**Medium Term Planning**

**Autumn term**

| Year 5 | Autumn 1 | Autumn 2 |
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| **Topic / Theme** | Vikings | Space |
| **Visit / Visitor** *when/where possible* | Durham Uni in-house workshop | Centre for Life |
| **RE** | **Ourselves:**<br>A deepening understanding of 'Who I am'<br>Ourselves as made in the image and likeness of God<br>**Life Choices:**<br>Showing care and commitment<br>The call to life and love within the community; marriage<br>**Judaism:**<br>The story of Exodus<br>The celebration of Passover/ Pesach<br>Belief in God: The Shema, God cares for his people.<br>**Hope:**<br>Waiting hopefully<br>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 | |
| **RSE** | **Module 1 – Created and Loved by God**<br><br>**Unit 1:** Religious understanding<br>Children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1<br><br>**Module 2 – Created to Love Others**<br><br>**Unit 1:** Religious Understanding | |

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| | Exploring the nature of God's call to love others, children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives. | |
| **PSHE** | **September: International Day of Democracy**<br><br>Children will be taking part in School Council elections and learning about the importance of democracy, rule of law and how democratic voting takes place.<br><br>**October: Black History Month and World Mental Health Day**<br><br>Live author event with award winning poet, Joseph Coelho, on 13 October 2021. Two weeks of literacy lessons using 'Happy Here' supported by live author event from the Book Trust to celebrate black authors and illustrators. *This will also be woven throughout curriculum for the remainder of the year through class texts, history/geography lessons etc*. World Mental Health Day – focus on coping with feelings and self-regulation.<br><br>**November: Anti-Bullying Week and Remembrance Sunday**<br><br>Lessons focusing on anti-bullying and celebrating difference – create a class display. Celebration of odd sock day to mark the start of Anti-Bullying Week. Class discussions and prayers relating to Remembrance Day. Throughout the month, children will also be learning about several celebrations such as Diwali, Bonfire Night, Stress Awareness Day and World Kindness Day.<br><br>**December: Human Rights**<br><br>Children will be learning about the UN Rights of the Child | |
| **English Literature – text(s)** | Viking Boy (DLR)<br><br>Extracts from a variety of texts | Cosmic (DLR)<br><br>Extracts from a variety of texts |
| **Reading** | Reads at a reasonable speaking pace<br>Read most words effortlessly<br>Pronounces unfamiliar words with automaticity<br>Read longer books with sustained interest<br>Group books according to theme or convention<br>Recognise when unsure of word meaning / pronunciation and request help<br>Begin to show empathy/understanding with characters' motives and behaviours<br>Infer meaning of unfamiliar words from context<br>Infers characters' thoughts feelings and motives | |

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| | Summarise and presents stories in own words |
| **Writing** | Writes for a range of purposes<br>Begins to build paragraphs around a topic sentence Demonstrates growing awareness of audience and purpose<br>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<br>Uses a thesaurus<br>Words containing the letter-string ough<br>Possessive apostrophes with irregular plurals |
| **Spelling** | 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.' |
| **Vocabulary, Grammar and Punctuation** | Uses relative clauses with/without a relative pronoun<br>Selects words for effect to support purpose and engage readers' interest |
| **Speaking and Listening** | Show a clear understanding of the main points of a conversation / discussion.<br>Be able to articulate and develop the speaker's ideas in different ways. Make reference to others' comments when articulating own ideas<br>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group<br>Spontaneously ask questions which develop the conversation and take ideas or knowledge further<br>Use vocabulary appropriately and for effect<br>Use appropriate terminology linked to other curriculum subjects<br>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions<br>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation<br>Can present ideas / opinions coherently, supported with reasons |
| **Mathematics** | Place Value within 100,000<br>• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit<br>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 |

- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Place Value within 1,000,000

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above

Addition and Subtraction

- Estimate and use inverse operations to check answers to a calculation
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Graphs and Tables

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

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

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| | • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000<br>• Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)<br>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes<br>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates<br><br>Measure – Area and Perimeter<br>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres<br>• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes | |
| **MFL** | <u>On Holiday</u><br>• Give information<br>• Use short sentences when asking and answering questions<br>• Retrieve information from a text<br>• Write short sentences<br>• Write sentences on a range of topics using a model<br>• Look at further aspects of everyday lives from the perspective of someone from another country<br><br>Children will be using vocabulary relating to going on holiday and use Je vais… in response to the question Ou vas-tu en vacances? They will learn to say where they are staying and which animals they would see at a zoo and on a beach. | <u>Eating Out</u><br>• Understand numbers in multiples of 10 up to 100<br>• Give information<br>• Use short sentences when asking and answering questions<br>• Retrieve information from a text<br>• Write short sentences<br>• Write sentences on a range of topics using a model<br>• Look at further aspects of everyday lives from the perspective of someone from another country<br><br>Children will learn how to order a drink and say what they would like at the ice cream shop, market and restaurant. |

| **Science** | **Computing** | **Design Technology** | **PE** |
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| **Content:**<br><br>Physics - Earth and Space | **Content:** | **Content:**<br><br>Design and make a model Viking Longship | **Content:**<br><br>Invasion games (Calling the Shots) |

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| **Working scientifically**<br><br>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>Identify scientific evidence that has been used to support or refute ideas or arguments.<br><br>**Investigative Questions**<br><br>What makes things move?<br>Is the Earth flat?<br>What is in space?<br><br>**Skills/ Success Criteria:**<br><br>**Earth and space**<br>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>Describe the movement of the Moon relative to the Earth<br>Describe the Sun, Earth and Moon as approximately spherical bodies | Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts<br>Use sequence, selection and repetition in programs; work with variables and various forms of input and output<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>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<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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 | **Skills/ Success Criteria:**<br><br>Generate, develop, model and communicate their ideas through discussion<br>Select tools and equipment suitable for the task<br>Explain their choice of tools and equipment in relation to the skills and techniques they will be using<br>Select materials and components suitable for the task<br>Explain their choice of materials and components according to functional properties and aesthetic qualities<br>Order the main stages of making<br>Follow procedures for safety<br>Accurately measure to nearest mm, mark out, cut and shape materials and components<br>Accurately assemble, join and combine materials/components<br>Understand and use mechanical systems in their product<br>Accurately apply a range of finishing techniques, including those from art and | Multi-skills<br><br>Gymnastics (Unit 6 tasks 1 and 2)<br><br>Athletics (Unit 3 Distance Challenge)<br><br>**Skills/ Success Criteria:**<br><br>Use running, jumping, throwing and catching in isolation and in combination<br>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<br>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>Perform dances using a range of movement patterns<br>Compare their performance with previous ones and demonstrate improvement to achieve their personal best<br>Develop techniques of a variety of skills to maximise team effectiveness |

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| Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br><br>**Forces**<br><br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | collecting, analysing, evaluating and presenting data and information | design<br>Use techniques that involve a number of steps<br>Demonstrate resourcefulness, e.g. Make refinements<br>Identify the strengths and weaknesses of their ideas and products<br>Refer back to their design criteria as they design and make<br>Use their design criteria to evaluate their completed products<br>Know how to reinforce/strengthen a 3D framework | Use the skills e.g. Of throwing and catching to gain points in competitive games (fielding)<br>Use tactics when attacking or defending<br>Apply rules of fair play to competitive games<br>Sustain pace over longer distance – 2 minutes<br>Perform relay change-overs<br>Identify the main strengths of a performance of self and others<br>Identify parts of the performance that need to be improved<br>Perform a range of warm-up exercises specific to running for short and longer distances<br>Explain how warming up affects performance<br>Explain why athletics can help stamina and strength<br>Set realistic targets for self, of times to achieve over a short and longer distance<br>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing<br>Set realistic targets for self, when jumping for distance or height |

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| | | | Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus<br>Organise small groups to SAFELY take turns when throwing and retrieving implements<br>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others<br>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<br>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<br>Perform balances with control, showing good body tension<br>Mirror and match partner's balance i.e. Making same shape on a different level or in a different place |

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| | | | Explore symmetrical and asymmetrical balances on own and with a partner<br>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)<br>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus<br>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<br>Begin to take more weight on hands when progressing bunny hop into hand stand<br>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<br>Increase the variety of pathways, levels and speeds at which you travel<br>Travel in time with a partner, move away from and back to a partner<br>Make symmetrical and asymmetrical shapes in the air<br>Jump along, over and off apparatus of varying height with control in the air and |

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| | | | on landing<br>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<br>Explore symmetry and asymmetry throughout the rolling actions |
| **Geography** | **History** | **Music** | **Art & Design** |
| **Content:**<br><br>Geography of Scandinavia<br><br>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)<br><br>**Skills/ Success Criteria:**<br><br>**Locational Knowledge** | **Content:**<br><br>How vicious were the Vikings?<br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.<br><br>**Skills/ Success Criteria:**<br><br>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.<br>Put events, people, places and artefacts on a timeline<br>Use correct terminology to describe events | **Content:**<br><br>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br><br>**Skills/ Success Criteria:**<br><br>Play instruments with control and rhythmic accuracy<br>Perform a particular cyclic pattern i.e. Rhythmic phrase structured, layered and repeated.<br>Perform a round confidently using voices | **Content:**<br><br>Space pictures<br><br>Cross stitching/ sewing<br><br>**Skills/ Success Criteria:**<br><br>Select and develop ideas confidently, using suitable materials<br>Develop artistic/visual vocabulary when talking about own work and that of others<br>Begin to explore possibilities, using and combining different styles and techniques<br>Show total qualities using cross hatching, |

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| Locate Scandinavian countries<br><br>**Human and Physical Geography**<br><br>Describe and understand key aspects of physical geography and human geography<br><br>**Map Skills**<br><br><u>Using maps</u><br>Compare maps with aerial photographs<br>Select a map for a specific purpose<br>Begin to use atlases to find out other information (e.g. Temperature)<br>Find and recognise places on maps of different scales<br>Use 8 figure compasses, begin to use 6 figure grid references.<br><br><u>Map knowledge</u><br>Locate the world's countries, focus on North & South America<br>Identify the position and significance of lines of longitude & latitude | in the past<br>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately<br>Devise, ask and answer more complex questions about the past, considering key concepts in history<br>Select sources independently and give reasons for choices<br>Analyse a range of source material to promote evidence about the past<br>Construct and organise response by selecting and organising relevant historical data<br>Understand that the past is represented and interpreted in different ways and give reasons for this<br>Begin to offer explanations about why people in the past acted as they did<br>Show understanding of some of the similarities and differences between different periods, e.g. Social, belief, local, individual<br>Give reasons why some events, people or developments are seen as more significant than others | and instruments. Be aware of other parts when playing an independent part<br>Play simple chords in sequence<br>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment<br>Subdivide the pulse keeping to a steady 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<br>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre…)<br>Recognise different tempi – speeds of music<br>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat<br>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord<br>Appraise own work by comparing/contrasting with work of others<br>Improve performance through listening, | pointillism, sidestrokes, use of rubber to draw/highlight<br>Develop watercolour techniques<br>Explore using limited colour palettes<br>Mark make with paint (dashes, blocks of colour, strokes, points)<br>Develop fine brush strokes<br>Build on previous work with colour by exploring intensity<br><br>Investigate ways of changing fabrics by sewing |

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| | | internalising and analysing | |