

MEDIUM TERM PLANNING Autumn 1 (7 weeks)
Marsh Green Primary School



Year 5	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Animals in Danger	Make a Difference Week	Reading: • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give greater attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • provide reasoned justifications for their views Writing: • write: – a persuasive yet factual report for a radio broadcast: understanding form, purpose and audience identifying relevant information to include and surplus information to discard, matching form and organization to purpose and audience – a breaking news article: understanding form, purpose and audience identifying relevant information to include and surplus information to discard – a biographical magazine article: understanding form, purpose and audience. Identifying relevant information to include and surplus information to discard • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • identify and use determiners • extend the range of sophisticated vocabulary used for dramatic effect • identify and use adverbials of more than one word (time adverbials) • extend the range of fronted adverbials to include adverbials of more than one word (time adverbials) • extend the range of sophisticated vocabulary used for dramatic effect • identify and use adverbials of more than one word (time, place and cause) linking and relating events across time • link ideas across paragraphs using adverbs/adverbials of time • identify and use relative clauses starting with who, which, where, when, whose, that (and that omit the relative pronoun) • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using facts to justify opinion and strengthen argument • using rhetorical questions, personal pronouns and other emotive language to persuade. • using expanded noun phrases to build interesting descriptions					

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		• using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • using inference to develop understanding. Using alliteration and Power Punctuation for dramatic effect • extending the range of time adverbs/adverbials • using fronted adverbials to structure writing • extending the range of adverbs of cause (consequently, therefore)					
Maths Number and Place Value Addition and Subtraction		Children will learn to: • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read roman numerals to 1,000 (m) and recognise years written in roman numerals • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • estimate and use inverse operations to check answers to a calculation					
Science Life Cycles	Make a Difference Week	To describe the process of sexual reproduction in flowering plants Children will learn to: • name and describe the functions of the main parts of flowers • describe the life process of sexual reproduction in flowering plants • identify and label the parts of flowers Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as	To describe the process of asexual reproduction in plants Children will learn to: • understand what asexual reproduction is • describe some ways in which plants reproduce asexually • describe the life cycles of some asexually reproducing plants Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as	To describe the process of sexual reproduction in animals Children will learn to: • define some of the ways in which sexual reproduction in animals occurs • compare species that reproduce in different ways and consider reasons why • record data using scientific graphs and/or diagrams Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in	To observe and compare the life cycles of animals in our local environment with other animals around the world Children will learn to: • describe the conditions in a local environment as well as other environments around the world • establish causal links between the life cycle of animals and their environment • compare the life cycles of animals living in Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships	To compare how different animals reproduce and grow Children will learn to: • explain some of the ways in which different animals reproduce, using scientific vocabulary • compare the life cycles and methods of reproduction of different animals • provide reasons for the differences between life cycles of different animals Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships	To find out about the work of naturalists Children will learn to: • gain an awareness of what naturalists do • explain why the work of naturalists is important • give reasons why secondary sources of scientific evidence cannot always be trusted Children will learn to work scientifically by: a) identifying scientific evidence that has been used to support or refute ideas or arguments

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		displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	
Computing Sharing Information		To explain that computers can be connected together to form systems Children will learn to: - describe that a computer system features inputs, processes, and outputs - explain that computer systems communicate with other devices - identify that systems are built using a number of parts	To recognise the role of computer systems in our lives Children will learn to: - describe benefits of a given computer system - identify tasks that are managed by computer systems - identify the human elements of a computer system	To recognise how information is transferred over the internet Children will learn to: - identify that data is transferred over networks in packets - recognise that networked digital devices have unique addresses - recognise that data is transferred using agreed methods	To explore how sharing information online lets people in different places work together Children will learn to: - explain that the internet allows different media to be shared - recognise that connected digital devices can allow us to access shared files stored online - send information over the internet in different ways	To contribute to a shared project online Children will learn to: - compare working online with working offline - make thoughtful suggestions on their group's work - suggest strategies to ensure successful group work	To evaluate different ways of working together online Children will learn to: - describe how the internet enables effective collaboration - identify different ways of working together online - recognise that working together on the internet can be public or private
History Rebuilding Britain		To consider some of the ways in which Britain, and British people, were affected by events during the Second World War Children will learn to: - identify ways in which Britain was affected on the outbreak of war with Germany - identify ways in which Britain was affected by the Blitz - identify ways in which British colonies/ Commonwealth	To consider how, by 1945, the lives of British people had been affected by the Second World War Children will learn to: - explain some ways in which given aspects of British life had been affected by the end of the war - link some causes to their related effects - identify some specific ways in which Britain needed to be 'rebuilt'	To understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War Children will learn to: - identify some of the major issues which affected post-war rebuilding - suggest reasons why Labour's post-war election policies were so popular - produce persuasive texts about the issues	To consider ways in which the creation of the NHS improved the lives of people living in Britain Children will learn to: - describe some of the difficulties faced by ordinary people prior to the establishment of the NHS - describe some of the care offered by the newly-established NHS - explain some effects caused by the	To identify ways in which the British Empire changed after the Second World War Children will learn to: - explain in their own words what the British Empire was - describe some ways in which Commonwealth countries were affected by the war - explain some ways in which the Empire contracted in the post-war years	To find out about the reasons for, and effects of, migration from Caribbean countries after the Second World War. To find out why and how new towns were built after the Second World War Children will learn to: - explain why there was a need for migration into Britain after the war - study different sources to find reasons why people migrated from

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		countries were affected by the war	or improved after the war ended	around which the post-war general elections were centred	establishment of the NHS		the Caribbean after the war - describe some effects of Caribbean immigration after the war - identify reasons why the decision to build new towns was made - identify some distinguishing features of new towns - consider some problems associated with new towns
Art A Sense of Place		To collect visual information to help develop ideas about the environment Children will learn to: - record from first-hand experience of the environment - record a variety of features in landscapes and/or buildings - record aspects of the environment showing understanding of relative size, distance, shape and texture	To compare ideas, approaches and methods in the work of a variety of artists Children will learn to: - identify different methods and approaches used by a variety of artists - describe what they think and feel about the work of other artists - record details of the approaches of other artists to inform their own work	To look at how artists use perspective and investigate ways of recreating images accurately Children will learn to: - identify ways in which artists use perspective to manipulate a flat surface - identify ways to recreate images accurately - describe what they think and feel about different approaches used by themselves and other artists	To use ideas gathered to inform a piece of artwork Children will learn to: - identify ways of using the visual information they have gathered to inform the planning of a piece of landscape art - sketch their ideas, including perspective - describe how they will recreate their designs on a larger scale	To create a piece of landscape art based on a previous design Children will learn to: - develop a sketch into large composition that records their ideas about the environment - use a variety of methods and approaches in their work - use perspective effectively	To evaluate a finished piece of artwork and describe what you think and feel about it Children will learn to: - comment on the work of others - evaluate their own work, stating what they think and feel about it - make suggestions as to how they could improve their work if they were to create it again
RE Big Question: How Do Beliefs Influence Actions?	Should all creations be treated equally? Children will learn to: - consider if animals ever have a case against humans - identify what do two religions say about how animals should be treated - create a set of wise words on the topic of all creations being treated equally - identify the footprint that they want to leave on the world						
PSHE		Children will learn to: appreciate how to be a discerning consumer	Children will learn to: recognise how to be a discerning consumer	Children will learn to: identify some of the different ways	Children will learn to: recognise how to be a discerning consumer	Children will learn to:	

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Fake News		of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted have an awareness of how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted - Identify some of the different ways information and data is shared and used online, including for commercial purposes - identify how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	information and data is shared and used online, including for commercial purposes identify where and how to report concerns and get support with issues online	of information online including understanding that information, such as that from search engines, is ranked, selected and targeted identify what a stereotype is, and how stereotypes can be unfair, negative or destructive	- recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images - assess the reliability of sources of information online; and how to make safe, reliable choices from search results
Music Livin' on a Prayer		Children will learn to: - find and keep an internal pulse - copy back rhythms and pitches - respond rhythmically and melodically through question and answer activities - follow the directions of a musical leader and sing a rock song from memory	Children will learn to: - sing in unison with an awareness of being in tune, of other singers in the group and the mood of a song - play instrumental parts accurately and in time - follow the directions of a musical leader and sing a rock song from memory	Children will learn to: - play by ear and from notation (3 notes: G + A + B) - improvise using instruments within the context of a song (1 or 2 given notes: G + A) - compose a melody using simple rhythms (choice of 3 notes: G + A + B) - follow the directions of a musical leader and sing a rock song from memory	Children will learn to: - identify the structure of a rock song - identify the instruments and voices heard in rock songs (e.g. Lead vocal, electric guitar, bass guitar, drums, keyboard) - identify some style indicators of rock songs - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting - follow the directions of a musical leader and sing a rock song from memory	Children will learn to: - take part in a performance through singing, playing, improvising or showcasing composition work - appraise a performance, discussing what went well and how it could be improved - discuss music using musical terms - follow the directions of a musical leader and sing a rock song from memory

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Games Rounders		Children will learn to: Develop the accuracy and consistency of their underarm throwing and catching skills	Children will learn to: - Develop the consistency of their throwing skills - Use strategies to help them complete challenge accurately	Children will learn to: - Develop their batting skills in rounders - Use and adapt rules to play games that improve their batting, bowling and fielding skills - Understand the basic principles of batting and fielding - Work together and take turns in different roles	Children will learn to: - Develop the range and consistence of their fielding skills - Play fielding games, using their knowledge of the basic principles of fielding - Choose and use a range of tactics and strategies when fielding	Children will learn to: - Develop the range and consistency of their skills in striking and fielding games - Use and adapt rules for rounders, using their knowledge of the basic principles of batting and fielding - Choose and use a range of tactics and strategies when batting and fielding	Children will learn to: - Develop the range and consistency of their skills in striking and fielding games - Use and adapt rules for rounders, using their knowledge of the basic principles of batting and fielding - Choose and use a range of tactics and strategies when batting and fielding
Gym Bridges		Children will learn to: - Use balancing on different body parts to create bridge shapes both a individuals and with a partner - Sustain concentration and practise to improve the quality and accuracy of their movements - Work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape - To understand the compositional principles of sequencing and recognise when something is absent					
French Les Planètes (The Planets)		Children will learn to: - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Read carefully and show understanding of words, phrases and simple writing - Broaden French vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary - Present ideas and information orally to a range of audiences - Appreciate stories, songs, poems and rhymes in French - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Understand basic French grammar, including feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					