**ENGLISH**

**Instructions**

The children will:

-look at examples of instructions

- Demonstrate that they can use more formal aspects of language in a role-play situation.

- identify and understand key features and conventions of instructional texts.

-Reading and investigating the text-type, capturing ideas through talk and reading (use of different examples of the text-type: on-screen, oral, written and visual to enable children to understand the purpose and different audiences for the text-type).

- Demonstrate that they can evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.

Writing/Presentation

Demonstrate that they can write an instructional text using appropriate form and features and awareness of intended audience.

Reflect on their writing and edit and improve it, showing a clear understanding of the features of instructional writing.

Plan, draft, edit and review.

Produce sets of instructions, applying all the learning from this block.

**SPELLING**

Words ending in – cious and tious

**GRAMMAR AND PUNCTUATION**

The children will learn how to:

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Text

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

- Brackets, dashes or commas to indicate parenthesis

- Use of commas to clarify meaning or avoid ambiguity

**Novels and Stories by Significant Children’s Authors**

The children will:

- Read stories by a significant children’s author including a serialised class novel.

- Visualise setting, make predictions about plot and note story structure.

- Visualise a setting and make predictions about events that might happen there.

-Capture ideas, language and learning to be able to use and apply in the writing phase

-Talk about the distinctive features of an author's style by referring to characters, themes, settings or use of language.

- Work collaboratively in groups to research an author of their choice and make a presentation to the class.

- Explore aspects of an author’s style by comparing themes, settings and characters in different stories.

-Focus on characterisation and make inferences about the author’s perspective on a particular character.

Writing/presentation

-Write a new story inspired by a favourite book or author. Include elements based on reading, for example an interesting story opening or language used to create a particular comic or dramatic effect.

- Plan, draft, edit and review.

**MATHEMATICS**

The children will:

-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.

-Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

-Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000, 100000

-Read Roman numerals to 1000 and recognise years written in Roman numerals.

Add and subtract whole numbers with more than 4 digits using formal written methods.

-Add and subtract numbers mentally with increasingly large numbers.

Continuous objectives

-Solve number problems and practical problems.

**MATHEMATICS – BASIC SKILLS**

The children will:

-recall multiplication and division facts for tables up to 12 x 12

-solve addition and subtraction multi-step problems in context.

 **YEAR 5**

**AUTUMN TERM 1**

**MEDIUM TERM PLAN**

**RE**

COME AND SEE

Ourselves – Domestic Church, Family

Created in the image and likeness of God.

Life choices – Baptism/confirmation, belonging.

Marriage, commitment and service.

**ART AND DESIGN**

Structures/ Frame structures

-Carry out research into user needs and existing products.

-Formulate a clear plan, including a step by step list of what needs to be done.

-Investigate and evaluate a range of existing frame structures.

**FOUNDATION**

**SUBJECTS**

**HISTORY**

Children will be taught:

- where and when the first civilisations began.

- place early civilisations on a timeline.

- find out about the first writing systems.

- explore the technology and inventions of early civilisations.

- research early civilisations.

- present research on early civilisations.

**GEOGRAPHY**

None this half term

**MUSIC**

The children will learn:

-to play and perform in solo and ensemble contexts, using their voices

-to play a musical instrument with increasing accuracy, fluency, control and expression

**COMPUTING**

The children will be taught:

-E-safety

- How to make objects disappear when they are clicked.

- Learn how buttons can be programmed to move objects on screen.

- Code sequences.

**PE**

Children will be taught:

Swimming

- pace themselves in floating and swimming challenges related to speed, distance and personal survival

- swim unaided for a sustained period of time over a distance of at least 25 metres

- use recognised arm and leg actions, lying on their front and back

- use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Invasion games

-use running, jumping, throwing and catching in isolation and in combination

-play competitive games, modified where appropriate [for example, basketball, football, hockey, netball], and apply basic principles suitable for attacking and defending

**SCIENCE**

LIVING THINGS AND THER HABITAT

The children will be taught:

-To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.

-To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.

-To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds.