



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR FIVE MEDIUM TERM PLANNING**

**AUTUMN**

<p align="center"><b>RE</b></p>	<p><b>Domestic Church – Family – Ourselves Who am I?</b></p> <p><b>Prior learning:</b> The family of God in Scripture</p> <p><b>This Topic: learning outcomes:</b> Know and understand: A deepening awareness of 'Who I am' –</p> <p align="center"><b>Explore</b></p> <p>Ourselves as made in the image and likeness of God – <b>Reveal</b></p> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker</p>	<p><b>Baptism/Confirmation – Belonging – Life Choices</b></p> <p align="center"><b>Is commitment important?</b></p> <p><b>Prior learning:</b> Confirmation: a call to witness</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Showing care and commitment –</p> <p align="center"><b>Explore</b></p> <p>The call to life and love within the community; marriage – <b>Reveal</b></p> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Vocation, marriage, service, responsibility, fidelity, commitment</p>	<p align="center"><b>Advent/Christmas – Loving – Hope</b></p> <p align="center"><b>What does it mean to live in hope?</b></p> <p><b>Prior learning:</b> Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Waiting hopefully – <b>Explore</b></p> <p>Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at</p> <p align="center">Christmas and at the end of time – <b>Reveal</b></p> <p>Acquire the skills of assimilation, celebration and application of the above –</p> <p align="center"><b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Waiting, hopeful, Promised One, Messiah, prophet</p>
<p align="center"><b>PSHE/RSHE</b></p>	<p align="center"><b>Relationships - Families and Friendships</b></p> <p>The children will learn: what makes a healthy friendship and how they make people feel included and strategies to help someone feel included</p> <p>about peer influence and how it can make people feel or behave and that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and</p>	<p align="center"><b>Relationships - Safe Relationships</b></p> <p>The children will learn: to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable contact</p> <p>how to respond to unwanted or unacceptable physical contact and that no one should ask them to keep a</p>	<p align="center"><b>Relationships - Respecting ourselves and others</b></p> <p>The children will learn: to recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia and to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p>

	<p>different types of friends when and how to seek support in relation to friendships</p>	<p>secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about and whom to tell if they are concerned about unwanted physical contact</p>	
<p><b>ENGLISH</b></p>	<p><b>The Hound of the Baskervilles by Arthur Conan Doyle</b>  <b>Writing Outcome &amp; Writing Purpose</b>  Narrative: Cliffhanger Narrative Purpose: To narrate  Recount: Formal Journal Entry Purpose: To recount  <b>Grammar: Word</b>  Build on previous units &amp; focus on:  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone  <b>Grammar: Sentence</b>  Build on previous units &amp; focus on:  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.  Use commas to clarify meaning and avoid ambiguity.  Semi-colons to separate the boundary between independent clauses  <b>Grammar: Text</b>  Build on previous units &amp; focus on:  Linking ideas across paragraphs, using adverbials  <b>Grammar: Punctuation</b>  Build on previous units &amp; focus on:  Use hyphens to avoid ambiguity  <b>Linked Texts</b>  <b>Other Books with Effective Cliffhangers:</b>  The Enchanted Wood – Enid Blyton  Cogheart – Peter Bunzl  There May Be A Castle – Piers Torday  What Not To Do If You Turn Invisible – Ross Welford  <b>Other Books with Similar Themes:</b>  Baker Street Boys Anthony Read  Young Sherlock Andrew Lane  Jane Eyre Charlotte Bronte  The Adventure Series Willard Price  The Falcon Chronicles Steve Backshall  Northern Lights Phillip Pullman  Murder Most Unladylike Robin Stevens  <b>Non-fiction:</b></p>	<p><b>FArTHER by Grahame Baker-Smith</b>  <b>Writing Outcome &amp; Purpose</b>  Narrative: Setting and Narrative Purpose: To narrate  Recount: Letter Purpose: To recount  <b>Grammar: Word</b>  Build on previous units &amp; focus on:  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone  <b>Grammar: Sentence</b>  Build on previous units &amp; focus on:  Indicate degrees of possibility using modal verbs  <b>Grammar: Text</b>  <b>Build on previous units &amp; focus on:</b>  Linking ideas across paragraphs, using adverbials  <b>Grammar: Punctuation</b>  Build on previous units &amp; focus on:  Commas for parenthesis  Dashes to mark boundaries between independent clauses  <b>Linked Texts</b>  <b>Other Books by the Same Author</b>  Leon and the Place Between  Winter’s Child  The Rhythm and the Rain  <b>Other Books with Similar Themes:</b>  Fables Aesop’s Fables Michael Rosen  The Orchard Book of Aesop’s Fables Michael Morpurgo  <b>Non-fiction</b>  Leonardo da Vinci: Dreams, Schemes and Flying Machines Heinz Kaehne Flying Machines Ian Graham  Flight: Discover the Remarkable Machines that made Possible Man’s Quest to conquer the Sky Andrew Nahum  The Balloon Factory: The story of the men who built Britain’s first flying machines Alexander Frater  Flight (Eyewitness) Andrew Nahum</p>	

	Reports Usborne Beginners: History Various			
<b>SHARED READING</b>	<p style="text-align: center;"><b>Victorians</b></p> <p><b>Extracts from Eyewitness Victorians, How They Made Things Work in the Age of Industry, A Christmas Carol by Charles Dickens, Street Child by Berlie Doherty</b></p> <p style="text-align: center;"><b>Word Reading</b></p> <p>Build on Previous Year &amp; Focus on: Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p style="text-align: center;"><b>Comprehension</b></p> <p>Build on Previous Year &amp; Focus on: Make comparisons within and across books e.g. plot, genre and theme 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 some views With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p style="text-align: center;"><b>Skills and Strategies</b></p> <p>Build on Previous Year &amp; Focus on: Recognise and read <i>most Year 5&amp;6 Word List</i> words with automaticity Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, formality through language choices</i> Finding the main idea of a text Use information on-screen and on paper Read closely, annotating for specific purposes</p>		<p style="text-align: center;"><b>Modern Fiction and Poetry</b></p> <p><b>Extracts from Wonderland Alice in Poetry, The Storm Keeper's Island by Catherine Doherty, Sky Song by Abi Elphinstone, The Nowhere Emporium by Ross McKenzie</b></p> <p style="text-align: center;"><b>Word Reading</b></p> <p>Build on Previous Term &amp; Focus on: Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p style="text-align: center;"><b>Comprehension</b></p> <p>Build on Previous Term &amp; Focus on: Increasing their familiarity with a wide range of books, including modern fiction Making comparisons within and across books e.g. plot, genre and theme Predicting what might happen from details stated and implied Participating in discussions about books that are read to them and those they can read for themselves Asking questions to improve their understanding Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p style="text-align: center;"><b>Skills and Strategies</b></p> <p>Build on Previous Term &amp; Focus on: Recognising and reading many Year 5&amp;6 Word List words with automaticity Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning Connecting prior knowledge and textual information to make inferences and predictions Reading closely, annotating for specific purposes</p>	
<b>READING SPINE</b>	<b>Street Child by Bertie Doherty</b>		<b>Storm Keepers Island by Katherine Doyle / Sky Song by Abi Elphinstone</b>	
<b>MATHS</b>	<p style="text-align: center;"><b>Number and Place Value</b></p> <p>The children will learn to: Roman numerals to 1,000 Numbers to 10,000</p>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>The children will learn to: Mental strategies Add whole numbers with more than</p>	<p style="text-align: center;"><b>Multiplication and Division</b></p> <p>The children will learn to: Multiples Common multiples</p>	<p style="text-align: center;"><b>Fractions A</b></p> <p><b>The children will learn to:</b> Find fractions equivalent to a unit fraction and non-unit fractions</p>

	<p>Numbers to 100,000 Numbers to 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 to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000</p>	<p>four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p>	<p>Factors Common factors 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</p>	<p>Recognise equivalent fractions Convert improper fractions to mixed numbers and mixed numbers to improper fractions Compare and order fractions less than one and greater than one Add and subtract fractions with the same denominator, within one, greater than one Add mixed numbers Subtract fractions</p>
<p><b>SCIENCE</b></p>	<p style="text-align: center;"><b>Circle of Life</b></p> <p>In this topic children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals.</p> <p style="text-align: center;"><b>Working Scientifically Skills</b></p> <p>This topic develops the following working scientifically skills: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Use test results to make predictions to set up further comparative and fair tests. Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>asexual reproduction:</b> to reproduce without a mate <b>bulb:</b> a part of a plant that stores food underground, can grow a new shoot <b>external fertilisation:</b> when sperm and eggs join outside the body <b>fertilisation:</b> when an egg and pollen (or sperm) join together <b>gestation:</b> when a baby animal develops inside its mother <b>internal fertilisation:</b> when sperm and egg join inside the body <b>larva:</b> the young form of some animals, which looks very different from its parents. It undergoes a dramatic change to become an adult and loses its young features or gains new ones</p>		<p style="text-align: center;"><b>Let's Get Moving</b></p> <p>In this topic children learn about forces and machines. They start with the force of gravity then study friction forces, including air and water resistance, before investigating how simple machines work.</p> <p style="text-align: center;"><b>Working Scientifically Skills</b></p> <p>This topic develops the following working scientifically skills: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report, and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>air resistance:</b> the resistance of air to forward movement <b>force meter:</b> an instrument for measuring forces <b>friction:</b> the force made when two objects rub against each other <b>gravity:</b> the force that attracts a body towards the centre of the Earth <b>Newton:</b> the unit of force <b>non-contact force:</b> a force that does not need to touch an object to work, e.g. magnetic force <b>reliable:</b> something that can be depended on <b>water resistance:</b> the resistance of water to forward movement</p>	

	<p><b>metamorphosis:</b> a dramatic change in the life cycle of an animal in which it ends up looking totally different</p> <p><b>pollination:</b> when pollen from one plant is transferred to the ovary of another</p> <p><b>sexual reproduction:</b> reproduce with both a male and female sperm: male animals make this</p>	<p><b>weight:</b> the force with which something is attracted to the Earth</p>
<p><b>COMPUTING</b></p>	<p style="text-align: center;"><b>Create and Search a Database</b></p> <p>The children will use Excel to create a database</p> <p>They will learn how to:</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p style="text-align: center;"><b>If and Else Statements</b></p> <p>The children will learn how to build a program using Scratch.</p> <p>They will learn how to:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p><b>HISTORY</b></p>	<p style="text-align: center;"><b>Victorians</b></p> <p>The children will learn about the Victorian period in Britain and highlight some of the major changes during this period. There is an emphasis on allowing the children to consider the sources of evidence that form our understanding of this period of British history and to make links to modern times.</p> <p style="text-align: center;">The children will learn:</p> <p style="text-align: center;">To put the Victorian period into historical context and to use historical sources to find out about the Victorian period</p> <p style="text-align: center;">About the life of Queen Victoria and why Victoria became such a popular monarch</p> <p style="text-align: center;">Which famous inventions came from the Victorians and explain how new inventions changed people's lives during the Victorian period</p> <p style="text-align: center;">What the Industrial Revolution was and how it changed Victorian Britain</p> <p style="text-align: center;">Be introduced how the invention of the railways changed travel and trade</p> <p style="text-align: center;">What was life like for working Victorian children and what sort of jobs were taken by Victorian children</p> <p style="text-align: center;">How Lord Shaftesbury improved the lives of Victorian children and why he was such an important figure</p> <p style="text-align: center;">What were Victorian schools like and how the rules about who could go to school changed over the Victorian period comparing them with modern day schooling.</p> <p style="text-align: center;">What kind of clothes the Victorians wore, comparing rich and poor and how clothing and class status were linked</p>	
<p><b>GEOGRAHY</b></p>	<p style="text-align: center;"><b>Changes In Our Local Environment</b></p> <p>In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. They will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big Finish.</p> <p style="text-align: center;"><b>Knowledge, Skills and Concepts</b></p> <p style="text-align: center;">The children will:</p> <p>name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p>	

	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	
<b>ART</b>	<p style="text-align: center;"><b>Painting and Mixed Media – Portraits</b></p> <p>The children will investigate self-portraits by a range of artists and use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p style="text-align: center;">The children will:</p> <p>Extend a drawn self-portrait and explore how background can change the finished effect. Develop drawings into finished prints using a range of techniques, including monoprints. Learn about the purpose of self-portraits and compare work by a range of artists in different mediums, including mixed-media. Consider how a self-portrait could represent something important about an artist; experiment with materials and techniques, and record ideas in sketchbooks. They will conclude their investigation of portraits by evaluating ideas and giving feedback, then creating finished self-portraits in their chosen materials.</p>	
<b>DESIGN &amp; TECHNOLOGY</b>	<p style="text-align: center;"><b>Mechanical Systems – Pop Up Books</b></p> <p>After choosing a simple story, nursery rhyme or the Nativity, children create a four page pop up storybook design. They will also add accompanying captions, incorporating a range of mechanisms and decorative features, including: structure, levers, sliders, layers and spacers.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Design, input, motion, mechanism, criteria, research, reinforce, model</p>	
<b>MUSIC</b>	<p style="text-align: center;"><b>Looping and Remixing</b></p> <p>The children will learn about how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p>	<p style="text-align: center;"><b>Musical Theatre</b></p> <p>The children will be introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story and learning about performance aspects as they use songs to convey emotions.</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p style="text-align: center;"><b>Basketball</b></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>