



Year 5

Spelling, English, Maths and Foundation Subjects

Medium Term Plan **Autumn 1 2025-26**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	ambitious, amphibious , curious, fictitious, infectious, notorious, nutritious, obvious, mixture, separate	conscious, delicious, ferocious, gracious, malicious, precious, spacious, suspicious, census, sieve	artificial, beneficial, crucial, especially, facial, judicial, official, special, Victorian, autumn	circumstantial, confidential, essential, impartial, influential, potential, residential, torrential, solution, dissolve	commercial, financial, financially, initial, initially, palatial, provincial, spatial, controversial, temperature	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	brilliant, constant, distant, dominant, elegant, fragrant, ignorant, vacant, mechanism, Halloween
ENGLISH	Core text or inspiration: The Tempest						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing			
	Develop descriptive vocabulary, including through using prefixes and suffixes Use coordination to join clauses using and, or, but, so, yet Use subordinating conjunctions for cause – if, because, although Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	plan their writing using the Spotland Planning for Writing Framework by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own		- write for different purposes (entertain) - select appropriate grammar and vocabulary, understanding how such choices can enhance meaning - build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns		- assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural,	

	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use the present and past tenses correctly and consistently Use progressive form in the present and past to mark actions in progress Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use devices to build cohesion within paragraphs, including pronouns, nouns and adverbs Use spaces between words Use capital letters correctly Use full stops Use apostrophe ' for possessive singular Use commas , for lists Use a comma , after fronted adverbials Use commas , for relative clauses	- noting and developing initial ideas, drawing on reading and research to develop their ideas - in writing narratives, consider how authors have developed characters in what they have read, listened to or seen performed		proof-read for spelling and punctuation errors
MATHS	Number and Place Value			
	Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000	Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers		

	Working scientifically: Research a mixture to find out what substances it is made from. Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. Identify and justify which type of enquiry to use to answer my testable question. Identify solutions by observing and describing their appearance. Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. Choose which measurements to take and how long to take them for.						
HISTORY	Unit: What can the census tell us about our local area?						
	L.O. – To explore the purpose and creation of a census.	L.O. - To create questions about Victorian children using a range of sources.	L.O. - To explore the jobs available in the past using the census.	L.O. - To make inferences about women’s lives in the 1900s using the census.	L.O. - To investigate how the census changed by following the life of Evelyn Dove.	L.O. - To conduct an enquiry about my local area using the census.	
Outcomes	Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.						
GEOGRA	Unit: What is life like in the Alps? (Continued Autumn 2)						
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L. O. -	L.O. - To locate the Alps on a map.

Outco	Locate the Alps on a world map and identify and label the eight countries they spread through.						
ART	Unit: Drawing: I Need Space						
	L.O. - To explore the purpose and effect of imagery.	L.O. - To understand and explore decision making in creative processes.	L.O. - To develop drawn ideas through printmaking.	L.O. - To test and develop ideas using sketchbooks.	L.O. - To apply an understanding of drawing processes to revisit and improve ideas.		
Outcomes	Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.						

D.T.	Unit: Mechanical systems: Pop-up book (continued in Autumn 2)						
						L.O. - To design a pop-up book.	L.O. - To follow my design brief to make my pop up book.
Outco	Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms.						
R.E.	Taught in Autumn 2						
Outco							
PSHE	Unit: Me and my relationships and Valuing Difference (continued in Autumn 2)						
	L.O. - To understand collaboration.	L.O. - To explore ways to solve conflict.	L.O. – To reflect on their friendship qualities.	L.O. – To recognise features of unhealthy relationships and	L.O. – To recognise emotional needs and risks.	L.O. - To identify assertive behaviours.	L.O. - To describe features of long-lasting friendship.

				how to get help with these.			
Outcomes	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.						
MUSIC	Unit: Melody and Harmony in Music						
	L.O. - Understand how pulse, rhythm and pitch work together in a song	L.O. – Listen and respond to music	L.O. – Learn to sing a song	L.O. – Play instruments with a song	L.O. – Improvise with a song	L.O. – Compose with a song	L.O. – Perform the song

Outcomes	Find and keep a steady beat.						
	Listen and copy more complex rhythmic patterns, including triplets, aurally and visually.						
	Copy back complex melodic patterns.						
	Talk about the emotions of a piece of music and my personal opinion.						
	Identify the style, instruments, structure (including introduction and bridge) and theme of a song.						
	Recognise major and minor tonalities and the sound of the pentatonic and Blues scales.						
	Sing in unison and in parts.						
	Sing on pitch and in time and expressively, with attention to breathing, phrasing, dynamics and articulation.						
	Learn to play a melody on a tuned instrument.						
	Improvise sections of music which include structured phrases and improved melodic shape.						
	Improvise using a wider range of dynamics and more complex rhythms.						
	Compose music in response to a stimulus.						
	Use a planned structure with composing.						
	Use a variety of rhythms, dynamics and tempo in their composition.						
Create a melody and explain its musical structure and shape.							
Perform solo, in a small group or as a class.							
Evaluate performances and discuss the strengths and weaknesses of their own performance.							
P.E.	Unit: Rugby and Gymnastics						
	L.O. - I can take part in competitive games with a strong understanding of tactics and composition I can change the speed and find space in a variety of sports <i>I can communicate effectively with a partner/in a group</i>	L.O. - I can receive a ball moving at speed I can throw accurately over different distances <i>I can balance with a partner on apparatus I can show flexibility in a routine</i>	L.O. - I can use the skills of movement in a variety of sports I can take part in competitive games with a strong understanding of tactics and composition <i>I can balance with a partner on apparatus I can show flexibility in a routine</i>	L.O. - I can use the skills of movement in a variety of sports I can change the speed and find space in a variety of sports I can select the most suitable pace for the distance and fitness level in order to maintain a sustained run	L.O. - I can use the skills of movement in a variety of sports I can change the speed and find space in a variety of sports I can select the most suitable pace for the distance and		L.O. - I can receive a ball moving at speed I can throw accurately over different distances I can use the skills of movement in a variety of sports I can change the speed and find space in a variety of sports I can select the most suitable pace for the distance and fitness

