

Medium Term Plan Autumn Term 25-26

Year 5	Autumn Term: <b>Ground-breaking Greeks</b>
Subject	Key end points in learning
<b>English-Reading</b>	<p><b><u>Comparing, Contrasting and commenting</u></b></p> <p>I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.</p> <p>I can identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>I can recommend texts to peers based on personal choice.</p> <p><b><u>Words in context and authorial choice</u></b></p> <p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p><b><u>Inference and Prediction</u></b></p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>I can justify predictions using evidence from the text.</p> <p><b><u>Non-Fiction</u></b></p> <p>I can use all organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words read.</p>
<b>English – Writing</b>	<p>I can write a journal entry.</p> <p>I can write a setting description.</p> <p>I can write a flashback narrative.</p> <p>I can write a letter.</p> <p>I can write an adventure narrative.</p>
<b>Maths</b>	<p><b><u>Unit 1: Place value within 1,000,000 (1)</u></b></p> <p>I can read Roman numerals to 1000 (M) and recognise years written.</p> <p>I can read, write, order and compare numbers to at least 1 000 000 and</p>



I can determine the value of each digit.  
I can read and write 5- and 6-digit numbers.  
I can count forwards or backwards in steps of powers of 10 for any given number.  
I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.

### **Unit 2: Addition and subtraction**

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

### **Unit 3: Multiplication and division**

I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.  
I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.  
I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).  
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

### **Unit 4: Fractions**

I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.  
I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ].  
I can compare and order fractions whose denominators are all multiples of the same number.  
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.



<b>Science</b>	<p><b><u>Living things and their Habitats</u></b></p> <p>I can describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds.</p> <p>I can compare the gestation period of a range of animals.</p> <p>I can describe the life cycles of common plants.</p> <p>I can describe and explain the process of respiration in humans and plants.</p> <p>I can describe the process of plant reproduction.</p> <p>I can talk with knowledge about birth, reproduction and death of familiar animals or plants.</p> <p>I can develop simple keys to identify, classify and describe living things and materials.</p> <p>I can record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs.</p> <p><b><u>Properties and changes of materials</u></b></p> <p>I can test and group materials based on scientific evidence (hardness, solubility, transparency, conductivity, insulation, magnetism)</p> <p>I can explain the process of dissolving</p> <p>I can recover a substance from a solution</p> <p>I can decide how a mixture would best be separated (filtering, sieving, evaporating)</p> <p>I can give reasons for the uses of everyday materials based on scientific evidence</p> <p>I can show what I know about the properties of different materials</p> <p>I can use my knowledge of materials to suggest ways to classify (solids, liquids, gasses)</p> <p>I can describe changes using scientific words (evaporation, condensation)</p> <p>I can use the terms 'reversible' and 'irreversible'</p> <p>I can raise different scientific questions and hypothesis.</p> <p>I can plan and carry out a comparative and fair test.</p>
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	<p>I can take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>I can record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs.</p> <p>I can justify simple conclusions on a hypothesis. I can begin to recognise how scientific ideas can change over time. I can spell and pronounce scientific vocabulary accurately.</p>
<b>Computing</b>	<p><b><u>Computing systems and networks - Systems and searching</u></b></p> <p>I can explain that computers can be connected together to form IT systems.</p> <p>I can identify that data can be transferred between IT systems.</p> <p>I can recognise inputs, processes, and outputs in large IT systems.</p> <p>I can relate that search engines are examples of large IT systems.</p> <p>I can describe the input and output of a search engine.</p> <p>I can demonstrate that different search terms produce different results.</p> <p>I can explain the role of web crawlers in creating an index.</p> <p>I can explain how ranking is determined by rules, and that different search engines use different rules.</p> <p>I can explain why the order of results is important and to whom.</p> <p>I can evaluate the results of search terms.</p> <p><b><u>Creating media - Video production</u></b></p> <p>I can explain the features of video as a visual media format.</p> <p>I can use different camera angles.</p> <p>I can use pan, tilt and zoom.</p> <p>I can combine filming techniques for a given purpose.</p> <p>I can identify that videos can be edited on a recording device or on a computer and can be improved through and reshooting or editing.</p> <p>I can choose to reshoot a scene or improve later through editing.</p> <p>I can use split, trim and crop to edit a video.</p> <p>I can recognise projects need to be exported to be shared.</p>



<b>Geography</b>	<p>I can 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>I can locate Greece (Europe)</p> <p>I can understand human and physical features of Greece – compare with UK</p> <p>I know how these impacted Ancient Greek lives</p> <p>I can locate the world's countries (where UK imports food from)</p> <p>I can study global trade, how trade has become global and whether trade is fair or not</p>
<b>History</b>	<p>I can study Greek life and achievements and their influence on the western world (Ancient Greece).</p> <p>I can show an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives.</p> <p>I can order and summarise key events during this historical period using timelines.</p> <p>I can compare what life was like in Ancient Greek to life today.</p> <p>I can identify key gods and goddesses in the Ancient Greek Culture.</p> <p>I can explain the key characteristics of the Athenians and the Spartans.</p> <p>I can explain how the Olympics began and how it has influenced modern day Olympics.</p>
<b>Art</b>	<p><b><u>Typography &amp; Maps</u></b></p> <p>I can explore how we can create typography through drawing and design, and use my skills to create personal and highly visual maps.</p> <p><b><u>Making Monotypes</u></b></p> <p>I can combine the monotype process with painting and collage to make visual poetry zines.</p>



DT	<p><b><u>Architecture (Construction)</u></b></p> <p>I can explore historic and modern buildings.</p> <p>I can explore how to make my building stiffer, stronger and more stable.</p> <p>I can develop and communicate my ideas through computer-aided design.</p> <p>I can select a range of materials that will improve the stability of my structure.</p>
Music	<p><b><u>Living' On A Prayer (Autumn 1)</u></b></p> <p><b><u>Classroom Jazz 1 (Autumn 2)</u></b></p> <p>I can sing in unison and sing to backing vocals.</p> <p>I can demonstrate a good singing posture.</p> <p>I can sing with an awareness to sing in tune.</p> <p>I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>I can play these melodies by ear and improvised.</p> <p>I can play the glockenspiel along to all the songs we sang this year. I played the</p> <p>I can use notated music.</p> <p>I can improvise with the songs we sang this year.</p> <p>I can rehearse for Christmas concerts and productions.</p>
R.E	<p><b><u>What does it mean if Christians believe God is Holy and loving?</u></b></p> <p>I can learn about what Christians believe God is like.</p> <p>I can explore key texts from the Bible, using ways of knowing that theologians use.</p> <p>I can study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving.</p> <p>I can use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.</p> <p>I can link my learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers.</p> <p>I can explain that for most Christians, getting to know God is like getting to know a person.</p> <p><b><u>What does it mean to be a Muslim in Britain today?</u></b></p> <p>I can learn about Muslim beliefs about God, the Prophet and the Holy Qur'an.</p>



	<p>I will find out about Muslim sources of authority and how they guide daily living for believers.</p> <p>I will learn about ibadah and links to the Five Pillars, festivals, and places of worship.</p> <p>I can learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today.</p> <p>I will spend time finding out about the lived experience of Muslims in Britain today.</p>
P.E	<p><b><u>Swimming</u></b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively (front crawl, back stroke and breast stroke).</p> <p>I can perform safe self-rescues in different water-based situations.</p> <p><b><u>Real PE – Cognitive (Autumn 1)</u></b></p> <p>Static Balance: Stance</p> <p>I can throw and catch 2 small balls alternately, using both hands, both close to and away from my body.</p> <p>I can strike a small ball back to a partner with a racket.</p> <p>I can strike a small ball back to a partner from across my body with a racket.</p> <p>Coordination: Footwork</p> <p>I can move in a 3-step zigzag pattern while alternating knee raise and foot behind.</p> <p>I can move backwards in a 3-step zigzag pattern with cross-over (swerve).</p> <p>I can move backwards in a 3-step zigzag pattern with knee raise across my body.</p> <p><b><u>Real PE Creative (Autumn 2)</u></b></p> <p>Static Balance: Seated</p> <p>I can reach and pick up cones from in front, to the side and from behind.</p> <p>I can reach and pick up cones from in front, to the side and from behind with eyes closed.</p>



	<p>I can reach and pick up cones from in front, to the side and from behind while a partner applies a force.</p> <p>I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.</p> <p>I can hold a front support position with only 1 foot in contact with the floor and transfer a cone on and off my back.</p> <p>I can rotate fluently from a front support to a back support, and then continue rotating with fluency.</p>
MFL	<p><b><u>Listening</u></b></p> <p>I can listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><b><u>Speaking</u></b></p> <p>I can communicate on a wider range of topic and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><b><u>Reading</u></b></p> <p>I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>
PSHE	<p><b><u>What makes up a person's identity?</u></b></p> <p>I understand respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>I can discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>I understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p><b><u>What decisions can people make with money?</u></b></p> <p>I understand the different ways to pay for things and the choices people have about this.</p>



	<p>I can recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>I understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>I can recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>I can identify the ways that money can impact on people's feelings and emotions.</p>
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