

Year 5 Spelling, English, Maths and Foundation Subjects Medium Term Plan Autumn 1 2025-26

I	Week 1	We	ek 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	ambitious, amphibious , curious, fictitious, infectious, notorious, nutritious, obvious, mixture, separate	deli fero grad mali pre spa susp cei	scious, cious, cious, cious, cious, cious, icious, icious,	artificial, beneficial, crucial, especially, facial, judicial, official, special, Victorian, autumn	circumstantial, confidential, essential, impartial, influential, potential, residential, torrential, solution, dissolve	commercial, financially, initial, initially, palatial, provincial, spatial, controversial temperature	cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough,	brilliant, constant, distant, dominant, elegant, fragrant, ignorant, vacant, mechanism, Halloween
	Core text or inspirate Purposes for Writing Vocabulary, Gramn Punctuation	g: To ente	rtain	nposition Planning	Composition and Wr	•		
ENGLISH	Develop descriptive voincluding through using and suffixes Use coordination to jousing and, or, but, so, Use subordinating confor cause – if, because Use noun phrases exp the addition of modify adjectives, nouns and preposition phrases	ocabulary, ng prefixes oin clauses yet njunctions e, although anded by	Spotland F Framewor ide for wr ap	writing using the Planning for Writing ok by: entifying the audience and purpose of the iting, selecting the propriate form and using the propriate form and usin	 write for difference (entertain) select approprial and vocabulary how such choice meaning build cohesion 	ent purposes ate grammar , understanding es can enhance within and ohs using dverbials of	 and others' writin propose changes to grammar and pun enhance effects at ensure the consist of tense throughout ensure correct sultense 	to vocabulary, ctuation to nd clarify meaning tent and correct use ut a piece of writing

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

Use commas, for relative

adverbials

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

	Number and Place Value			
	Step 1 Roman numerals to 1,000	Step 1 Mental strategies		
NATHS	Step 2 Numbers to 10,000	Step 2 Add whole numbers with more than four digits		
	Step 3 Numbers to 100,000	Step 3 Subtract whole numbers with more than four digits		
	Step 4 Numbers to 1,000,000	Step 4 Round to check answers		
	Step 5 Read and write numbers to 1,000,000	Step 5 Inverse operations (addition and subtraction)		
	Step 6 Powers of 10	Step 6 Multi-step addition and subtraction problems		
	Step 7 10/100/1,000/10,000/100,000 more or less	Step 7 Compare calculations		
	Step 8 Partition numbers to 1,000,000	Step 8 Find missing numbers		
	Step 9 Number line to 1,000,000			
	Step 10 Compare and order numbers to 100,000			

Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000

Step 14 Round within 1,000,000

	Unit: Materials: Mixtures and Separation, Properties and Changes (continued in Autumn 2)							
	LO – Knowledge:	LO – Knowledge:	LO – Knowledge:	LO – Knowledge:	LO – Knowledge:	LO – Knowledge:	LO – Knowledge:	
	To describe	To explain the	To explain the	To describe solutions	To identify which	To describe the	To determine the	
	mixtures.	process of sieving.	process of filtering.	and how they can be	factors affect the	process of	hardness of	
				identified.	time taken to	evaporation.	materials and link	
	Working	Working	Working		dissolve.		this to their uses.	
	scientifically:	scientifically:	scientifically:	Working				
	To research using a	To draw and	To identify testable	scientifically:	Working		Working	
	range of secondary	annotate a diagram	questions and how	To make	scientifically:		scientifically:	
CE	resources.	to explain a	to answer them.	observations about	To plan a fair test		To evaluate the	
ž		concept.		solutions.	with consideration		hardness test to	
旦					of variables and		determine the	
C					measurements.		degree of trust in	
S							the results.	

Define the term mixture and name some common examples.

Define the term sieving and explain how sieving separates mixtures.

Define the term filtering and explain how filtering separates mixtures.

Define the terms solution and dissolve and name some common examples of solutions.

Recall some factors that affect the time taken to dissolve.

Describe the effect of temperature on the time taken to dissolve.

Define the term evaporating and explain how evaporating separates solutions.

Identify when sieving, filtering and evaporating should be used.

	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.						
	Unit: What can the census tell us about our local area?						
HISTORY	L.O. – To explore the purpose and creation of a census. L.O. – To explore the purpose and creation of a using a range of the census. L.O. – To explore the jobs available inferences about women's lives in the census the census. L.O. – To investigate how the census an enquiry about changed by following the life of the census.						
Outcomes	Identify the type of information the census gives about people.						
	11 - 12 - 14 de - 12 - 12 de -	a ta tha Alas 2 (Casti					
RA		e in the Alps? (Contir	-			_	
GEOGRA	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 ident	ify and label the eight	countries they spread	through.		
	Unit: Drawing: I Ne	ed Space					
ART	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	Participate in discuss Evaluate images usi Provide plausible su Comfortably use diffuse past knowledge Select and place text Create a selection of Generate a clear con Apply confident skill Independently selections	ggestions for how a p ferent stimuli to draw and experience to ex tures to create a colla f drawings and visual mposition idea for a fi Is to make an effective tools and drawing to	sometimes using form iece was created. from. plore a range of draw graph plate, applying notes that demonstra	an understanding of th te their ideas using ske now it will be drawn. guidance.	e material, which may	be supported by testi	ing.

	Unit: Mechanical sy	stems: Pop-up book	(continued in Autumn	2)			
D.T.						L.O To design a pop-up book.	L.O To follow my design brief to make my pop up book.
Outco	Produce the structu		their book.	echanisms.			
	Taught in Autumn 2						
R.E.							
Outco							
	Unit: Me and my re	lationships and Valui	ng Difference (continu	ued in Autumn 2)			
PSHE	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	Describe the attribute Explain what is mean Describe strategies. Demonstrate how to Give examples of some Reflect on their own Identify what things Identify who they concern Recognise basic emolional risks. Identify characterist Understand and rehold Define some key que Describe ways of mean Recognise ways of means.	ow they have worked ates needed to work can't by the terms negot for resolving difficult to respond to a wide range key qualities of from friendship qualities. It make a relationship to the firm a given situation (in a given situation (in the firm	ollaboratively. ciation and compromistication and compromistications. cissues or situations. cange of feelings in other ciendship; unhealthy; eded help. tand that they change avolving smoking or other cive and assertive behickills.	ers; e according to circumstather scenarios) and con		taking in this situatior	n, including
	Unit: Melody and H	Harmony in Music					
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

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.

Unit: Rugby and *Gymnastics*

	L.O
	I can take part in
	competitive games
	with a strong
	understanding of
:	tactics and
<u>۳</u>	composition
ф	I can change the
	speed and find space
	in a variety of sports
	I can communicate
	effectively with a

partner/in a group

a ball moving at speed
I can throw
accurately over
different distance
I can balance with a partner on
apparatus
I can show flexibility
in a routine

L.O. - I can receive

L.O I can use the skills
of movement in a variet
of sports
I can take part in
competitive games with
a strong understanding
of tactics and
composition
I can balance with a

partner on apparatus
I can show flexibility in a

routine

L.O I can use the
skills of movement in
a variety of sports
I can change the spee
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

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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

I can evaluate the work of others using technic language I can show different levels and pathways when I travel whilst using props.	improve a performance I can recreate a more complex routine demonstrating agility, balance and co-ordination and precision and I can develop on my own I can communicate with a partner or group I can evaluate the work of others using accurate technical language.	I can show desire to improve a performance I can recreate a more complex routine demonstrating agility, balance and co-ordination and precision and I can develop on my own I can communicate with a partner or group I can evaluate the work of others using accurate technical language.	I can complete a plank for 30seconds I can show flexibility in a routine I can show desire to improve a performance I can recreate a more complex routine demonstrating agility, balance and coordination and precision and I can develop on my own I can communicate with a partner or group I can evaluate the work of others using accurate technical language.	fitness level in order to maintain a sustained run I can perform a variety of rolls I can show desire to improve a performance I can recreate a more complex routine demonstrating agility, balance and co-ordination and precision and I can develop on my own I can communicate with a partner or group I can evaluate the work of others using accurate technical language.	level in order to maintain a sustained run I can take part in competitive games with a strong understanding of tactics and composition I can straddle bunny hop ad sideways bunny hop I can show flexibility in a routine I can recreate a more complex routine demonstrating agility, balance and coordination and precision and I can develop on my own I can evaluate the work of others using accurate technical language
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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 level in order to maintain a sustained run

• · · · • • • · · · · · · · · · · · ·				
I can take part in competitive	games with a strong	r iinaerstanaing	t of factics and com	nosition
i can take part in competitive	gaines with a strong	, anacistanang	, or tactics aria corri	Position

I can balance with a partner on apparatus

I can complete a plank for 30seconds

I can show flexibility in a routine

I can straddle bunny hop ad sideways bunny hop

I can perform a variety of rolls

I can show desire to improve a performance

I can recreate a more complex routine demonstrating agility, balance and co-ordination and precision and I can develop on my own

I can communicate with a partner or group

I can evaluate the work of others using accurate technical language

I can show different levels and pathways when I travel using props

	Units: Quizzing then Databases lesson 1 and 2						
COMPUTING	To explore different types of quizzes and identify their features, strengths and weaknesses.	L.O To explore the features of 2Quiz and experiment with creating quiz questions.	L.O To explore additional features of quizzes, such as title screens and content pages.	L.O To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.	L.O To be able to refine, test and share completed quizzes.	L.O To understan d what a database is.	L.O To design and create a database.

Quizzing

To explore different types of quizzes and identify their features, strengths and weaknesses.

To explore the features of 2Quiz and experiment with creating quiz questions.

To explore additional features of quizzes, such as title screens and content pages.

To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.

To be able to refine, test and share completed quizzes.

Databases

To understand what a database is.

To design and create a database.

To build queries to find information.

To solve problems using a database.

	Unit: Introducing myself							
FRENCH	L.O To develop accurate pronunciation with familiar words and phrases so that others understand		L. O To listen attentively to spoken language	L.O To show understanding by joining in and responding	L. O Explore the patterns and sounds of language through songs and rhymes to link sound and meaning of words	L.O To ask and answer questions	L.O To recognise and read familiar words in written form Cultural link - Halloween	

Recognise and respond to spoken greetings in French.

Focus on pronouncing French sounds accurately, including [3] in bonjour.

Begin to speak in short sentences, using familiar greetings vocabulary and phrases.

Use familiar greetings and phrases appropriately to start and continue a conversation with a partner.

Listen attentively to counting patterns in French.

Recognise numbers to 100 in spoken French.

Recall classroom language and instructions.

Show understanding by responding to oral instructions in French.

Listen to and join in a song to practise vocabulary for items found in a typical pencil case.

Explore the spelling-sound patterns to read and copy pencil case vocabulary.

Recall and recognise vocabulary for colours in French.

Ask and answer questions using vocabulary for colours and pencil case items.

Discuss French Halloween traditions.

Read familiar vocabulary for colours and numbers to complete a Halloween picture.