

Year 5 - Medium Term Plan - Autumn 1

	Week 1 w/c 06.09	Week 2 w/c 13.09	Week 3 w/c 20.09	Week 4 w/c 27.09	Week 5 w/c 04.10	Week 6 w/c 11.10	Week 7 w/c 18.10
	6 th - National Read a Book Day 8 th National Literacy Day	13 th - Roald Dahl Day			7 th - National Poetry Day		
MATHS	<p>Place Value</p> <ul style="list-style-type: none"> - Understand the place value in 5-digit numbers - Add and subtract 1, 10, 100, 1000, 10,000. - Place 5-digit numbers on a line. - Order and compare 5-digit numbers. - Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000. 	<p>Place Value</p> <ul style="list-style-type: none"> - Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000. - Know what each digit represents in 6-digit numbers. - Use place value to add and subtract. - Compare numbers up to 1 million, use < and > signs. - Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers. 	<p>Place Value</p> <ul style="list-style-type: none"> - Place six-digit numbers on number lines. - Round six-digit numbers to the nearest 100 or 1000. - Round numbers to the nearest 10 and 100. - Round to the nearest 10,000 and 100,000. - Roman numerals to 100 	<ul style="list-style-type: none"> - Roman numerals <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Use known number facts and place value mentally to: <ul style="list-style-type: none"> o find the difference between two near multiples of 100 and 1000 o add or subtract a multiple of 100 to or from a 3-digit or 4-digit number. o Add or subtract 3-digit multiples of 10. 	<p>Statistics</p> <ul style="list-style-type: none"> - Revisit year 4 statistics - Collect, process, represent, interpret, and discuss data in a tally chart, frequency table, pictogram, bar chart or line graph. 	<p>Statistics</p> <ul style="list-style-type: none"> - Read, interpret and represent data: where symbols represent more than one unit, e.g. 2, 5, 10, 20 or 100 where scales have intervals of differing step size, e.g. axis labelled in 2s, 5s, 10s, 20s or 100s. 	<p>Revisit: Roman numerals and rounding (if necessary)</p> <p>R&PS</p> <ul style="list-style-type: none"> - Identify, describe, and use numerical and symbolic patterns and relationships. - Solve mathematical problems and puzzles involving numbers or shapes.
ARITHMETIC	<p>Calculation calendar → Monday x Tuesday - Wednesday ÷ Thursday + Friday (All 4 operations/ Timestables challenge)</p>	Calculation calendar	Calculation calendar	Calculation calendar	Calculation calendar	Calculation Calendar	Calculation calendar

ENGLISH	<p>Letter to myself</p> <p>Matilda:</p> <ul style="list-style-type: none"> - Comprehension - Write a school report - Editing and proofreading - Connectives <p>Reading skill: Vocabulary</p> <p>Class Reader: The boy at the back of the class, by Onjali Rauf OR continue Matilda.</p>	<p>Roald Dahl Day</p> <p>Matilda:</p> <ul style="list-style-type: none"> - Mnemonics - Character profiling (Mrs Trunchbull, Miss Honey, Wormwoods) - Recount - Matilda's day at school <ul style="list-style-type: none"> o Plan o Draft o Edit & uplevel <p>Reading skill: Prediction</p>	<p>Matilda:</p> <ul style="list-style-type: none"> - Text map story so far (Summary) - Persuasive letter to the Wormwoods <ul style="list-style-type: none"> o Plan o Draft o Edit & uplevel <p>Reading skill: Retrieval</p>	<p>Matilda:</p> <ul style="list-style-type: none"> - Book/film review <p>Aboriginal and Maori myths and legends</p> <ul style="list-style-type: none"> - Aboriginal dreaming stories <p>Reading skill: Inference</p>	<p>Aboriginal and Maori myths and legends</p> <ul style="list-style-type: none"> - Aboriginal dreaming stories - Maori myths <p>National Poetry Day: Roald Dahl - The Dentist and the Crocodile OR a National Poetry Day lesson (We have a choice/The choices we make/Words, words, words... choices, choices, choices...)</p> <p>Reading skill: Inference</p>	<p>Aboriginal and Maori myths and legends</p> <ul style="list-style-type: none"> - Plan and write in the style of a Dreaming story - Edit & Uplevel <p>Reading skill: Vocabulary</p>	<p>Non-chronological report - Native Animals (Australia) [Link to geography]</p> <ul style="list-style-type: none"> - Research/note taking - Planning - Draft - Edit & uplevel <p>Reading skill: Compare, contrast and summary</p>
Vocab	<p>Conscientious</p> <p>Exceptional</p> <p>Potential</p> <p>Formal</p> <p>SPAG</p>	<p>Coherent paragraphs</p> <p>SPAG</p> <p>Higher level vocabulary</p>	<p>Introduction</p> <p>Conclusion</p> <p>Formal/informal</p> <p>Paragraphs</p> <p>Audience</p> <p>Summarise</p>	<p>Opinion</p> <p>Plot</p> <p>Summary</p> <p>Dreaming story</p> <p>Aboriginal</p>	<p>Maori</p> <p>Paragraphs</p> <p>Poetry</p> <p>Rhyming couplets</p> <p>Alliteration</p> <p>Onomatopoeia</p> <p>Repetition</p>	<p>Aboriginal</p> <p>Maori</p> <p>Dreamtime</p> <p>Paragraphs</p>	<p>Bibliography</p> <p>Audience</p> <p>Headings</p> <p>Subheadings</p> <p>Colons</p>
SPELLING	<p>Shakespeare and More</p> <p>Spelling Wordlist 24 /</p> <p>Revisit Year 3/4 Statutory spelling words</p>	➔	➔	<p>Words containing the letter-string 'ough'.</p>	➔	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Common exception words</p>	➔
GRAMMAR FOCUS	<p>Pronouns</p>	<p>Expanded Noun Phrases</p> <p>Fronted Adverbials</p>	<p>Plural and possessive -s</p>	<p>Direct speech</p> <p>Relative clauses</p>	<p>Relative Clauses</p>	<p>Relative Clauses</p>	<p>Modal verbs</p> <p>Revision</p>
GUIDED READING		<p>Roald Dahl</p>	<p>Lessons we can learn from the England football team</p>	<p>My Shadow - by Robert Louis Stevenson</p>	<p>Black History Month (Oct) - Ruby Bridges</p>	<p>Rosa Parks</p>	<p>The curse of Cogston House</p>
SAYINGS	<p>Prevention is better than cure.</p>	<p>As the crow flies</p>	<p>Beauty is only skin deep.</p>	<p>The bigger they are, the harder they fall.</p>	<p>Birds of a feather flock together.</p>	<p>Blow hot and cold</p>	<p>Break the ice</p>

SCIENCE	The Human Body: The Circulatory System → - The heart: four chambers	- The heart: blood and blood vessels	- Blood pressure and pulse - Filtering function of the liver and spleen. - Fatty deposits can clog blood vessels and cause a heart attack		The Human Body: The Respiratory System → - What makes up the respiratory system?	- Process of taking in oxygen and getting rid of carbon dioxide	Damage to the lungs (caused by smoking).
Vocab	Circulatory Heart Atrium Ventricle Aorta	White/Red blood cells Platelets Haemoglobin Plasma Arteries Veins Capillaries	Blood pressure Pulse Liver Spleen Blood types: A, B, AB, O Transfusion		Nose Throat Voice box Trachea Bronchi Bronchial tubes	Breathe/Exhale Oxygen/Carbon Dioxide Diaphragm Ribs Alveoli	Smoking Lung cancer
HUMANITIES (History & Geography)	Geography - Australia → Location, landscape and climate.	Discovery of Australia - James Cook Used as a penal colony, Gold rush and mining. Australian cities (Darwin, Perth, Sydney - Opera House, Melbourne, Canberra, etc.)	Australian landmarks (Ayers Rock, outback, great barrier reef) Aboriginal people/culture	Aboriginal people/culture Australian animals and nature	New Zealand → Cities and features Discovery Commonwealth	Sport Maori people and culture	Maori culture South Pacific Islands
Vocab	South pacific Climate Region Pole James Cook		The Murray river Aboriginal	Koala Kookaburra Platypus Kangaroo Emu Echidna	Geyser Maori Circumnavigate Commonwealth	Hakka	
VISUAL ARTS/D. T.	Illumination (Foyer Letters) - Completion						Aboriginal art - colours, symbols and patterns
MUSIC			Elements of music - rhythm, melody, harmony, form, timbre, etc.	Elements of music - pitch, loud and soft. Legato & staccato.	Elements of Music - composition ('sing or play simple melodies')	→	
MFL		Knowledge recap - Greetings, numbers and instructions	Knowledge Recap - Objects, colours and food	Knowledge Recap - Rigolo 1: Unit 10 (weather and directions)	Knowledge Recap - Rigolo 1: Unit 10 (weather and directions)	Knowledge Recap - Rigolo 1: Unit 12	Knowledge Recap - Rigolo 1: Unit 12

LIFE SKILLS PSHE/RE	LORIC: Charlie Communication (L1 & 2)	E-Safety Wellbeing: Self- Management	LORIC: Charlie Communication (L3 & 4) RE: Islam	Wellbeing: Responsibility RE: Islam	LORIC: Charlie Communication (L5 & 6) RE: Islam	RSHE: The emotional Rollercoaster of Puberty (L1)	RE: Islam
COMPUTING	E-Safety: Being Safe Online →	E-Safety: Being Safe Online →	E-Safety: Being Safe Online →	E-Safety: Being Safe Online →	E-Safety: Being Safe Online →	E-Safety: Being Safe Online →	E-Safety: Being Safe Online
PE	To improve and consolidate appropriate pacing, stamina, acceleration skills and physical literacy of running.	To develop confidence and improve running and jumping in combination and isolation.	To practice and develop a range of jumping techniques.	To demonstrate and improve throwing techniques.	To improve and consolidate throwing techniques	To demonstrate increasing stamina and PBs through circuit stations.	To improve understanding of how fitness activities affect pulse rates.