



Year Group: Five

Value Focus: Respect

AUTUMN TERM 2 School Year 2025-2026

RRS: Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

British Values:
Mutual respect and tolerance, Individual liberty

	Week 9 3 rd November 2025	Week 10 10 th November 2025	Week 11 17 th November 2025	Week 12 24 th November 2025	Week 13 1 st December 2025	Week 14 8 th December 2025	Week 15 15 th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th)	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
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. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List						
English Reading	The Explorer Block 1/3 Focus on the core text for prediction, retrieval and exploring characteristics of an explorer Focus on news articles for retrieval Focus on contrasting text types for inference, including the core text, an advert and a narrative extract		The Explorer Block 2/3 Focus on an instructional text Focus on the core text, identifying themes Focus on the effect of words Focus on summarising the core text and debate		The Explorer Block 3/3 Focus on summarising aspects of the core text Focus on the structure and sequencing of an instructional text Focus on the retrieval of facts from a news report Focus on the core text for prediction Focus on the effect of words used by the author and infer the authorial intent		
Reading Outcomes	Know: Key words can be used to support inference Rhetorical questions can be used as a persuasive device Be able to: Identify whether a statement is true or false Identify key information to use in a summary		Know: Information within non narrative texts is not always factual Language in a debate is chosen to have impact Be able to: Use evidence to support a prediction Draw on text evidence to reach a conclusion		Know: Information in news reports is not always reliable Imagery is a literary device to create pictures with words Be able to: Scan a text to retrieve specific information Distinguish between implicit and explicit information		
English Writing	Dialogue in narrative (first person myths and legends) Explicit teaching of the grammatical structures and text conventions required	Dialogue in narrative (first person myths and legends) Structural understanding, planning and execution of extended task	Dialogue in narrative (first person myths and legends) Execution of the extended task and focused editing teaching	Poems which explore form Explicit teaching of the grammatical structures and text conventions required Execution of extended task and focused editing teaching	Balanced argument Explicit teaching of the grammatical structures and text conventions required	Balanced argument Structural understanding, planning and execution of extended task and focused editing teaching	
Writing Outcomes	Know The language of speech and writing differs Relative clauses add extra information Be able to Write dialogue appropriate to a character			Know How syllables can be used to impose structure on some poetic forms Be able to	Know A balanced argument includes opposing views Views need to be supported with evidence to convince Be able to Write in a sustained formal tone		

	Balance description and dialogue to help tell a story	Write a poem that fulfils specific criteria. The form and structure of haikus and cinquains Perform a poem varying tone and volume and using movement for effect.	Use adverbials to signal similar or opposing viewpoints Use emotive language	
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	Number: Multiplication and Division Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Sweets in a box , Which is quicker? , Multiplication squares , Flashing lights , Abundant numbers , Factors and multiples game , Pebbles , Three dice , Factor track Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Two primes make one square Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply and divide numbers mentally drawing upon known facts	Measurement: Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Area and perimeter , Through the window Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes Shaping it , Brush loads , Cubes , Numerically equal , Making boxes , Ribbon squares , Fitted NCETM Planning Resources Power Maths NRich: Area and perimeter , Through the window , Shaping it , Brush loads , Cubes , Numerically equal , Making boxes , Ribbon squares , Fitted	Number: Multiplication and Division Multiply and divide numbers mentally drawing upon known facts NCETM Short Multiplication NCETM Short Division Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for 2-digit numbers All the digits , Trebling Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context Division rules Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign Highest and lowest , Make 100 , Four goodness sake	

	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Multiply multiples 1, Multiply multiples 2, Multiply multiples 3 (also covered in decimals block- Summer 1) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Up and down staircases, One wasn't square, Cycling squares, Picture a pyramid Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Division rules, Odd squares, Cubes within cubes, Curious number Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (covered in Fractions block Spring term) NCETM Planning Resources Power Maths, Power Maths NRich: Sweets in a box, Which is quicker?, Multiplication squares, Flashing lights, Abundant numbers, Factors and multiples game, Pebbles, Three dice, Factor track, Two primes make one square, Multiply multiples 1, Multiply multiples 2, Multiply multiples 3, Up and down staircases, One wasn't square, Cycling squares, Picture a pyramid, Division rules, Odd squares, Cubes within cubes, Curious number Books: Sea Squares (Joy N Hulme), Anno's Mysterious Multiplying Jar (Masaichiro and Mitsumasa Anno), One Hundred Hungry Ants (Elinor J Pinczes) A Remainder of One (Elinor J Pinczes)			Power Maths, Power Maths NRich: All the digits, Trebling, Division rules, Highest and lowest, Make 100, Four goodness sake Books: Sea Squares (Joy N Hulme), Anno's Mysterious Multiplying Jar (Masaichiro and Mitsumasa Anno), One Hundred Hungry Ants (Elinor J Pinczes) A Remainder of One (Elinor J Pinczes)		
Maths Vocabulary						
Maths Basic Skills						
Science	<u>Animals including humans</u> know the stages in the growth and development of humans					
	What is the human timeline?	How do we change into adults?	How do human and animal lifespans compare?			
	T2: development, diverse, unique, generation, mature, equipped T3: adolescence, puberty, foetus					

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Foundation Subjects (Blocked) - History - Geography - RE - PSHE - Art - DT	Geography Location of countries of the world, including biomes National Curriculum: Locational knowledge 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 <u>Cusp outcomes:</u> - Where would you find some of the major countries of the world? remember continents, lines of latitude, longitude, and the Equator - Where would you find some of the major cities of the world? - Remember continents, lines of latitude, longitude, and the Equator - What is a biome? (environmental region) - How do biomes change across the world?	A World Without Judgement Inclusion and Acceptance identify some of the ways in which we are different and unique explain some of the elements which help us to have a diverse community describe strategies to overcome barriers and promote diversity and inclusion Adult and Children's views 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.	Keeping/Staying Healthy Smoking explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc describe how smoking can affect your immediate and future health and wellbeing give reasons why someone might start and continue to smoke identify and use skills and strategies to resist any pressure to smoke Adult and Children's views 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.	Geography continued	<u>U2.1 Why do some people believe that God exists?</u> - Outline clearly a Christian understanding of what God is like, using examples and evidence - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging - Express thoughtful ideas about the impact of believing or not believing in God on someone's life - Present different views on why people believe in God or not, including their own ideas. <u>U2.6 What does it mean to be a Muslim in Britain today?</u> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad	DT Project on a Page <u>Textiles- Combining different fabric shapes</u> Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Technical knowledge and understanding	

	- What are the human characteristics that define Europe, North and South America? - What are physical characteristics that define Europe, North and South America?				- Describe and reflect on the significance of the Holy Qur'an to Muslims - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils - Make connections between the key functions of the mosque and the beliefs of Muslims.	A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.
Vocabulary	T2 arid fertile densely exceptional craggy scenery T3 continent latitudes longitude equator hemisphere biome	Inclusion and Acceptance Inclusion Acceptance Discrimination Unique Anti-social Hate crime	Smoking Nicotine Addictive Illegal Respiratory system Cardiovascular disease Cigarette E-cigarette Tobacco		seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious' Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.
Computing	Junior Jam					
Music	Junior Jam					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
Spanish	Junior Jam					
PE	<u>Invasion Games – Hockey/Football/Netball/Tag Rugby</u> - Play in formations and execute 'set plays' in game situations - Explain the need for different tactics and attempt these in a game situation - Know and apply the rules consistently in a game situation - Able to combine basic skills such as dribbling and passing - Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball					

	• Move balls over longer distances accurately, demonstrating power • Play in different positions with some success • Where appropriate mark goal side • Use appropriate language to explain their attacking and defensive play • Use specific learned skills to maintain possession during a game						
	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical, aesthetics						
	Swimming • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations						
PSHE Weekly Reflection (Scheme Blocked)	Respect yourself – It's good to be me	Remembrance – Celebrating Peace	National Anti Bullying Week. Thomas Buxton is a bully free zone	Respect each other – honesty is the best policy	Respect yourself –Peer Pressure, do it your way	Respect each other - Do as you would be done by. How should we treat others?	Goodbye 2025- Another year older! Wiser!
P4C Skills	Identify differences between similar questions. Evaluate the effectiveness of questions.						
P4C Enquiries		PSHE Anti-Bullying		Curriculum		RE	