






















<p><b>Writing</b></p>	<p><b>Fiction: Lost and Found</b></p> <p><b>Secondary Unit: Explanation Texts</b></p> <p><b>Model Text: Who's There?</b></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Core toolkit: suspense; moving beyond the cliché; core understanding of 'unknowns' &amp; role of suspense in all narratives.</li> <li>Integrate dialogue to convey character and advance the action.</li> <li>Build cohesion through linking ideas across sentences and paragraphs.</li> <li>Level of innovation: change setting, change lost thing; imply suspense.</li> </ul>												
<p><b>Reading</b></p>	<p><b>Class Text: Skellig How Colour Works</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Role of character: Who are the characters in the story? What do we know about them? What role might they play? Hone in on the doctor – what impression is created? Hone in on character in the garage – who might he be? Why do they think this? How does the way he's presented compare to other texts?</li> <li>Main themes/ideas or arguments: particularly linking to the related Greek myths, what does the text truly seem to be 'about'? How does this affect perception of how it might end? How do metaphor and imagery relate to this?</li> <li>Plot/structure: what were initial predictions of the text? How did David Almond suggest it was going to be a sad ending through use of foreshadowing, role of language, role of setting to create overall mood? How does the ending twist somewhat? What other texts do something similar?</li> </ul>												
<p><b>SPAG</b></p>	<p><b>Spelling</b></p> <table border="1" data-bbox="316 1131 1461 1529"> <tr> <td data-bbox="316 1131 459 1176">+ </td> <td data-bbox="467 1131 1461 1176">Contractions <i>didn't, can't it's, he's, I'd etc.</i></td> </tr> <tr> <td data-bbox="316 1184 459 1229">+ </td> <td data-bbox="467 1184 1461 1229">Possessive apostrophe (singular nouns) <i>e.g. Megan's, the girl's, a summer's day.</i></td> </tr> <tr> <td data-bbox="316 1238 459 1328">+  </td> <td data-bbox="467 1238 1461 1328">Common homophones: <i>there/their/they're; to/too; off/of, hour/our are/our; your/you're; herd/heard; led/lead</i></td> </tr> <tr> <td data-bbox="316 1337 459 1382">+ </td> <td data-bbox="467 1337 1461 1382">Finding root words &amp; word families</td> </tr> <tr> <td data-bbox="316 1391 459 1458">+ </td> <td data-bbox="467 1391 1461 1458">breath/breath<u>e</u>, caught (vs court), woman/women, busy/business, forwards (for+ ___; towards), favour(ite) medicine (medic), describe</td> </tr> <tr> <td data-bbox="316 1467 459 1534">+ </td> <td data-bbox="467 1467 1461 1534">conscience/conscious, <u>definite</u>, lightning/lightening</td> </tr> </table> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Commas to indicate fronted adverbials or a simple list.</li> </ul>	+ 	Contractions <i>didn't, can't it's, he's, I'd etc.</i>	+ 	Possessive apostrophe (singular nouns) <i>e.g. Megan's, the girl's, a summer's day.</i>	+  	Common homophones: <i>there/their/they're; to/too; off/of, hour/our are/our; your/you're; herd/heard; led/lead</i>	+ 	Finding root words & word families	+ 	breath/breath <u>e</u> , caught (vs court), woman/women, busy/business, forwards (for+ ___; towards), favour(ite) medicine (medic), describe	+ 	conscience/conscious, <u>definite</u> , lightning/lightening
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Medium Term Plan  
Year 5 – Term 1 – 2025/2026

<b>Mathematics</b>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"><li>• To know the value of each digit in numbers up to 1,000,000 and identify a missing part in standard partitioning (e.g. <math>1000 + \_ + 20 + 4 = 1324</math>)</li><li>• To know how to count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li><li>• To know and quickly recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li></ul> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"><li>• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li><li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li><li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li><li>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li><li>• Solve number problems and practical problems that involve all of the above.</li><li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li></ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Add and subtract numbers mentally with increasingly large numbers.</li><li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li><li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li><li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li></ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"><li>• Visualising and reasoning logically.</li></ul>
<b>Religious Education</b>	<p><b>Why do some people believe God exists?</b></p> <ul style="list-style-type: none"><li>• That everyone has their own beliefs and that these are atheist (lack of belief in God/gods), theist (belief in God or gods) and agnostic (cannot say if God exists).</li><li>• That Christians have an understanding of what God is like from the Bible such as: God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light.</li><li>• That the creation story is important to Christians to explain the creation of the world but for others it is the role of God and people.</li><li>• To explain how believing in God is valuable in the lives of Christians.</li><li>• To appreciate some of the reasons that affect why people believe in God or not - family background; religious experiences, prayers answered or that Earth is extraordinary and that it was created.</li><li>• To express thoughtful ideas about the impact of believing or not believing in God in someone's life.</li><li>• To explore the creation story as a belief in the power of God.</li><li>• About the lives of scientists that are also Christians (Jennifer Wiseman, John Polkinghorne, Denis Alexander).</li></ul>

<p><b>Science</b></p>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• That the human life cycle has many stages: embryo, foetus, toddler, child, adolescent, adult and older adult.</li> <li>• That scientists may have to use interviews to find out information.</li> <li>• Know some of the ways that humans will change as they pass through the different stages of their life cycle.</li> <li>• To know that scientists ask questions to prove hypothesis and plan enquiries so that results can be analysed.</li> <li>• To know the physical and emotional changes that occur during puberty. How to categorise changes according to whether they happen to males or females.</li> <li>• That the human gestation period is 9 months.</li> <li>• That all mammals have gestation periods because they give birth to live young.</li> <li>• To generalise that the larger the animal, the longer the gestation period.</li> <li>• That scientists can monitor gestation periods.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To create a dance using a random structure and perform the actions showing quality and control.</li> <li>• To understand how changing dynamics changes the appearance of the performance.</li> <li>• To understand and use relationships and space to change how a performance looks.</li> <li>• To work with a partner to copy and repeat actions keeping in time with the music.</li> <li>• To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</li> <li>• To develop set choreography inspired by a Mayan god.</li> <li>• To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</li> <li>• To use structure to create a dance performance.</li> <li>• To use matching, canon and unison in the style of the lion dance.</li> <li>• To use space and relationships to create a dragon dance.</li> <li>• To select and combine dance tools to perform a Chinese dance.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To dribble a ball under pressure maintaining possession.</li> <li>• To develop dribbling to maintain possession.</li> <li>• To choose when to pass and when to dribble.</li> <li>• To move into space to support a teammate.</li> <li>• To develop defending skills to gain possession.</li> <li>• To apply rules, skills and principles to play in a tournament.</li> </ul>
<p><b>History</b></p>	<p><b>Local Study: Canterbury – Thomas Becket &amp; Monarchy</b></p> <ul style="list-style-type: none"> <li>• How historians ascribe significance to historical people or events and why they may have deemed the Thomas Becket and his death worthy of attention.</li> <li>• That Thomas Becket was chancellor to King Henry II and was very powerful - the king chose Becket as his new archbishop of Canterbury.</li> <li>• That as the Archbishop of Canterbury, Becket became the leader of the Roman Catholic Church in England.</li> <li>• That historians use sources to find out about the past and make claims about the cause of Thomas Becket's death.</li> <li>• That Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes.</li> <li>• How historians may have different interpretations of historical events based on different sources, both from the time and after, specifically in relation to the 'instructions' given by King Henry II...</li> <li>• That Becket was killed by four of the king's knights in 1170.</li> <li>• That Christians were shocked by Becket's murder and the Pope made him a saint of the Roman Catholic church.</li> <li>• That for centuries after Becket's death, many people made pilgrimage to Canterbury Cathedral.</li> <li>• That Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. He had a shrine that was in Canterbury but it was destroyed by order of Henry VIII during his reign.</li> </ul>

<p><b>PSHE</b></p>	<p><b>Relationships (Terms 1 and 2)</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> <li>• The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.</li> <li>• To recognise and challenge stereotypes.</li> <li>• To recognise ways in which relationships –including family relationships and friendships– can be unhealthy, how to manage these situations and whom to talk to if they need support.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability and that these things, along with our hobbies and likes/dislikes, contribute to who we are (our personal identity).</li> <li>• That people may be attracted to someone of the same sex or different sex to them.</li> <li>• That gender identity and sexual orientation are different.</li> <li>• That for some people gender identity does not correspond with their biological sex.</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>• That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> <li>• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> </ul>
<p><b>Art</b></p>	<p><b>Abstract Human Form</b></p> <ul style="list-style-type: none"> <li>• When looking at a picture of Theo Van Doesburg's 1916 painting 'Dancers' (Appendix 5a) ...</li> <li>• When looking at other constructivist artworks (Appendix 5a) ...</li> <li>• That constructivist art is abstract art that only uses simple shapes and lines and a few bold colours.</li> <li>• That shape in art is the specific physical form taken by the art. These shapes can be geometric or freeform.</li> <li>• That form in art is where you use shape and composition to show movement.</li> <li>• Form and shape are related.</li> <li>• That composition is the term given to a complete work of art and how all its elements work together to produce an overall effect.</li> <li>• That modern art can be entirely abstract.</li> <li>• When taking photos of dramatic movements to capture form...</li> <li>• When using pre-drawn shapes to create human form...</li> <li>• That form with exaggerated movements can be more engaging for a viewer than static poses, and changes the mood of the piece.</li> <li>• When using tracing paper on a photo of yourself to break it down into simple shapes and lines...</li> <li>• When drawing and colouring a constructivist piece based on your own tracing...</li> <li>• To use the techniques of constructivist artists to decompose a photo into simple shapes and lines.</li> <li>• That not all detail needs to be included.</li> <li>• When using a photo of themselves doing a hobby such as sports or music, and turning it into constructivist-style art...</li> <li>• To use colour to make the figure and any other objects distinct from the background.</li> </ul>

**Primary  
Languages –  
Spanish**

**Vocabulary:**

- Say whether they live in a house or an apartment and say where it is.
  - Where do you live? (*¿Dónde vives?*),
  - I live in...(*vivo en...*),
  - A house (*una casa*),
  - An apartment (*un piso*),
  - In town (*en la ciudad*),
  - In the countryside (*en el campo*),
  - In the mountains (*en la montaña*),
  - By the sea (*en la costa*),
  - In a village (*en un pueblo*).
  - In my home there is... /there are... (*en mi casa hay...*),
  - A kitchen (*una cocina*),
  - A dining room (*un comedor*),
  - A bathroom (*un cuarto de baño*),
  - A bedroom (*un dormitorio*),
  - A utility room (*un lavadero*)
  - And (*y*)
  - A basement (*un sótano*)
  - An office (*un despacho*)
  - A living room (*un salón*)
  - A garage (*un garaje*)
  - A garden (*un jardín*)
  - How is your house? (*¿Cómo es tu casa?*)
- To be able to listen to and understand the new vocabulary.
- To say what rooms they have or haven't got in their house using the negative form 'no'.
- To pick out and understand key information from a short text.
- To ask somebody to describe their home to me using the phrase "*¿Cómo es tu casa?*"
- To create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).
- That listening and speaking are two important skills when learning a new language and enable us to communicate.

**Grammar:**

- That in spoken Spanish, the 'y' (I) is dropped before the verb.
- To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish
- That some words are feminine and are often easily recognisable as they end with an 'a' (e.g. *una cocina*) and know which rooms are feminine and which are masculine.
- How to use the negative in Spanish using 'no' (e.g. *No hay un despacho* – There is not a study).
- That different languages follow different rules than English and it is important to understand these.

**Phonics:**

- How to say the GA sound in 'garaje'
- That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable.
- That words that end in a vowel or 'n' and 's' it is normally the second to last syllable like *ciudad*, *la-va-dero* and *ga-ra-je* that is stressed.
- That accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in *sa-lón*.
- That different languages sound different because they follow different spoken rules.

**Cultural links:**

- Look at houses across the Spanish speaking world and compare to our own. Consider why they are different.

	<ul style="list-style-type: none"> <li>• That different countries have different cultures and lead different ways of living.</li> </ul>
<p><b>Music</b></p>	<p><b>Ukulele</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing three part rounds and partner songs with a sense of ensemble and performance</li> <li>• To develop an awareness of phrasing, accurate pitching and style)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To use musical vocabulary to respond.</li> <li>• That the ukulele is a stringed instrument of Portuguese origin, popularised in Hawaii.</li> <li>• That a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.</li> <li>• To improvise over a drone,</li> <li>• To improvise over a groove</li> <li>• To experiment with wide range of dynamics.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• That a ukulele requires regular tuning.</li> <li>• That the names of the strings are numbered 1 2 3 and 4 and named A E C and G</li> <li>• How to form the chords C, G and F?</li> <li>• To play instruments as a whole class, gaining independence weekly through smaller group performances to each other.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers</li> <li>• That fortissimo means very loud.</li> <li>• That pianissimo means very soft.</li> <li>• That mezzo piano means moderately soft.</li> <li>• That musicians need to spend time practising chord changes and fingering over and over until they are fluent in order to achieve a successful performance.</li> </ul>
<p><b>Computing</b></p>	<p><b>Search Engines</b></p> <ul style="list-style-type: none"> <li>• What a search engine is and that Google is a search engine.</li> <li>• That search engines help to navigate the web.</li> <li>• That key words help to search the web.</li> <li>• Not everything online is true</li> <li>• Anyone can create a web page and there are ways of fact checking such as checking the URL, checking the grammar and spelling and evaluating the website's appearance</li> <li>• That precise search skills can answer focused questions</li> <li>• That when searching, results are rated to decide rank</li> <li>• A page rank is a system that sorts web pages to show the most relevant results at the top of the list, with the first result being rank one.-</li> <li>• A web crawler is a program that searches the world wide web using keywords in a systematic way to find the most relevant results for the user.</li> </ul> <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• That passwords need to be strong and that apps require some form of password.</li> <li>• Apps can access personal information and how to alter the permissions</li> <li>• That there are different types of online communication including - emails, chat rooms, messaging, apps, video calling and gaming</li> <li>• That there are positive and negative ways of communicating online</li> <li>• Being unkind online is the same as face to face.</li> <li>• Cyberbullying is bullying online.</li> </ul>