Year 5 **Medium Term Planning** Autumn Term 2

| Subject | Topic | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| English | The Miraculous Journey of Edward Tulane | Character Description | Character Description | Narrative | Narrative | Narrative | Non-Chronological Report | Non-Chronological Report |
| SPaG | | Adjectives<br>Expanded noun phrases | Adjectives<br>Expanded noun phrases<br>Relative clauses | Adverbials | Inverted commas<br>Direct speech | Inverted commas<br>Reported speech | Brackets<br>Dashes<br>Commas | Relative Clauses |
| Guided Reading | The Miraculous Journey of Edward Tulane | Prediction<br>Retrieval | Retrieval<br>Inference | Inference<br>Vocabulary<br>Empathy | Summarise<br>Vocabulary | Sequence | Inference | Inference |
| Maths | Multiplication and Division | Multiplying by 10/100/1000<br>Dividing by 10/100/100<br>Multiples | Equivalent fractions to unit fractions<br>Equivalent fractions to non-unit<br>Equivalent fractions | Improper fractions to mixed numbers<br>Mixed numbers to improper fractions<br>Compare fractions<br>Order fractions | Compare and order fractions greater than 1Add and subtract fractions with the same denominator<br>Add fractions within 1 | Add fractions with a total greater than 1<br>Add to a mixed number<br>Add 2 mixed numbers | Subtract fractions<br>Subtract from a mixed number<br>Subtract from a mixed number<br>Subtract 2 mixed numbers | Assessment |
| Science | Forces | Why do things fall to earth? | Do heavier things fall faster? | How does air slow things down? | Which shoe grips best? | Why is it so hard to move through water? | How can simple machines make jobs easier? | End of topic assessment |
| History | | How did England change through the settlement of the Anglo-Saxons and the Vikings? | Who were the Vikings and why did they carry out raids in Anglo- Saxon England? | Lindisfarne Report | Where did the Vikings settle and who was in control in England at this time? | What was life like in the South East of England? | Assessment | Evaluation |

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| Geography | | | | | | | | |
| DT | | | | | | | | |
| Art | David Hockney | **Colour exploration** – experiment with bold, vibrant colours to create mood and atmosphere. | **Colour mixing** – develop and apply colour-mixing skills using primary, secondary and contrasting colours. | **Observational drawing** – use line, shape and proportion to record a landscape accurately. | **Perspective** – use size, position and overlapping shapes to create a sense of depth. | **Composition** – arrange shapes, lines and colours effectively to create an interesting landscape. | **Developing ideas** – experiment with different artistic techniques and make purposeful choices inspired by Hockney. | **Creating and evaluating** – combine colour, line, shape and perspective to produce a finished landscape and evaluate the effectiveness of artistic choices. |
| PSHE | Why are healthy relationships important? | What makes me who I am? | How do families show commitment to each other? | How can families support and protect each other? | What helps us maintain and make healthy relationships? | How can we manage challenges in relationships? | How can I be assertive and respectful? | Evaluation |
| RE | Why doesn't Christianity always look the same? | How did Christianity begin? | How have some significant people influence Christian practices? | Why are there different denominations? | How is the Bible interpreted differently? | How do different denominations practice? | How is Christianity changing? | Evaluation |
| Music | Classroom Jazz | To listen and appraise jazz music | To sing accurately and confidently. | To perform rhythms accurately. | To play and instrumental part confidently. | To understand and use musical notation. | To improvise using a given musical framework. | To compose and perform a short piece of jazz-inspired music. |
| Computing | | Tinker with Scratch music elements. | Soundtracks. | Planning a soundtrack. | Programming a soundtrack. | Programming a soundtrack. | Evaluating a soundtrack. | Evaluating a soundtrack. |
| Spanish | | | | | | | | |
| PE | Gymnastics | To perform a range of gymnastics | To perform individual and partner | To use different methods of | To perform appropriate rolls and | To perform a variety of jumps and leaps, | To create and practise a gymnastics | To perform a polished gymnastics |

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| | | shapes, including tuck, star, pike and straddle, demonstrating control, tension and balance. | balances, maintaining stability, good body tension and safe positioning. | travelling, levels, directions and pathways to link gymnastics movements smoothly. | rotations with control, safe technique and accurate body positioning | demonstrating height, extension, balance and controlled landings. | sequence that combines balances, travelling, rolls and jumps, using smooth transitions. | sequence with control, fluency and creativity, and evaluate performances against agreed success criteria |