

## Autumn Term : Year 5 2023/24

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	Autumn 1 <sup>st</sup> half						Autumn 2 <sup>nd</sup> half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English</b>	<b>Text: The Giant's necklace by Michael Morpurgo</b> <b>Writing outcomes:</b> Character and setting descriptions, narrative, diary entry <b>Grammar:</b> Apostrophes, conjunctions for co-ordination and subordination, Fronted adverbials <b>Spelling:</b> Words with 'ough' letter string, words with silent letters			<b>Animation - The Lighthouse from Literacy Shed</b> <b>Writing outcomes:</b> Descriptions (stormy sea), stories, newspaper report <b>Grammar:</b> Modal verbs, fronted adverbials, relative clauses and direct speech <b>Spelling:</b> Words ending -ible and -able, homophones			<b>The Lost Happy Endings by Carol Ann Duffy</b> <b>Writing outcomes:</b> Descriptions, diaries and narratives <b>Grammar:</b> Expanded noun phrases, direct speech, clauses <b>Spelling:</b> Revision of selected spellings, plurals, use of hyphen			<b>The Princess' Blankets by Carol Ann Duffy</b> <b>Writing outcomes:</b> Description, letters, narrative <b>Grammar:</b> Noun phrases, cohesion, prefixes <b>Spelling:</b> Building new words from known morphemes, using dictionaries		
<b>Guided Reading</b>	The Giant's Necklace by Michael Morpurgo			Charles Causley poetry			Class Novel					
<b>Maths (White Rose Scheme)</b>	<b>Number: Place Value</b> Roman numerals to 1,000 Numbers to 10,000, 100,000 and 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers and use a number line to 1,000,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 10,000 and 100,000			<b>Number: Addition and Subtraction</b> Mental strategies Add and subtract whole numbers with more than four digits Round to check answers Use inverse operations Multi-step addition and subtraction problems Compare calculations Find missing numbers		<b>Number: Multiplication and Division</b> Multiples and common multiples Factors and common factors	<b>Number: Multiplication and Division</b> Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000			<b>Number: Fractions A</b> Find fractions equivalent to a unit and non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed number Convert mixed numbers to improper fractions Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 and greater than 1 Add to a mixed number and two mixed numbers Subtract fractions Subtract from a mixed number and two mixed numbers		
<b>Science</b>	<b>Properties and changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda						<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect					
<b>History / Geography</b>	<b>History: Who were the Anglo Saxons and the Vikings and how do we know about them? (Part 1)</b>						<b>Geography: Why are mountains so important?</b>					
<b>Computing</b>	<b>Computing Systems and Networks – Sharing Information</b> Develop their understanding of computer systems and how information is transferred between systems and devices. Consider small scale systems as well as large-scale systems. Take part in a collaborative online project with other class members.						<b>Creating Media – Video Editing</b> Learn how to create short videos in groups, developing the skills of capturing, editing, and manipulating video. Reflect on and assess their progress in creating a video.					
<b>Region and Worldviews</b>	<b>Why do people have to stand up for what they believe in?</b>						<b>Why doesn't Christianity always look the same?</b>					

<p><b>PSHE</b></p>	<p>Safety Circles &amp; Internet Safety activities</p> <p><b>Beginning and Belonging</b> Myself and My Relationships: • Feeling safe and happy in school and class</p> <p><b>Digital Lifestyles</b> Healthy and Safer Lifestyles: • Evaluating content • Wellbeing and reporting</p>	<p>Anti-bullying week activities. Health-related Behaviour Survey</p> <p><b>Family and Friends</b> Myself and My Relationships: • Online friendships • Consent and support</p>		
<p><b>E-Safety (Project Evolve)</b></p>	<p><b>Privacy and Security</b> Explain what a strong password is and demonstrate how to create one. Explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain what app permissions are and can give some examples.</p>	<p><b>Online Reputation</b> Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p> <p><b>Online Bullying</b> Describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. Explain how to block abusive users. Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>		
<p><b>Art / DT</b></p>	<p><b>Art: Mixed Media sculpture inspired by Anglo-Saxon houses</b></p>	<p><b>DT: Food Technology: Making Bread</b> <b>Art: Sketching Skills (Y5.1)</b></p>		
<p><b>French</b></p>	<p><b>Rigolo 2 - Unit 1 – Salut, Gustave!</b> Greet people and ask and answer questions / Talk about brothers and sisters / Use avoir to say what people have and have not/ Use être and the 3rd person to say what people are like</p>	<p><b>Rigolo 2 - Unit 2 – Á l’école</b> Name school subjects / Talk about likes and dislikes at school / Ask and give the time / Talk about timings of the school day</p>		
<p><b>PE (indoor)</b></p>	<p><b>Gym – Pair Composition</b></p>	<p><b>Gym – Pair Composition</b></p>	<p><b>Gym – intra competition</b></p>	<p><b>Dance – On the Beach</b></p>
<p><b>PE (outdoor)</b></p>	<p><b>Games – Invasion Games - Football</b></p>	<p><b>Games – Invasion Games - Football</b></p>		<p><b>Games – Netball</b></p>
<p><b>Music</b></p>	<p><b>Reading Notation: Recorders</b></p>	<p><b>Composing</b></p>		
<p><b>Visits/experiences</b></p>	<p><b>Visit to Sutton Hoo</b></p>			

Spring Term : Year 5 2023/24

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<b>English</b>	<b>Text: The Firework Maker's Daughter by Phillip Pullman</b> <b>Writing outcomes:</b> Persuasive letters, persuasive advert, description writing and narrative <b>Grammar:</b> Fronted adverbials, word classes, revision of conjunctions for subordination, commas <b>Spelling:</b> Words from statutory and personal spelling lists Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)			<b>Text: Earth Shattering Events by Robin Jacobs</b> <b>Writing outcomes:</b> A volcano fact file, a non-chronological report. <b>Grammar:</b> Parenthesis, cohesion and paragraphs, relative clauses <b>Spellings:</b> Words ending in '-ably' and '-ibly', homophones (led/lead, steel/steal, alter/altar,			<b>Beowulf by Michael Morpurgo</b> <b>Writing Outcomes:</b> Formal letters, speeches, diaries <b>Grammar:</b> Creating adjectives using suffixes, formal language, modal verbs, clauses and conjunctions <b>Spelling:</b> Spellings taught in previous half term, proofreading: checking from another source after writing, building words from root words			<b>Hidden Figures by Margot Lee Shetterly</b> <b>Writing outcomes:</b> Character descriptions, formal persuasive letters and biographies. <b>Grammar:</b> Conjunctions, sentence types, prefixes, cohesion. <b>Spelling:</b> Homophones, Strategies for learning words, 'ei' and 'ie' words		
<b>Guided Reading</b>	Firework Maker's Daughter by Philip Pullman			Survivors by David Long			Space themed texts: Space Oddity lyrics by David Bowie	Sky-Bots by Vashti Hardy	Non-fiction space texts		Cosmic Disco by Grace Nicholls	
<b>Maths (White Rose Scheme)</b>	<b>Number: Multiplication and Division B</b> Multiply up to a 4-digit number by a 1-digit number Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division (with and without remainders) Efficient division Solve problems with multiplication and division			<b>Number: Fractions B</b> Multiply a unit and non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity and an amount Find the whole Fractions as operators		<b>Number: Decimals and Percentages</b> Decimals up to 2.d.p Equivalent fractions and decimals of tenths and hundredths	<b>Number: Decimals and Percentages</b> Thousandths as fractions and decimals Thousandths on a place value chart Order and compare decimals (up to 3.d.p) Round to the nearest whole number and 1 decimal place Understand percentages as fractions and decimals Equivalent FDP		<b>Measurement: Perimeter and Area</b> Perimeter of rectangles, rectilinear shapes and polygons Area of rectangles and compound shapes Estimate area		<b>Statistics</b> Draw line graphs Read and interpret line graphs and tables Two-way tables Read and interpret timetables	
<b>Science</b>	<b>Forces (Continued)</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect			<b>Earth and space</b> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky			<b>Earth and space (Continued)</b> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky					
<b>History / Geography</b>	Geography: How do volcanoes affect the lives of people on Hiemaey?						History: Who were the Anglo Saxons and the Vikings and how do we know about them? (Part 2)					
<b>Computing</b>	<b>Programming A - Selection in Physical Computing</b> Explore the use a microcontroller (Crumble controller), learning how to connect and program components. Introduction to the concept of selection (through the 'if... then...' structure). Design and make a working model of a fairground carousel.						<b>Data and Information - Flat-file Databases</b> Look at how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. Use a real-life database to answer a question.					
<b>Region and Worldviews</b>	What happens when we die? (Part 1)						What happens when we die? (Part 2)					

<p><b>PSHE</b></p>	<p><b>Working Together</b> Citizenship: • Strengths and goals • Communication and evaluation</p>			<p><b>Healthy Lifestyles</b> Healthy and Safer Lifestyles: • Diet and activity level • Physical and mental illness</p>	
<p><b>E-Safety (Project Evolve)</b></p>	<p><b>Online Relationships</b> Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). Explain that there are some people I communicate with online who may want to do me or my friends harm. Explain how someone can get help if they are having problems and identify when to tell a trusted adult. Demonstrate how to support others (including those who are having difficulties) online.</p>			<p><b>Health, wellbeing and lifestyles</b> Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing. <b>Copyright and Ownership</b> Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused and know how this content can be found online.</p>	
<p><b>Art / DT</b></p>	<p><b>DT: Electrical and mechanical systems: Roundabouts (Forces)</b> <b>Art: Sketching Skills (Y5.2)</b></p>			<p><b>Art: Painting inspired by Space</b></p>	
<p><b>French</b></p>	<p><b>Rigolo 2 - Unit 3 – La nourriture</b> Name and ask politely for food items / Give instructions in the vous form / Express opinions about food / Talk about healthy and unhealthy food.</p>			<p><b>Rigolo 2 - Unit 4 – En ville</b> Name places in a town / Ask the way and give directions / Use prepositions with places to say where you are going / Give the time and say where you are going.</p>	
<p><b>PE (indoor)</b></p>	<p><b>Dance – On the Beach</b></p>	<p><b>Dance – intra competition</b></p>	<p><b>Gym – Press and Go</b></p>	<p><b>Gym – Press and Go</b></p>	<p><b>Gym – intra competition</b></p>
<p><b>PE (outdoor)</b></p>	<p><b>Games – Netball</b></p>			<p><b>Outdoor and Adventurous Activities – Co-operation, Communication and Consideration</b></p>	
<p><b>Music</b></p>	<p><b>Instrumental Performance</b></p>			<p><b>Singing: Class Choir</b></p>	
<p><b>Visits/experiences</b></p>	<p><b>Visit to National Space Centre</b></p>				

## Summer Term : Year 5 2023/24

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	Summer 1 <sup>st</sup> half						Summer 2 <sup>nd</sup> half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English</b>	<b>Text - New text based on rivers</b> <b>Writing Outcomes:</b> tbc <b>Grammar:</b> tbc <b>Spelling:</b> Strategies for learning words, etymological/morphological strategies for spelling			<b>The Mysteries of Harris Burdick by Chris Van Allsberg</b> <b>Writing Outcomes:</b> Descriptions, narratives <b>Grammar:</b> Using dashes for parenthesis, cohesion across paragraphs <b>Spelling:</b> Proofreading, words from statutory spelling lists, homophones			<b>Text: The Promise by Nicola Davis</b> <b>Writing Outcomes:</b> Poetry, description, narrative <b>Grammar:</b> word classes, commas, dashes for parenthesis, cohesion <b>Spelling:</b> Revision of spellings taught last half term, proofreading, strategies for learning words			<b>The Bee Book by Charlotte Milner</b> <b>Writing Outcomes:</b> Instructions, explanations, non-chronological reports <b>Grammar:</b> Adverbials, sentence types, Parenthesis, Adding suffixes to change nouns to verbs <b>Spelling:</b> Homophones, Words from statutory and personal spelling lists, Spelling aspects from Year 5 that are not secure		
<b>Guided Reading</b>	The Last Bear by Hannah Gold						Coming Home by Floella Benjamin					
<b>Maths (White Rose Scheme)</b>	<b>Geometry: Shape</b> Understand and use degrees Classify and estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point and on a straight line Lengths and angles in shapes Regular and irregular polygons 3D shapes			<b>Geometry: Position and Direction</b> Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines		<b>Number: Decimals</b> Add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add and subtract decimals with the same number of decimal places	<b>Number: Decimals</b> Add and subtract decimals with a different number of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals – missing values		<b>Number: Negative Numbers</b> Understand negative numbers Count through zero in 1s and multiples Compare and order negative numbers Find the difference	<b>Measurement: Converting Measures</b> Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Converts units of time Calculate with time tables		<b>Measurement: Volume</b> Cubic centimetres Compare and estimate volume Estimate capacity
<b>Science</b>	<b>Animals including Humans</b> Describe the changes as humans develop to old age						<b>Living Things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals					
<b>History / Geography</b>	<b>Geography: What is a river?</b>						<b>History: Why did people migrate from the Caribbean to Britain? What were the experiences of Caribbean migrants in Britain? What was the impact of Caribbean migration to Britain?</b>					
<b>Computing</b>	<b>Creating Media – Vector Drawing</b> Learn that vector images are made up of shapes. Learn how to use the different drawing tools and how images are created in layers. Explore ways in which images can be grouped and duplicated to support creating more complex pieces of work.						<b>Programming B – Selection in Quizzes</b> Learn how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’. Represent this in algorithms, and then by constructing programs using Scratch. Design a quiz in response to a given task and implement it as a program. Evaluate program, identifying how it meets the requirements of the task, and further ways it could be improved.					
<b>Religion and Worldviews</b>	<b>Who should get to be in charge?</b>						<b>Why are some places in the world significant to believers?</b>					
<b>PSHE</b>	<b>My Emotions</b> Myself and My Relationships: <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Managing emotions</li> </ul>						<b>Managing Safety and Risk</b> Healthy and Safer Lifestyles: <ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Keeping safe</li> </ul> <b>Relationships and Sex Education</b> Healthy and Safer Lifestyles: <ul style="list-style-type: none"> <li>• Male and female sexual parts</li> <li>• Growing and changing bodies</li> </ul>					

<b>E-Safety (Project Evolve)</b>	<b>Managing Online Information</b> Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. Explain how some technology can limit the information I am presented with. Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.		<b>Managing Online Information</b> Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.						
<b>Art/DT</b>	<b>DT: Structures: Shelter Building</b> <b>Art: Sketching Skills (Y5.3)</b>		<b>Art: Collographs inspired by Althea McNish</b>						
<b>French</b>	<b>Rigolo 2 - Unit 5 – En vacances</b> Ask and say where you're going on holiday / Express opinions / Talk about what you're going to do on holiday.		<b>Rigolo 2 - Unit 6 – Chez moi</b> Name rooms in the house / Use adjectives to describe rooms in the house / Say what people might do at home / Say what people do and where.						
<b>PE (indoor)</b>	<b>Dance – Dance Styles</b>				<b>Dance – Dance Styles</b>	<b>Dance – intra competition</b>	<b>Water safety Refresher</b>	<b>Taste a new sport: Golf</b>	<b>Taste a new sport: Golf</b>
<b>PE (outdoor)</b>	<b>Outdoor and Adventurous Activities – Co-operation, Communication and Consideration</b>	<b>Athletics – Heptathlon</b>	<b>Athletics – Heptathlon</b>						
<b>Music</b>	<b>Improvising</b>		<b>Singing: Musical theatre</b>						
<b>Visits/experiences</b>	<b>Local visit to the River Cam</b>		<b>Year 5 and 6 production</b>						