Year 5 Autumn Term 12023

| Week/Topic | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| English | Writing to persuade. Text type - brochure.. Text features: Planned repetition, personal pronouns, hyperbole. SPaG: Adverbials, conjunctions | Writing to persuade. Text type - brochure. Text features: Planned repetition, personal pronouns, hyperbole. SPaG: Adverbials, conjunctions | To entertain: narrative - adjectives and pronouns - expanded noun phrases - conjunctions -paragraphs | To entertain:narrative - adjectives and pronouns - expanded noun phrases - conjunctions -paragraphs | To entertain: poetry - poetic techniques | To inform: <br> Non-chronological <br> report - California <br> -paragraphs <br> -conjunctions <br> -relative clauses | To inform: <br> Non-chronological report - California -paragraphs <br> -conjunctions <br> -relative clauses |
| R4M | 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fction | 2a give / explain the meaning of words in context 2c summarise main ideas from more than one paragraph | 2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text | 2a give / explain the meaning of words in context 2e predict what might happen from details stated and implied | 2a give / explain the meaning of words in context 2g identify / explain how meaning is enhanced through choice of words and phrases | 2a give / explain the meaning of words in context 2c summarise main ideas from more than one paragraph | 2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text |
| Spelling Spelling Shed | Words ending in ious | Words ending in ious | Words ending in cious | Ending in cial or tial | Ending in cial or tial | Ending in cial or tial | Challenge words |
| Mathematics | Number: Place Value. Read and write numbers - up to 1 million. | Number: Place Value. <br> Compare and order numbers up to 1 million. | Number: Place Value. Round numbers within 1 million. | Number: Addition and subtraction. Mental strategies. | Number: Addition and subtraction. Multi-step problems. | Multiplication and division. Multiples, factors and prime numbers. | Multiplication and division. <br> Multiply and divide by 10,100,1000. |
| Science <br> Snap Science <br> Feel the Force | How can we measure forces? | Why does an object fall? | How can we slow down falling objects? | How does the shape of an object affect its movement in liquid? | How far can you stretch? | How can we use levers to help us? | How can we lift a heavy load? |


| Computing Kapow: Online Safety | Online protection | Online communication | Online reputation | Online bullying | Online health | How to stay safe online - oracy presentation | How to stay safe online - oracy presentation |
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| Art \& Design Technology | DT: Electrical systems: Electronic greetings cards Islamic Art - Linked to Baghdad |  |  |  |  |  |  |
| History: The round city - Baghdad | Perfect time for the perfect city | Perfect place for the perfect city | Building the perfect city | City of books and learning | Learning about the world | Changing the world | Assessment task |
| Geography: Why is California so thirsty? | Why is water so important? | Farming in California | Why is California running out of water? | Growing almonds | The California Aqueduct | What next for California? | Assessment task |
| OUTDOOR PE FOOTBALL | Controlling the ball with your feet | Passing a ball over a long distance using your feet | Dribbling and turning with a ball using your feet | Defending in a 2v2 | Controlled kicking to score a goal | Working as a team in different scenarios | Incorporating taught skills in match play. |
| $\begin{aligned} & \text { INDOOR PE } \\ & \text { DANCE } \end{aligned}$ | Dance How can you cooperate and collaborate with a partner to create a dance? | Perform at a variety of levels and directions and use all of the space. | I can dance in canon with a group showing good energy, timing and strength. | I can dance in unison with a group showing good energy and timing. | I can show different use of formations when performing, showing position, control and fluency. | I can show different use of formations when performing, showing position, control and fluency | Incorporating taught skills to develop choreographed dance. |
| MFL | Greetings and personal information | Talking about sisters and brothers | Avoir in the third person | Saying what people are like using the 3rd person of être | To say the school subjects | Likes and dislikes at school | Assessment task |
| RE <br> Christianity <br> The family of Jesus | Judea in the first century BC | The coming of the Messiah | Mary and Joseph | The Annunciation | Mary visits her cousin Elizabeth | Why are these stories important for Christians? | Assessment task |
| PSHE Jigsaw: Being me in my world | I can face new challenges positively and know how to set personal goals | Being me in Britain | Year 5 Responsibilities | Rewards and consequences | How behaviour can affect everyone and impact a group | I can understand how democracy and having a voice can benefit the school. | Reflect and review |
| Enrichment Block Beech Rowan | MFIT Computing |  |  |  |  |  |  |

