

 Year Group: 5	Value Focus: Contribute	AUTUMN TERM 1 School Year 2026-2027
RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.		British Values: Democracy, Individual liberty, The rule of law

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home RRSA Buzz Day (Fri)	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H'Man -Year 3	Year 6 Residential	Year 5 Residential
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. Choose texts from Recommended Reading List 0. Whole School Recommended Reading Lists Texts from previous year groups should be revisited - Curriculum Texts (CUSP).xlsx							
English Reading		Shackleton's Journey Block 1 Focus on the core text for summarising and authorial intent Focus on a letter, a report and an interview for retrieval	Shackleton's Journey Block 1 Focus on the core text for comparing and giving a personal response Focus on a poem, an internal monologue and a narrative for inference	Shackleton's Journey Block 2 Focus on the core text for predicting and understanding themes Focus on an extended narrative and a diary extract for retrieval	Y3-Y5 PIXL Testing	Shackleton's Journey Block 2 Focus on the core text for summarising and a personal response Focus on a news report, a poem and a playscript for inference	Shackleton's Journey Block 3 Focus on the core text for comparing and authorial intent Focus on a report, an advertisement and a persuasive speech for retrieval	Shackleton's Journey Block 3 Focus on the core text for predicting and understanding themes Focus on an information leaflet, a biography and a poem for inference
Reading Outcomes		Know: The author's intent dictates the style of a book The language we use changes over time Be able to: Use skimming and scanning to retrieve Use evidence to support an opinion		Know: Predictions need to be feasible and based on evidence The difference between relevant and irrelevant information Be able to: Retrieve quotations to prove statements Use life experience and empathy to support inference			Know: Comparing and contrasting means finding similarities and differences Quotations need to be considered in context Be able to: Retrieve multiple examples of evidence	

							Construct an extended response to explain inference	
English Writing			Third person stories set in another culture Explicit teaching of the grammatical structures and text conventions required	Third person stories set in another culture Structural understanding, planning and execution of the extended task	Third person stories set in another culture Execution of the extended task and focused editing teaching		Formal letters of application Explicit teaching of the grammatical structures and text conventions required	Formal letters of application Structural understanding, planning and execution of extended task and focused editing teaching
Writing Outcomes			Know Reporting clauses convey the mood of characters Short sentences add pace to a narrative Be able to Interweave cultural references to establish context Use and sustain the third person				Know How language can be adapted to persuade The rule of three Be able to Use and sustain a formal tone Structure a formal letter in clear paragraphs	
VGPS	Introduce: Modal verbs Relative clauses and relative pronouns Consolidate: Verb Tenses Fronted adverbials including commas after fronted adverbials Possessive Pronouns							
Spoken Language Expectations	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others							

	select and use appropriate registers for effective communication.				
Maths	Establishing Weeks Arithmetic Practice and Recap throughout the week – Morning/after lunch work, basic skills Suggested resources to use: Basic Skills Sheets Testbase Arithmetic Tests Pixl Arithmetic tests Target Maths PV work on numbers beyond 1000 Multiply and divide by 10, 100, 1000 using Gattegno chart	Number: Place Value (working with up to 5 digit numbers for this half term) Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 Space distances Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Tug harder, Swimming pool, Sea level NCETM Negative Numbers Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above NCETM Planning Resources Power Maths, Power Maths NRich: Space distances, Tug harder, Swimming pool, Sea level, Roman Numerals Books: A Place for Zero (Angeline Sparagna LoPresti), How much is a million? (David M Schwartz), How big is a million? (Anna Milbourne)	Y3-Y5 PIXL Testing	Number: Addition and Subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Twenty divided into 6, Maze 100, Six Ten Total, Six Numbered	Number: Fractions Compare and order fractions whose denominators are multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths Tumbling down 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 $2/5+4/5=6/5=1$ and $1/5$ Balance of halves Add and subtract fractions with the same denominator and denominators that are multiples of the same number A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions [for example $0.71 = 71/100$ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates NCETM Planning Resources Power Maths, Power Maths, Power Maths

					Cubes, Reach 100, Subtraction surprise NCETM Planning Resources Power Maths NRich: Twenty divided into 6 , Maze 100 , Six Ten Total , Six Numbered Cubes , Reach 100, Subtraction surprise Assessment: White Rose Addition and Subtraction, Answers	NRich: Tumbling down , Balance of halves , A4 Fraction Addition , A4 Fraction Subtraction , Linked Chains Books: My Half Day (Doris Fisher and Dani Sneed)		
Maths Vocabulary	arithmetic, place value, digit, thousand, ten thousand, hundred thousand, multiple, factor, product, quotient, multiply, divide, sequence, inverse, Gattegno chart		place value, digit, negative number, round, estimate, inverse, multiple, equivalent fraction, improper fraction, mixed number, numerator, denominator, decimal, factor, quotient		addition, subtraction, column method, exchange, regroup, estimate, round, inverse, calculate, accuracy, mental method, multi-step problem, operation, digit, place value	fraction, numerator, denominator, equivalent, compare, order, mixed number, improper fraction, tenths, hundredths, decimal, multiply, divide, scaling, convert		
Maths Basic Skills		Know the multiplication and division facts for the 6 times table Know decimal and fraction equivalents	Know the multiplication and division facts for the 7 times table Multiply and divide numbers by 10 and	Know the multiplication and division facts for the 9 times table Know decimal and fraction equivalents	Know the multiplication and division facts for the 11 times table Multiply and divide numbers by 10 and	Know the multiplication and division facts for the 12 times table Know decimal and fraction equivalents	Know the multiplication and division facts up to 12 x 12 Recall metric conversions	Identify prime numbers up to 20 Recall square numbers up to 12 squared and their square roots

			100 Know factor pairs of a number		100 Know factor pairs of a number		Know factor pairs of a number	
Science	Properties and changes of materials • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes							
			What properties do materials have? How do we use them?	What is a solution? What is a mixture?	How can we separate materials from a mixture?	How can we separate materials from a solution?	What changes are reversible?	What changes are irreversible?
	Tier 2: Property, particle, separate, combine, recover, comparative Tier 3: Atom, molecule, chemical (changes), physical (changes), reversible, reaction							

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Enrichment (Trips/Visits)							Year 6 Residential	Year 5 Residential
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Being Responsible Looking out for others recognise why we should take action when someone is being unkind describe caring and considerate behaviour, including the importance of looking out for others demonstrate why it is important to behave in an appropriate and responsible way identify how making some choices can impact others' lives in a negative way Adult and Children's views	Keeping/Staying Safe Peer Pressure identify strategies we can use to keep ourselves and others safe recognise ways to manage peer pressure explain the potential outcomes that may happen when we take risks recognise the impact and possible consequences of an accident or incident Adult and Children's views Throughout this topic, pupils will have the opportunity to review the opinions	History Ancient Greece National Curriculum: Ancient Greece – a study of Greek life and achievements and their influence on the western world Cusp outcomes: Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: what was the difference between Athens and Sparta? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? DESIRABLE: What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic games invented by the Ancient Greeks? DESIRABLE: Who was Alexander the Great and why was he so renowned?		Music Oak Academy Unit 1 Year 5 Sing, play, perform: adding tuned accompaniment to part-singing Lessons in unit - Part singing: rounds and partner songs - Two-part singing: rounds and partner songs - Singing and playing simultaneously: three note melodies - Part singing: adding a rhythmic ostinato accompaniment - Layering part-singing: adding a three note melody - Rehearsing and evaluating an ensemble piece with a thick texture Key vocabulary to emphasise - part singing - round			

	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.	and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.			• partner song • tuned instrument • accompaniment • rhythmic ostinato • texture • thick texture • ensemble • evaluate			
Vocabulary	Looking Out for Others Considerate Inconsiderate	Peer Pressure Peer Pressure Encourage Risk Risk Assessment Support Network	Democracy Honour Phenomenal Deteriorated Armoured Oppressive City-state Tyrant Sanctuary Tactical Valiantly unified					
Computing	Oak Academy Unit 1 year 4 Introduction to computer systems	Digital systems	Computer Systems in Society	Searching the web	Selecting search results	How search results are ranked	How search results can be influenced	
Spanish	Unit 1 Lesson 1 I can say how I and others are feeling today.	Unit 1 Lesson 2 I can say how I and others are today and usually using 'estar' and 'ser'	Unit 1 Lesson 3 I can understand a text about how I am and how she is using 'ser' and 'estar'.	Unit 1 Lesson 4 I can say how I and others are today and in general.	Unit 1 Lesson 5 I can say where we are and how we are today using 'estamos', and what we are like generally using 'somos'.	Unit 1 Lesson 6 I can say how we are today and in general.	Unit 2 Lesson 1 I can understand dates made by combining numbers and months.	Unit 2 Lesson 2 I can say when my birthday is and ask others about their birthday.

Art to be taught at PPA	CUSP ART <u>Block A – Year 5 - Drawing & Painting</u> Explore materials Explicit teaching of techniques Applying knowledge, skills and techniques Know: What is meant by subtractive drawing What abstract art is Lines can be used to suggest harmony Be able to: Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist https://vimeo.com/559412385/cfa3f72eb1 <u>Block A – Year 6 – Drawing</u> Exploration of materials Make reference to previous mark making Explicit teaching of techniques Application of knowledge and techniques Know: The elements of art and design Be able to: Work artistically using: shape, line, form, texture, colour, value and space https://vimeo.com/559426254/65ba1caa5f	Subtractive drawing (working in the negative) Organic Harmony Overlay Absract Chroma Surreal Portraiture Sympbolism Scale Proportion Figurative
P.E. Russell – 6,4,2 Leira – 3 CTs – 1,5	<u>Gymnastics</u> • Selects a component for improvement and use guidance from others to do so • Explain the significance of a warm-up and how it relates to gymnastics activity • Create longer and more complex sequences and adapt their performances • Follow, copy and repeat others' actions • Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions • Attempt to perform more complex skills in isolation such as round-off • Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls • Work responsibly in trust exercises and when counterbalancing	

	Perform symmetry and asymmetry individually, in pairs and as a group							
	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical, aesthetics							
PSHE Weekly Reflection (Scheme Blocked)	Making a good first impression: good manners, appearance and positive attitude.	Ready to Learn	Mind Your Manners	Be included	Play your part; do your bit.	Talents- everybody's got one.	All different, all equal	Respect Yourself – It's good to be me!
P4C Skills	Setting ground rules. Sharing first thoughts.							
P4C Enquiries								