



Year 5

Spelling, English, Maths and Foundation Subjects

Medium Term Plan

Autumn 1 2026-27

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Words ending in ‘-tious’ and ‘-ious’: ambitious, amphibious, curious, fictitious, infectious, notorious, nutritious, obvious, mixture, separate	Words ending in ‘-cious’: conscious, delicious, ferocious, gracious, malicious, precious, spacious, suspicious, census, sieve	Words ending in ‘-cial’: artificial, beneficial, crucial, especially, facial, judicial, official, special, Victorian, autumn	Words ending in ‘-tial’: circumstantial, confidential, essential, impartial, influential, potential, residential, torrential, solution, dissolve	Words ending in ‘-cial’ and ‘-tial’: commercial, financial, financially, initial, initially, palatial, provincial, spatial, controversial, temperature	UKS2 Statutory Words: appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	Revision: 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 • 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	Composition Planning 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		Composition Drafting and Writing • 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		Composition Evaluating and Editing • 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	

	• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • 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		• ensure correct subject and verb agreement when using singular and plural, • proof-read for spelling and punctuation errors
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MATHS	Number and Place Value	Addition and Subtraction	Multiplication and Division
	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 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 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers

	• 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?					
	What is a census? L.O. To explore the purpose and creation of a census	What can we learn about Victorian children from the census? L.O. To create questions about Victorian children using a range of sources	What does the census suggest about the jobs available in the 1800s? L.O. To explore the jobs available in the past using the census	Why did some women refuse to fill out the census in 1911? L.O. To make inferences about women's lives in the 1900s using the census	What changed in the 1921 census? L.O. To investigate how the census changed by following the life of Evelyn Dove	Who lived in our local area in the past? 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: Not taught this half term					

	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 how to get help with these	L.O. To recognise emotional needs and risks	L.O. To identify assertive behaviours	L.O. To describe features of long-lasting friendship
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 <i>Gymnastics</i>						
	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>L.O. I can communicate</i>	L.O. I can receive a ball moving at speed I can throw accurately over different distances <i>L.O. 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>L.O. I can balance with a partner on apparatus</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 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 fitness level to maintain a sustained run	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	Consolidation

- *I can complete a plank for 30seconds*
- *I can show flexibility in a routine*
- *I can straddle bunny hop and 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 and Databases

COMPUTING

Exploring Quizzes

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

Using 2Quiz

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

Additional Quiz Features

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

Creating a Quiz

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

Completing, Debugging and Testing Quizzes

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

Understanding Databases

L.O. To understand what a database is

Creating a Database

L.O. To design and create a database

Outcomes

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

FRENCH	Unit: Introducing myself						
	L.O. To develop accurate pronunciation with familiar words and phrases so that others understand	L.O. To engage in short conversations	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 <i>Cultural link - Halloween</i>
Outcomes	• Recognise and respond to spoken greetings in French • Focus on pronouncing French sounds accurately, including [ʒ] in <i>bonjour</i> • 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						