Winnington Park Primary School and Nursery

Half Termly Planning

Year 5 – Autumn 2

The Amazing Americas				
Value	Safe			
No Outsiders	Where the poppies grow – to learn from our past			
Educational Visit	Pantomime Northwich Muslim Centre			
		Intent		
Subject	**Week**	National Curriculum Objective	Knowledge	Skills
English	1 Fantasy story – action narrative	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 - 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 Evaluate and edit by: - 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 - proof-read for spelling and punctuation errors	To use an opening and resolution to shape the story. To consider structural features of narrative are included e.g. repetition for effect 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	To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To note and develop ideas, drawing on reading and research where necessary Writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed To apply grammar and punctuation to writing.
	2		To consider the sequence of plot may be disrupted for effect e.g. flashback. To remember to use paragraphs varied in length and structure. Emotive language used throughout to engage the reader.	To include active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. To use formal and technical language used throughout to engage the reader. To use a wide range of devices to build cohesion within and across paragraphs
	3		To know how to effectively plan a narrative. To know how to effectively describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action within writing.	Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. To proof-read for spelling and punctuation errors and redraft where appropriate. To use a thesaurus.
	4 **Free Verse 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.	To know what free verse poetry is. To recognise the audience and purpose of a poem.	To write for a specific audience and purpose. To write a free verse poem. To use figurative language to describe. To use descriptive vocabulary.
	5 Instructions	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:	To write accurate instructions for complicated processes. To write imaginative instructions using flair and humour. Assessing the effectiveness of their own and others' writing. Proofread for spelling and punctuation errors	To know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. To vary sentence length. Wide range of subordinate connectives e.g. whilst, until, despite. Proof read. Assessing the effectiveness of their own and others writing.
	6			

		- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - 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		Use drama to assess the effectiveness of their instructions.
SPaG	1	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,	To know different strategies for spelling words.	To spell words from the Year 5/6 National Curriculum.
	2	Use further prefixes and suffixes and understand the guidance for adding them.	To know the rules for adding -ious to root words.	To spell words ending in -ious.
	3	Use further prefixes and suffixes and understand the guidance for adding them.	To know the rules for adding -cial and -tial to root words.	To spell words ending in -cial and -tial
	4	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,	To know different strategies for spelling words.	To spell words from the Year 5/6 National Curriculum.
	5	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,	To know different strategies for spelling words.	To spell words from the Year 5/6 National Curriculum.
	6	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,	To know different strategies for spelling words.	To spell words from the Year 5/6 National Curriculum.
Guided Read	1 2 3 4 5	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 debates, maintaining a focus on the topic and using notes where necessary.	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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		Provide reasoned justifications for their views.		
Maths	1 2 3	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers 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}) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Multiplication and division Multiples Factors Common factors Prime numbers Square numbers Cube numbers	Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3). 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.
	4 5 6	compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, + = = 1] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Equivalent Fractions Improper Fractions to mixed numbers Mixes numbers to improper fractions Number sequences Compare and order fractions less than 1 Add and subtract fractions Add fractions within 1	Recognise common denominators in fractions to order and compare them. Use visual representations to identify, name and write equivalent fractions. Be able to convert mixed and improper fractions from one form into another. Identify common denominators in order to add and subtract fractions
Science	1	Animals, including humans Pupils should be taught to: describe the changes as humans develop to old age	Human timeline Order the stages of human development. Name the 6 stages of human development.	Describe the changes of humans during the various stages of life up to old age. Explain the changes that occur during stages of human development.
	2		Growth of babies Demonstrate understanding of how babies grow in height.	Explain how babies grow and develop. Describe the physical changes that occur during the growth of a baby and what it is able to do.
	3		Puberty Describe the main changes that occur during puberty. Give reasons why changes occur during puberty.	Explain the changes that happen to boys and girls during puberty. Identify similarities and differences between boys and girls.
	4		Changes in old age Explain the main changes that take place in old age.	Describe the change in humans as they develop to an old age.

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			Gestation period Analyse and report findings in written and oral explanations.	Understand the changes that take place in old age.
	5 6 -7		Life expectancy Compare the life expectancy of animals. Compare graph types and select which is the most appropriate for the data.	Record data using bar charts and line graphs in order to compare life expectancies of different animals. Children can identify the relationship between variables. Take measurements using a range of equipment.
RE	1 2 3 4 5	**Islam**	Explain and assess how all Muslims are part of 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. Explain how Muslims' organisations help people in need.	Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life
PE	1 2 3 4 5 6	**Gymnastics** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **OAA** take part in outdoor and adventurous activity challenges both individually and within a team	**Gymnastics** Pupils will demonstrate communication skills and show respect as they watch others' perfromances and give feedback on ways to improve. Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences. **OAA** Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible Pupils will apply integrity and self motivation as they complete the challenges. Pupils will consolidate their leadership skills and	**Gymnastics** Introduction to counter balance Application of counter balance learning onto apparatus Sequence formation Counter Tension Sequence completion **OAA** Face orienteering Cone orienteering Point and return
Geography and History	1 2 3 4 5 6	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	To understand the key features of mountains. To understand the key features of volcanoes. To understand the key features of earthquakes.	Begin to suggest questions for investigating, such as "Are there mountains in Chile?" Find/recognise places on maps of different scales. Analyse evidence and draw conclusions; e.g. temperature of various locations - influence on people/everyday life

		European country, and a region within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Art and Design (1 full afternoon fortnightly)	1 3 5	**Georgia O'Keefe** 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.	To demonstrate how to plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting. To know how to use a variety of source material for their work.	Select and record from first- hand observation, experience and imagination, 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)		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - 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 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To know the materials and components needed for a product, including construction materials, textiles, according to their functional properties and aesthetic qualities.	Draw up a specification for their design. Use results of investigations, information sources, including ICT when developing design ideas. Measure and mark out accurately. Cut and join with accuracy to ensure a good-quality finish to the product. Evaluate a product against the original design specification using appropriate tests.
PSHE	1 2 3 4 5 6	**1Decision – Growing and Changing**	To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty Be able to develop coping strategies to help with the different stages of puberty.
Music	1	Improvise and compose music for a range of purposes using the inter-related dimensions of music	**<u>Improvise</u>** To improvise freely over a drone.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	2		To develop shape and character using tuned percussion and melodic instruments.	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape
	3		To improvise over a simple grove. To respond to beats.	
	4		To know, use and experiment with the wider range of dynamics.	Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
	5		To experiment with very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and Moderately quiet (mezzo piano).	
Computing	1 2 3 4 5 6	**Database** **Micro:bits** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	To demonstrate how to include interactivity in programming. To demonstrate how to use flowcharts to test and debug a program.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in

		Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.		programs; work with variables and various forms of input and output.
MFL	1	To listen attentively to spoken language and show understanding by joining in and responding	Revision of numbers 0-31 (bingo) Revision of which lessons we like or dislike and saying saying why	Pupils understand simple opinions. Pupils use knowledge of words, text and structure to make meaning, using simple language.
	2	To read carefully and show understanding of words, phrases and simple writing	I can recall phrases to talk about myself and my feelings.	Pupils read and understand familiar words and short written phrases. Pupils read and understand the main points and some detail from a short passage.
	3	To read carefully and show understanding of words, phrases and simple writing	I can understand and use adjectives to talk about my personality.	Pupils understand and use statements. Pupils use knowledge of words, text and structure to make meaning, using simple language.
	4	To present ideas and information orally to a range of audiences	To know how to describe hair and eye colour.	Pupils recognise typical conventions of word order and compare with English.
	5	To describe people, places, things and actions orally	I can read and understand a text about my personality and physical appearance.	Pupils read and understand some of the main points from a short text.
	6	To describe people, places, things and actions orally	I can read and understand a text about my personality and physical appearance (2)	Pupils read and understand some of the main points from a short text.
	7	To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	Consolidation of language learned so far and discussing aspirations and careers.	Pupils understand how a simple sentence is written.