

Half Termly Planning

Year 5 – Autumn 1

The Amazing Americas				
Value	Aspire			
No Outsiders	The Cow Who Climbed a Tree			
Educational Visit	Northwich Muslim Centre			
		Intent		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1/2	- Adventure story plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Adventure Story - Adventure Stories - To infer meaning from a story. - To write as a character - To understand how modal verbs effect the possibility - To ask relevant questions - To write a persuasive paragraph - To infer information about a character.	Adventure Story - To write in 1st person - To implement grammatical improvements - To use varied sentence starters - To use modal verbs - To use relative pronouns - To write in 1st person and present tense - To use the correct rules of speech - To plan in logical orders - To improve and edit writing
	3		Adventure Story Adventure Stories	Adventure Story To write in 1st person

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			- To infer meaning from a story. - To write as a character - To understand how modal verbs effect the possibility To ask relevant questions - To write a persuasive paragraph - To infer information about a character. - Adventure Stories - To write a diary entry as a character - To write a dialogue between two or more characters - To write a letter in 1st person - To write a debate/discussion - Adventure Stories To plan and write an adventure story To imitate and innovate new ideas	To implement grammatical improvements To use varied sentence starters To use modal verbs To use relative pronouns To write in 1st person and present tense To use the correct rules of speech To plan in logical orders To improve and edit writing
	4-5	Non-chronological reports Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - précising longer passages - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Non-Chronological Reports To identify features of a non chronological report To explore different nonchronological reports To explore the use of language and features To discuss the layout	Non-Chronological Reports To recognise the use of different features To use different techniques to understand vocabulary

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		- ensuring the consistent and correct use of tense throughout a piece of writing		
	6	Senryus Poetry Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Senryus Poetry To explore different types of poetry To understand what Senryus poetry is To research the history of this poetry type	To use poetical devices correctly To apply the correct poetical rules
SPaG	1	Use further prefixes and suffixes and understand the guidance for adding them.	To know prefixes can change the meaning of words.	To add prefixes to root words.
	2	Use further prefixes and suffixes and understand the guidance for adding them.	To know how suffixes can change the meaning of words.	To add suffixes to root words.
	3	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To know how to spell words from the curriculum.	To use a range of strategies to spell words from the curriculum.
	4	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To know how to spell words with the -ough letter string.	To spell words with the -ough letter string.
	5	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To know how to spell words from the curriculum.	To use a range of strategies to spell words from the curriculum.
	6	Continue to distinguish between homophones and other words which are often confused.	To know how to spell homophones and near homophones.	To spell homophones and near homophones.
	7	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To know how to spell words from the curriculum.	To use a range of strategies to spell words from the curriculum.
Guided Read	1	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Discuss and evaluate how 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. Explain and discuss their understanding of what they have read, including through formal presentations and	Use a range of strategies, including accurate decoding of text, to read for meaning Understand, describe, select and retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer or interpret information, events or ideas from texts Level Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence.	Apply learnt skills in reading comprehension activities and during guided reading discussions.
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		debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.		
Maths	1	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Roman numerals to 1000 Number to 10,000 Number to 100,000 Numbers to a million	Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
	2	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Compare and order numbers to 100,000	
	3	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, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Counting in 10s, 100s, 1000s and 100,000s Round numbers to a million Round to the nearest 10, 100 and 1000 Negative numbers	Count forwards or 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 through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
	4	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Add whole numbers with more than 4- digits (column method) Subtract whole numbers with more than 4-digits (column method) Round to estimate and approximate	Add and subtract numbers mentally with increasingly large numbers. 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.
	5	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Inverse operations (addition and subtraction) Multi-step addition and subtraction problems	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	6		Consolidation	Consolidation
Science	1	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Properties of materials Know the different properties to identify in different materials.	Compare and group together everyday objects on the basis of their properties including their hardness, transparency, solubility, conductivity and response to magnets.
	2	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Dissolving Know that some solids will dissolve in a liquid to form a solution. Describe how to separate a solid from a solution	Thinking scientifically – plan and conduct a fair test and identify the variables in their experiment. Plan scientific enquiry to answer questions.
	3	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Know the difference between solids, liquids and gases. Know different methods for separating a mixture.	Identifying scientific evidence that has been used to support or refute ideas or arguments.
	4	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Give reasons, based on evidence through comparative and fair tests, for the uses of everyday materials, including wood, plastic and metal.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

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				Plan different types of scientific enquiry including recognising and controlling variables.
	5	Demonstrate that dissolving, mixing and changes of state are reversible changes	Demonstrate that dissolving, mixing and changes of state are examples of reversible reactions.	Plan different types of scientific enquiry to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further fair tests.
	6	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Explain that some changes result in the formation of new substances, and that these are normally non-reversible including burning and reactions of bicarbonate of soda and acid.	Reporting and presenting findings from enquiries including conclusions, casual relationships and explanations of and degrees of trust in results, in oral and written forms. Gather and record data of increasing complexity using tables.
RE	1	Islam	Identify, describe, and explain key Muslim beliefs related to Allah Describe how Muslims believe that to have inner peace with God, humans must follow and submit to Allah's guidance and will. Including Jihad to have inner struggle with oneself to make oneself a better Muslim. Name the Five Pillars and explain why they are important to the majority of Muslims.	Give my own and others views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community use reasoning and examples. To express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions.
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PE	1	Handball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Handball Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. By facilitating learning through gamebased scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing. Tag Rugby Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will also start to lead their team and manage their games.	Handball Consolidate passing and receiving Explore the function of other passes Develop defending Develop passing and creating space, introduce officiating Refine shooting Tag Rugby Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating
		Tag Rugby play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		

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			Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills. Pupils will develop communication skills as they officiate in game based scenarios. By facilitating learning through gamebased scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing. Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will also start to lead their team and manage their games.	
Geography and History	1	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To know the geographical similarities and differences of the human and physical features of a region within North and South America. To know where the countries of North and South America are. To know where major cities in the countries of North and South America are.	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Identify significant places and environments. Locate countries in North and South America and larger cities. Collect and record evidence unaided.
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	6	name and locate counties and cities of the United Kingdom, 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
Art and Design	1	Georgia O'Keefe	To name a range of artists To name types of art the artists have	Select and record from first- hand observation, experience and imagination,

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(1 full afternoon fortnightly)	3	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	created To know that artwork generates feelings	and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Independently research and collate ideas, media and formats to inform their own projects Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Evaluate the impact their work has on other people and adapt if necessary.
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Design Technology (2 days)		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	To know which tools to use for specific products using research to clarify. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.	Generate ideas through brainstorming and identify a purpose for their product. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Select appropriate materials, tools and techniques Measure and mark out accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Evaluate a product against the original design specification using appropriate tests. Evaluate it personally and seek evaluation from others.
PSHE	1	I Decision – Keeping & Staying Safe and Computer Safety	Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Understand the consequences of potential outcomes of sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure. Be able to create a set of rules to follow when sharing images online.
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Music	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	To sing a broad range of songs with a sense of ensemble and performance. To observe phrasing, accurate pitching and appropriate style of music.	Know and understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
	2	Develop an understanding of the history of music.	To sing in three- part round. To sing partner songs.	
	3		To sing songs with a verse and chorus.	Have knowledge of recorded music and live music watched live music in school or out

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			To perform a range of songs in school assemblies and in school performance opportunities.	of school (Examples can be found in Appendix 2 and 3)
	4		To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played.	
	5		To listen to recorded music and live music and compare the two. (see examples in appendix 2 and 3) To know some of the musical history from the music model curriculum.	
Computing	1	- Pupils should be taught to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Apply Knowledge of online safety rules. * Demonstrate the safe and respectful use of different technologies. - Relate online behaviour to their own right to privacy and mental wellbeing of themselves and others. Explain in some detail how credible a webpage is and the information it contains.	To know what online safety means, and learn the SMART rules. To know about responsibilities to one another in their online behaviour and to review sources of support when online. To know the importance of protecting privacy online. To know how to maintain secure passwords. To understand and be aware of appropriate and inappropriate texts, photographs, and videos, including altering images and permissions needed. To learn about citing sources and referencing work. Considering the reliability of sources. To start to consider the most appropriate form of online communications.	- secure sites by looking for privacy seals of approval, padlock and https. - To begin to understand about benefits and risks of giving personal information. - To understand a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. - To understand why it is important to have and how to create secure passwords. - To know the SMART rules. To know how to search precisely when using a search engine.
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MFL	1	Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.	To consolidate language learned so far including our name, age, and birthdays, where we live, information about our family, pets, recapping on animals we like and dislike To recap on vocabulary for sports and to express preferences for sports To hear the words “et” and “mais” in order to be able to construct more complex sentences	Pupils listen to and understand the main points and some detail from a short spoken passage. Pupils write words, phrases and a few sentences using a model. Pupils remember simple structures and apply in new contexts. Pupils manipulate language by changing a single element in a sentence.
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Winnington Park Primary School and Nursery

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	6		To learn some vocabulary for sports To express if we like or dislike certain sports and to continue to hear and begin to use "et" and "mais" – use a survey	
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