



## Medium Term Planning

### Autumn term

Year 5	Autumn 1	Autumn 2
<b>Topic / Theme</b>	Vikings	Space
<b>Visit / Visitor <i>when/where possible</i></b>	Durham Uni in-house workshop	tbc
<b>RE</b>	<p><b>Ourselves:</b> A deepening understanding of 'Who I am' Ourselves as made in the image and likeness of God</p> <p><b>Life Choices:</b> Showing care and commitment The call to life and love within the community; marriage</p> <p><b>Judaism:</b> The story of Exodus The celebration of Passover/ Pesach Belief in God: The Shema, God cares for his people.</p> <p><b>Hope:</b> Waiting hopefully Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time</p>	
<b>English Literature – text(s)</b>	Viking Boy (DLR) Extracts from a variety of texts	Cosmic (DLR) Extracts from a variety of texts
<b>Reading</b>	<p>Reads at a reasonable speaking pace</p> <p>Read most words effortlessly</p> <p>Pronounces unfamiliar words with automaticity</p> <p>Read longer books with sustained interest</p>	

	<p>Group books according to theme or convention</p> <p>Recognise when unsure of word meaning / pronunciation and request help</p> <p>Begin to show empathy/understanding with characters' motives and behaviours</p> <p>Infer meaning of unfamiliar words from context</p> <p>Infers characters' thoughts feelings and motives</p> <p>Summarise and presents stories in own words</p>
<b>Writing</b>	<p>Writes for a range of purposes</p> <p>Begins to build paragraphs around a topic sentence Demonstrates growing awareness of audience and purpose</p> <p>Begins to develop characters and settings through selection of effective vocabulary Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</p> <p>Uses a thesaurus</p> <p>Words containing the letter-string ough</p> <p>Possessive apostrophes with irregular plurals</p>
<b>Spelling</b>	<p>Spelling Rules: Words ending in '-ious,' '-cious,' '-cial' and '-tial,' '-ant,' '-ance,' '-ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in '-able' and '-ible.' Words ending in '-ably' and '-ibly.'</p>
<b>Vocabulary, Grammar and Punctuation</b>	<p>Uses relative clauses with/without a relative pronoun</p> <p>Selects words for effect to support purpose and engage readers' interest</p>
<b>Speaking and Listening</b>	<p>Show a clear understanding of the main points of a conversation / discussion.</p> <p>Be able to articulate and develop the speaker's ideas in different ways. Make reference to others' comments when articulating own ideas</p> <p>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</p> <p>Spontaneously ask questions which develop the conversation and take ideas or knowledge further</p> <p>Use vocabulary appropriately and for effect</p> <p>Use appropriate terminology linked to other curriculum subjects</p> <p>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</p> <p>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation</p>

	Can present ideas / opinions coherently, supported with reasons
<b>Mathematics</b>	<p>Place Value within 100,000</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000 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 1 000 000</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</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>Place Value within 1,000,000</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000 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 1 000 000</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 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• Solve number problems and practical problems that involve all of the above</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>• Estimate and use inverse operations to check answers to a calculation</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Add and subtract numbers mentally with increasingly large numbers</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>Graphs and Tables</p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph</li> <li>• Complete, read and interpret information in tables, including timetables</li> </ul>

Multiplication and Division (1)

- 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 (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Measure – Area and Perimeter

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes

Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p>Physics - Earth and Space</p> <p><b>Working scientifically</b></p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><b>Content:</b></p> <p>Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	<p><b>Content:</b></p> <p>Design and make a model Viking Longship</p> <p><b>Skills/ Success Criteria:</b></p> <p>Generate, develop, model and communicate their ideas through discussion</p> <p>Select tools and equipment suitable for the task</p>	<p><b>Content:</b></p> <p>Invasion games (Calling the Shots)</p> <p>Multi-skills</p> <p>Gymnastics (Unit 6 tasks 1 and 2)</p> <p>Athletics (Unit 3 Distance Challenge)</p> <p><b>Skills/ Success Criteria:</b></p>

<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Investigative Questions</b></p> <p>What makes things move? Is the Earth flat? What is in space?</p> <p><b>Skills/ Success Criteria:</b></p> <p><b>Earth and space</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Forces</b></p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Order the main stages of making</p> <p>Follow procedures for safety</p> <p>Accurately measure to nearest mm, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials/components</p> <p>Understand and use mechanical systems in their product</p> <p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Use techniques that involve a number of steps</p> <p>Demonstrate resourcefulness, e.g. Make refinements</p> <p>Identify the strengths and weaknesses of their ideas and products</p> <p>Refer back to their design criteria as they</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. Of throwing and catching to gain points in competitive games (fielding)</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Sustain pace over longer distance – 2 minutes</p>
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<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>design and make</p> <p>Use their design criteria to evaluate their completed products</p> <p>Know how to reinforce/strengthen a 3D framework</p>	<p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing</p>
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			<p>over an increasing distance and understand that some implements will travel further than others</p> <p>Create a sequence of up to 8 elements: (e.g. A combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. A combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner's balance i.e. Making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different</p>
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			<p>levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Explore different starting and finishing positions when rolling e.g. Forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p>
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			Explore symmetry and asymmetry throughout the rolling actions
<b>Geography</b>	<b>History</b>	<b>Music</b>	<b>Art &amp; Design</b>
<p><b>Content:</b></p> <p>Geography of Scandinavia</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Skills/ Success Criteria:</b></p> <p><b>Locational Knowledge</b></p> <p>Locate Scandinavian countries</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography and human geography</p> <p><b>Map Skills</b></p>	<p><b>Content:</b></p> <p>How vicious were the Vikings? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Skills/ Success Criteria:</b></p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline</p> <p>Use correct terminology to describe events in the past</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give</p>	<p><b>Content:</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Skills/ Success Criteria:</b></p> <p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. Rhythmic phrase structured, layered and repeated.</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady</p>	<p><b>Content:</b></p> <p>Space pictures</p> <p><b>Skills/ Success Criteria:</b></p> <p>Select and develop ideas confidently, using suitable materials</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p>Build on previous work with colour by exploring intensity</p>

<p><u>Using maps</u></p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. Temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries, focus on North &amp; South America</p> <p>Identify the position and significance of lines of longitude &amp; latitude</p>	<p>reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>Begin to offer explanations about why people in the past acted as they did</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. Social, belief, local, individual</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>	<p>beat. E.g. Count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> <p>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</p> <p>Recognise different tempi – speeds of music</p> <p>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord</p> <p>Appraise own work by comparing/contrasting with work of others</p> <p>Improve performance through listening, internalising and analysing</p>	
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