

Year 5	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 Annie's Anthology	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 short story for a children's anthology: exploring more sophisticated narrative devices: time slips, understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing, understanding form, purpose and audience, developing characters, setting and atmosphere using metaphors and similes, using inference to develop understanding (of characters), developing character through dialogue, extending setting descriptions using the senses and varying pace through description – a persuasive review: understanding purpose, structure and form, using comparatives and dare-to-disagree statements to persuade, using facts/evidence to justify opinion and strengthen argument – a descriptive, atmospheric poem: exploring rhythm in poetry, using similes, metaphors and personification to create vivid descriptions in poetry • plan, draft, evaluate and edit writing. Proof-read for spelling and punctuation errors • identify and use adverbials of more than one word (time and manner) • identify and use relative clauses starting with who, which, where, when, whose, that (or omitting 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 Power Punctuation, including ellipsis, for dramatic effect • using rhetorical questions • using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • understanding the difference between formal and informal language and which to use in different contexts • using superlatives and other emotive vocabulary to persuade • using simple end-rhyme in poems • using similes to create vivid descriptions						

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Maths Statistics Multiplication and Division Area and Perimeter	Children will learn to: - complete, read and interpret information in tables, including timetables - solve comparison, sum and difference problems using information presented in a line graph - identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) - multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes					
Science Changes and Reproduction	To recognise the stages of growth and development in humans Children will learn to: - name the main stages in the life cycle of humans - correctly order the main stages in the life cycle - broadly define the age ranges for each of the main stages - explain some of the physical changes that occur at different stages in the life cycle of humans Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific	To know the stages in the gestation period of humans and compare them to other animals Children will learn to: - describe the main stages of gestation in humans - explain how embryos and fetuses grow and develop in the womb - define and use key vocabulary to describe gestation in humans Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments	To recognise the stages of development during childhood and understand the needs of children at those stages Children will learn to: - describe the needs of a newborn baby - compare the needs of a human baby to those of other mammals - describe the stages of development that occur during childhood - describe how the needs of humans change at different points in their life cycle Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific	To understand the initial changes inside and outside of the body during puberty Children will learn to: - explain the initial changes that occur inside and outside the body at the start of puberty - correctly identify the parts of the body that change during puberty - explain in simple terms the role played by hormones in the growth of humans and other animals Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific	To know the changes that occur during puberty and how they differ for boys and girls Children will learn to: - remember some of the initial changes during puberty - explain some of the ways in which boys' and girls' bodies start to differ during pubert - suggest some ways in which teenagers can look after themselves and stay fit and healthy during puberty Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific evidence that has	To understand how the body changes during adulthood and old age Children will learn to: - explain some ways in which the body changes during old age - describe some ways in which older people can stay fit and healthy Children will learn to work scientifically by: - 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 displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments

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Computing Creating Media – Vector Drawing	To identify that drawing tools can be used to produce different outcome Children will learn to: - identify how a vector drawing is different from paper-based drawings - identify the main drawing tools - recognise that vector drawings are made using shapes	To create a vector drawing by combining shapes Children will learn to: - explain that each element added to a vector drawing is an object - identify the shapes used to make a vector drawing - move, resize, and rotate objects they have duplicated	To use tools to achieve a desired effect Children will learn to: - explain how alignment grids and resize handles can be used to improve consistency - modify objects to create different effects - use the zoom tool to help them add detail to their drawings	To recognise that vector drawings consist of layers Children will learn to: - change the order of layers in a vector drawing - identify that each added object creates a new layer in the drawing - identify which objects are in the front layer or in the back layer of a drawing	To group objects to make them easier to work with Children will learn to: - copy part of a drawing by duplicating several objects - group to create a single object - reuse a group of objects to further develop a vector drawing	To evaluate a vector drawing Children will learn to: - apply what they have learned about vector drawings - suggest improvements to a vector drawing - create alternatives to vector drawings
Geography Investigating Rivers	To find out what coasts are and how they are formed Children will learn to: - explain why the water cycle is an important process on our planet - identify the steps involved in the water cycle - explain the water cycle in their own words	To find out about the physical features of coasts and the processes of erosion that affect them Children will learn to: - explain what a river is - identify some of the features of a river - explain the processes of erosion, transportation and deposition	To explore different strategies of coastal management Children will learn to: - describe some river uses - use secondary sources to find out information - support their geographical observations with statistics and specific data	To identify different types of beaches Children will learn to: - describe some of the causes of water pollution - explain the effect water pollution has on the environment - develop understanding of water pollution issues on local and global scales	To use maps and secondary sources to research and describe coastal areas Children will learn to: - ask geographical questions - use secondary sources of information to find out answers to specific questions - use the internet to help them with a geographical enquiry	To learn how changes in land use will affect people and the environment in different ways Children will learn to: - select a line of enquiry for an investigation - use secondary sources to find answers to geographical questions - select a suitable way to present their findings
DT Building Bridges	To explore ways in which pillars and beams are used to span gaps Children will learn to: - use technical vocabulary to explain how beam bridges are constructed - identify the impact better bridge design	To explore ways in which trusses can be used to strengthen bridges Children will learn to: use technical vocabulary to explain how truss bridges spread the load of objects travelling across them	To explore ways in which arches are used to strengthen bridges Children will learn to: - use technical vocabulary to explain how arch bridges are constructed - use technical vocabulary to explain	To understand how suspension bridges are able to span long distances Children will learn to: - explain how tension and compression forces are distributed by suspension bridges - build a model	To develop criteria and design a prototype bridge for a purpose Children will learn to: - write design criteria according to a given brief - design a prototype model according to design criteria	To analyse and evaluate products according to design criteria. Children will learn to: - devise tests to analyse a product according to design criteria - evaluate their product according to design criteria - consider the views of others and think of ways to improve their work

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	- has had on daily life - investigate and explore the effectiveness of different beam/pillar designs	- apply their knowledge of how to stiffen and strengthen structures - evaluate their models against established design criteria	- how arch bridges work - build and test models to find a strong bridge design	- suspension bridge that will support a given weight - evaluate the designs of others and consider their views	work collaboratively to produce a prototype according to an agreed design	
RE Big Question: How Do Beliefs Influence Actions?	How is Christmas celebrated around the World? Children will learn to: - identify what differences there are in accounts given by Luke and Matthew - identify some stories that have developed from the 'real' Christmas story - identify what happens during Advent - explore how Christmas traditions vary around the world - identify what Epiphany is and how it is celebrated around the world - apply their understanding through creating a story or play based on traditional Christmas themes					
PSHE Bereavement and Loss	Children will learn to: recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings	Children will learn to: - recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings - appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Children will learn to: - recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings - identify that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	Children will learn to: - appreciate that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - explore the ways in which a variety of cultures celebrate the life and loss of their loved ones	Children will learn to: - recognise that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	
Music Classroom Jazz 1	Children will learn to: know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting	Children will learn to: - identify instruments used in Bossa Nova and Swing pieces - play instrumental parts accurately and in time with a song or backing track	Children will learn to: play by ear and from notation in Bossa Nova style (G + A + B) and Swing style (D + E + G + A + B)	Children will learn to: - identify and describe the structures of a three note Bossa Nova and five note Swing piece - improvise using instruments in a Bossa	Children will learn to: - identify the style indicators of Bossa Nova and Swing and discuss music using musical terms - take part in a performance by	Children will learn to: - take part in a performance by playing a prepared instrumental part or improvising - appraise a performance, discussing what went well and what could be done to improve

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	understand the historical and geographical contexts of Jazz, Bossa Nova and Swing			Nova style (3 notes: G + A + B) improvise using instruments in a Swing style (up to 5 notes: D + E + G + A + B)	playing a prepared instrumental part or improvising	
Games Football	Children will learn to: - Develop their dribbling skills with a football - Practise a range of techniques for changing direction in football - Combine skills fluently and effectively in tasks	Children will learn to: - Become more accurate with passing and receiving skills - Perform skills more fluently and effectively in games - Develop a broader range of football techniques	Children will learn to: - Choose, combine and perform skills more fluently and effectively in games - Develop some techniques for attacking and defending - How to play as part of a team, choosing tactics for defence and attack	Children will learn to: - Choose, combine and perform skills more fluently and effectively in a mini version of football - Develop a broader range of techniques for attacking and defending - Understand and apply a range of tactics and strategies for attacking as part of a team	Children will learn to: - Play invasion games effectively as part of a team - Understand and apply a range of tactics and strategies for defence and attack - Choose, combine and perform skills more fluently and effectively in games	Children will learn to: - Play invasion games effectively as part of a team - Understand and apply a range of tactics and strategies for defence and attack - Choose, combine and perform skills more fluently and effectively in games
Dance Diwali dance	Children will learn to: - Explore and combine movement ideas fluently, working on their own - Create and structure motifs and phrases	Children will learn to: - Explore, improvise and combine ideas for Indian-style dances, working on their own and with a partner - Compose dances by using, adapting and developing steps from the dance style	Children will learn to: - Explore, improvise and combine ideas for Indian-style dances, working on their own and with a partner - Compose dances by using, adapting and developing steps from the dance style	Children will learn to: - Work in a group to improvise and combine movement ideas fluently and effectively - Begin to use basic compositional principles when creating their dances	Children will learn to: - Structure and perform sections and whole dances on their own, with a partner and in a group - Perform dances expressively, using a range of performance skills	Children will learn to: - Structure and perform sections and whole dances on their own, with a partner and in a group - Perform dances expressively, using a range of performance skills
French Bon Appetit, bonne sante (Healthy eating)	Children will learn to: - Listen attentively to spoken French and show understanding by joining in and responding - 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 - 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 - Describe people, places, things and actions orally and in writing - 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					

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