



**YEAR 5 AUTUMN TERM 1**  
**MEDIUM TERM PLAN**

**MATHEMATICS**

**Number, Place Value, Addition & Subtraction**

**The children will:**

Read, write order and compare numbers to at least 1000000 and determine the value of each digit

Count forwards and backwards in steps of powers of 10 for any given number up to 1000000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including though zero

Round any number up to 1000000 to the nearest 10 100 1000 10000 100000

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

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

Add and subtract numbers mentally with increasingly larger numbers

**Continuous Sills**

Solve number and practical problems that relate to all the above (number and place value)

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Sole addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

**MATHEMATICS - BASIC SKILLS**

**The children will:**

Count forwards & backwards in powers of 10

Read & write numbers up to 1000000 &

determine the place value of each digit

Compare & order numbers to 1000000

Partition numbers into place value columns

Round to the nearest 10 100 1000 10000 &

100000

Use rounding to support estimation and calculation

Read and recognise Roman numerals to 1000

Use knowledge of place value to derive new addition & subtraction facts

Add and subtract mentally with increasing large numbers

**ENGLISH**

**Instructions**

**The children will:**

Recognise and identify a range of different types of instructions

Identify and understand key features and conventions of instructional texts

Read and investigate the text type capturing ideas through talk, reading and role play

Evaluate instructions for purpose, organisation and layout

Develop language features of more complex instructions

Discuss, proofread and edit writing for clarity and correctness

Write an instructional text using the appropriate form and features

Plan, draft, edit, improve and review their writing.

**SPELLING**

Revision of Year 3 and Year 4

Words, rules and strategies

**ENGLISH**

**Stories by a Significant Author**

**The children will:**

Read novels by a significant children's author

Research the author Express their response and opinions

Visualise setting, make predictions about plot and note structure

Compare opening and experiment with different types of openings

Talk about the features, referring to characters, themes, settings and use of language

Focus on characterisation and make inferences

Review conventions of dialogue: what it reveals about plot or character

Write a new scene in the style of the author

Organise the scene into a sequence of paragraphs

Vary sentence lengths to achieve particular effects

Write a new story inspired by a favourite book/author

Write a complete story with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence lengths

Plan, draft, edit, improve and review their writing

**GRAMMAR AND PUNCTUATION**

**Ongoing**

**Sentence**

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

Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)

**Text**

Devices to build cohesion within a paragraph (then, after that, this, firstly)

Linking ideas across paragraphs using adverbials of time (later) place (nearby) and number (secondly) or tense choices (he had seen her before)

**Punctuation**

Brackets, dashes, commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

**FOUNDATION  
SUBJECTS**

**RE COME AND SEE**

**Domestic Church - Family, Ourselves -**  
Created in the image and likeness of God

**Baptism/Confirmation - Belonging, Life Choices -** Marriage, commitment and service

**PE**

**Dance - Sports**

**The children will:**

Remember, refine and repeat short dances

Use a stimulus to create a dance

Identify strengths and weaknesses and suggest ways to improve their own and others' work

Talk about dance using the correct terminology

Organise their own warm up and cool down activities

**MUSIC**

**Don't Stop Believin'**

**The children will:**

Learn to sing songs from memory

Improvise and perform using their voices

Evaluate their voices and their singing

Play instrumental parts within songs

Improvise, compose and perform using instruments

Evaluate their composing and performance

**SCIENCE**

**Planets**

**The children will:**

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

**Working Scientifically:**

**The children will:**

Plan different types of enquiry to answer questions

Control variables where necessary

Use test results to make predictions and set up further tests

Measure with increasing accuracy and precision

Repeat reading where necessary

Record data of increasing complexity

Use keys, tables and graphs

Include conclusions in results

Identify scientific evidence used to support or refute ideas or arguments

**COMPUTING**

**Online Safety & Concept Maps**

**The children will:**

Discuss & understand the importance of keeping personal information safe

Understand the issues concerning reliability of sources and people online

Understand concept maps; use concept map vocabulary and create concept maps to explain ideas.

**ART AND DESIGN**

**Drawing & Printing**

**The children will:**

Produce a reproduction print block.

Discuss their work as it progresses and develop ideas.

Identifying what they might change.

Investigate and collect visual information from Hundertwasser images to develop ideas.

Select and enlarge drawings and use a variety of mark makers to develop work.

Work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer

Use positive and negative drawing techniques in response to the work of Frank Auerbach

**HISTORY**

**&**

**DT**

**Autumn 2**

**GEOGRAPHY**

**Map Skills**

**The children will:**

Use maps, atlases and globes to locate countries and describe features

Use indexes, coordinates, symbols, keys, compass points, grid references to identify landmarks, describe routes, find features and plan routes

To name and locate counties and cities of the UK and describe how land use has changed over time