varying dynamics when working with a partner or group. They will create a warmup and cool down routine. When evaluating they will display an understanding of the principles and varied styles of dance.</p>
R.E.		<p>Hinduism The children will compare Mandirs from around the world. They will evaluate the Creation Story and consider it from a standpoint of Good winning over Evil. They will learn about Hindu's creation story and the importance of the Lotus flower.</p>	<p>Islam The children will find out about Ramadan and why it is so important to Muslims. They will learn about Islam in the world today and their local Mosque. They will study the Eid-Al-Adha festival.</p>		<p>Christianity The children will learn about Christianity in Tudor times. They will discuss different denominations of Christianity and identify the five main beliefs. They will explore the values of Christianity today.</p>	
PSHE/SRE	<p>Health and well-being Children will discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They will differentiate between legal and illegal substances and the implications they can have on future health and safety. They will deepen their understanding of feelings, so that they can recognise both the range and</p>	<p>Economic wellbeing Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p>	<p>Relationships (including Diversity) Children will recognise and respond appropriately to a wider range of feelings in others and understand what constitutes towards maintaining positive and healthy relationships with others. They will listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect</p>	<p>Diversity Families and relationships Developing an understanding: of families, including marriage; of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.</p>	<p>Living in the wider world Children will explore the effects of, and make valid critique, towards media and their influences on young people. They will demonstrate their understanding of the role that money plays in their lives, and will explain how they can look after and save money and be a critical consumer. They will understand the concept of 'interest', 'loan', 'debt' and 'tax'.</p>	<p>Sex Ed Children will be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.</p>

	intensity of their feelings towards others. The children will talk about change and loss, including death, and how these can affect feelings.		and if necessary constructively challenge their points of view. The children will respond to negative behaviours such as stereotyping and aggression in a positive way.		The children will talk about a range of jobs, and explain how they will develop skills to work in the future.	
ReflectED	<u>Learning a new skill</u> The children will be able to explain why failing is an important part of learning. They will also identify what makes a good coach. Children will learn to evaluate their progress in a skill and say how this can relate to the curriculum subjects.	<u>Growth mindset</u> The children will be able to talk about neuroplasticity. They will also be able to set themselves a target and think of different strategies that are best for them to achieve it.	<u>What a successful learner looks like</u> The children will start to discuss what characteristics are more important to be a successful learner. They will look at examples of reflections and discuss which ones are useful and why. They will use different strategies to help them when they are in the learning pit. The children will be able to name intrinsic and extrinsic motivation. They will begin to learn how to give useful feedback.	<u>Questioning, summarising and visualisation skills</u> The children will understand to ask questions before, during and after reading a text. They will learn how to reduce a section of non-fiction text to main points. They will also explain how visualising can help them understand a text.	<u>Review knowledge of Growth Mind set</u> The children will know how to work as a team to discuss and share thinking. They will start to interview, review and respond. They will also share an opinion and then respond to feedback.	<u>Deliberate practice, coaching and feedback</u> <u>Co-operative learning and teamwork</u> The children will be able to give clear feedback to help others improve.
MFL	<u>Colours, Days and Months</u>	<u>What is the date?</u> The children will read and repeat all twelve months of the year with good pronunciation from memory. They will spell at least five months of the year accurately. They will learn to say what the date is today and ask what the date is. The children will be able to say when their birthday is and ask when somebody's birthday is.	<u>Habitats</u>	<u>Family</u> The children will consolidate how to say their name, age, where they live and count from 1 to 20. They will learn to say the words in French for mum, dad, brother, sister, grandfather and grandmother. They will also say the ages of various members of their family. Pupils will learn to count up in tens from 10 to 100 in French. They will remember and use the different words for "my" in French.	<u>Pets</u>	<u>Clothes</u> The children will repeat from memory at least ten items of clothing in French. They can tell you the correct word for "a" in French for these items of clothing. They can also tell you the verb "PORTER" in French using all the different forms. The children will learn to say what they are wearing today and what a friend is. They will begin to tell you what you can wear in different weather or for school.