



Winnington Park Primary School and Nursery

Half Termly Planning

Year 5 – Autumn 1

The Amazing Americas				
Value	Aspire			
No Outsiders	Where the poppies grow – to learn from our past			
Educational Visit	Liverpool World Museum Orienteering trip			
Intent				
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1/2	<ul style="list-style-type: none"> Adventure story plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Adventure Story</p> <ul style="list-style-type: none"> Adventure Stories To infer meaning from a story. To write as a character To understand how modal verbs effect the possibility To ask relevant questions To write a persuasive paragraph To infer information about a character. Adventure Stories To write a diary entry as a character To write a dialogue between two or more characters To write a letter in 1 st person To write a debate/discussion Adventure Stories To plan and write an adventure story <p>To imitate and innovate new ideas</p>	<p>Adventure Story</p> <ul style="list-style-type: none"> To write in 1st person To implement grammatical improvements To use varied sentence starters To use modal verbs To use relative pronouns To write in 1st person and present tense To use the correct rules of speech To plan in logical orders To improve and edit writing
	3	<p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Adventure Story</p> <ul style="list-style-type: none"> Adventure Stories To infer meaning from a story. To write as a character To understand how modal verbs effect the possibility To ask relevant questions To write a persuasive paragraph To infer information about a character. Adventure Stories To write a diary entry as a character To write a dialogue between two or more characters To write a letter in 1 st person To write a debate/discussion 	<p>Adventure Story</p> <ul style="list-style-type: none"> To write in 1st person To implement grammatical improvements To use varied sentence starters To use modal verbs To use relative pronouns To write in 1st person and present tense To use the correct rules of speech To plan in logical orders To improve and edit writing

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			<ul style="list-style-type: none"> Adventure Stories To plan and write an adventure story <p>To imitate and innovate new ideas</p>	
	4-5	<p>Non-chronological reports Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> - précisising longer passages - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Non-Chronological Reports To identify features of a non chronological report To explore different nonchronological reports To explore the use of language and features To discuss the layout</p>	<p>Non-Chronological Reports To recognise the use of different features To use different techniques to understand vocabulary</p>
	6	<p>Senryus Poetry Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Senryus Poetry To explore different types of poetry To understand what Senryus poetry is To research the history of this poetry type</p>	<p>To use poetical devices correctly To apply the correct poetical rules</p>
SPaG	1	<p>Ough words Modal verbs Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Spellings: Cough, tough, rough, enough, though, although, bought, thought, sought</p>	<p>Application of learnt spelling and grammar rules into independent writing.</p>
	2	<p>Silent letters Relative pronouns Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Spellings: Doubt, island, lamb, solemn, thistle, knight, debt, numb, autumn, whistle</p>	
	3	<p>-ble Brackets for parenthesis Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis</p>	<p>Spellings: horrible, terrible, possible, reversible, edible, available, recognisable, enjoyable, valuable, forgivable</p>	
	4	<p>Etymology Commas for Parenthesis using brackets, dashes or commas to indicate parenthesis</p>	<p>Spellings: Adder, hamburger, bungalow, magazine, ketchup, vandal, genie, limbo, salary, monster</p>	
	5	<p>Y5 national Curriculum spellings</p>	<p>Spellings: accommodate, conscience, existence, muscle, rhythm, accompany, conscious, explanation, necessary, sacrifice</p>	

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	6	Homophones Hyphens for parenthesis using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis	Spellings: Isle, aisle, aloud, allowed, affect, effect, herd, heard, which, witch	
	7	Y5 national Curriculum spellings	Spellings: according, controversy, familiar, neighbour, secretary, achieve, convenience, foreign, nuisance, shoulder	
Guided Read	1	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.	Use a range of strategies, including accurate decoding of text, to read for meaning Understand, describe, select and retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer or interpret information, events or ideas from texts Level Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence.	Apply learnt skills in reading comprehension activities and during guided reading discussions.
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Maths	1	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Roman numerals to 1000 Number to 10,000 Number to 100,000 Numbers to a million	Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
	2	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Compare and order numbers to 100,000	
	3	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 read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Counting in 10s, 100s, 1000s and 100,000s Round numbers to a million Round to the nearest 10, 100 and 1000 Negative numbers	Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
	4	add and subtract whole numbers with more than 4 digits, including using	Add whole numbers with more than 4- digits (column method) Subtract whole numbers with	Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with

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		<p>formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>more than 4-digits (column method) Round to estimate and approximate</p>	<p>more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>
	5	<p>calculate and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>
	6		Consolidation	Consolidation
Science	1	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	<p>Properties of materials</p> <p>Know the different properties to identify in different materials.</p>	Compare and group together everyday objects on the basis of their properties including their hardness, transparency, solubility, conductivity and response to magnets.
	2	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	<p>Dissolving</p> <p>Know that some solids will dissolve in a liquid to form a solution. Describe how to separate a solid from a solution</p>	<p>Thinking scientifically – plan and conduct a fair test and identify the variables in their experiment.</p> <p>Plan scientific enquiry to answer questions.</p>
	3	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	<p>Know the difference between solids, liquids and gases.</p> <p>Know different methods for separating a mixture.</p>	Identifying scientific evidence that has been used to support or refute ideas or arguments.
	4	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Give reasons, based on evidence through comparative and fair tests, for the uses of everyday materials, including wood, plastic and metal.	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Plan different types of scientific enquiry including recognising and controlling variables.</p>
	5	Demonstrate that dissolving, mixing and changes of state are reversible changes	Demonstrate that dissolving, mixing and changes of state are examples of reversible reactions.	<p>Plan different types of scientific enquiry to answer questions, including recognising and controlling variables where necessary.</p> <p>Use test results to make predictions to set up further fair tests.</p>
	6	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Explain that some changes result in the formation of new substances, and that these are normally non-reversible including burning and reactions of bicarbonate of soda and acid.	<p>Reporting and presenting findings from enquiries including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms.</p> <p>Gather and record data of increasing complexity using tables.</p>
RE	1	Islam	Identify, describe, and explain key Muslim beliefs related to Allah	<p>Give my own and others views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community use reasoning and examples. To express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p>
	2		<p>Describe how Muslims believe that to have inner peace with God, humans must follow and submit to Allah's guidance and will. Including Jihad to have inner struggle with oneself to make oneself a better Muslim.</p> <p>Name the Five Pillars and explain why they are important to the</p>	
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			majority of Muslims.	e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions.
PE	1	<p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>OAA take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Gymnastics Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>Gymnastics Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them</p> <p>OAA Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible Pupils will apply integrity and self motivation as they complete the challenges. Pupils will consolidate their leadership skills and take responsibility for others</p>	<p>Gymnastics Introduction to counter balance Application of counter balance learning onto apparatus Sequence formation Counter Tension Sequence completion</p> <p>OAA Face orienteering Cone orienteering Point and return</p>
Geography and History	1 2 3 4 5 6	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols</p>	<p>To know the geographical similarities and differences of the human and physical features of a region within North and South America.</p> <p>To know where the countries of North and South America are.</p> <p>To know where major cities in the countries of North and South America are.</p>	<p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Identify significant places and environments. Locate countries in North and South America and larger cities. Collect and record evidence unaided.</p>

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		and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
Art and Design (1 full afternoon fortnightly)	1	Georgia O'Keefe to create sketch books to record their observations and use them to review and revisit ideas	To name a range of artists To name types of art the artists have created To know that artwork generates feelings	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Independently research and collate ideas, media and formats to inform their own projects Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Evaluate the impact their work has on other people and adapt if necessary.
	3			
	5	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		
Design Technology (2 days)		generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	To know which tools to use for specific products using research to clarify. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.	Generate ideas through brainstorming and identify a purpose for their product. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Select appropriate materials, tools and techniques Measure and mark out accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Evaluate a product against the original design specification using appropriate tests. Evaluate it personally and seek evaluation from others.
PSHE	1	Decision – Keeping & Staying Safe and Computer Safety	Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Understand the consequences of potential outcomes of sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure. Be able to create a set of rules to follow when sharing images online.
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Music	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	To sing a broad range of songs with a sense of ensemble and performance. To observe phrasing, accurate	Know and understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

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		expression	pitching and appropriate style of music.	
	2	Develop an understanding of the history of music.	To sing in three- part round. To sing partner songs.	Have knowledge of recorded music and live music watched live music in school or out of school (Examples can be found in Appendix 2 and 3)
	3		To sing songs with a verse and chorus. To perform a range of songs in school assemblies and in school performance opportunities.	
	4		To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played.	
	5		To listen to recorded music and live music and compare the two. (see examples in appendix 2 and 3) To know some of the musical history from the music model curriculum.	
Computing	1 2 3 4 5 6	<ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Apply Knowledge of online safety rules. * Demonstrate the safe and respectful use of different technologies. Relate online behaviour to their own right to privacy and mental wellbeing of themselves and others. <p>Explain in some detail how credible a webpage is and the information it contains.</p>	<p>To know what online safety means, and learn the SMART rules.</p> <p>To know about responsibilities to one another in their online behaviour and to review sources of support when online.</p> <p>To know the importance of protecting privacy online.</p> <p>To know how to maintain secure passwords.</p> <p>To understand and be aware of appropriate and inappropriate texts, photographs, and videos, including altering images and permissions needed.</p> <p>To learn about citing sources and referencing work. Considering the reliability of sources.</p> <p>To start to consider the most appropriate form of online communications.</p>	<ul style="list-style-type: none"> secure sites by looking for privacy seals of approval, padlock and https. To begin to understand about benefits and risks of giving personal information. To understand a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To understand why it is important to have and how to create secure passwords. To know the SMART rules. <p>To know how to search precisely when using a search engine.</p>
MFL	1 2 3 4 5	<p>- listen attentively to spoken language and show understanding by joining in and responding</p> <p>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>- speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>- develop accurate pronunciation and intonation so that others understand</p>		<p>Listening: Pupils can pick out some of the main points from short spoken passages. Pupils can join in a short conversation. Pupils recognise typical conventions of word order and compare with English. Pupils understand and use statements.</p> <p>Speaking: Pupils communicate by asking a wider range of questions. Pupils develop accuracy in pronunciation and intonation. Pupils manipulate language by changing a single element in a sentence. Pupils understand and use statements.</p> <p>Reading:</p>



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	6	<p>when they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing 		<p>Pupils read and understand some of the main points from a short text. Pupils recognise typical conventions of word order and compare with English. Pupils understand and use negative statements.</p> <p>Writing: Pupils understand how a simple sentence is written. Pupils write words, phrases and a few sentences using a model. Pupils remember simple structures and apply in new contexts. Pupils begin to join simple sentences using et/mais. Pupils manipulate language by changing a single element in a sentence.</p>