

Autumn Term Medium Term Planning Neptune (First Half)

Year 5

| Subject  | Week 1<br>03/09/18 | Week 2<br>10/09/18   | Week 3<br>17/09/18 |  | Week 4<br>24/09/18 | Week 5<br>01/10/18 | Week 6<br>08/10/18 |
|----------|--------------------|--|--------------------|--|--------------------|--------------------|--------------------|
| Literacy |                    | <p><b>Reading:</b><br/>Pupils should be taught to:</p> <p>Word reading –</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>Comprehension –</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ 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</li> </ul> </li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• understand what they read by:               <ul style="list-style-type: none"> <li>○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ asking questions to improve their understanding</li> <li>○ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>○ identifying how language, structure and presentation contribute to meaning</li> <li>○ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>○ distinguish between statements of fact and opinion</li> <li>○ retrieve, record and present information from non-fiction</li> <li>○ 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</li> <li>○ 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</li> <li>○ provide reasoned justifications for their views.</li> </ul> </li> </ul> <p><b>Writing:</b><br/>Transcription</p> |                    |  |                    |                    |                    |

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|  | <p>Spelling –</p> <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul> <p>Handwriting –</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task</li></ul> <p>Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others’ writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li></ul> <p>Vocabulary, Grammar and Punctuation</p> <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> |
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|                  |  | <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p> |
|                  | Descriptive writing – character description (alien)  | Non-chronological report – linked to IPC space explorers  |
| <b>Numeracy</b>  | <p align="center"><b>Place value</b></p> <p>Pupils will be taught to:<br/>Number - place value</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> | <p align="center"><b>Addition and Subtraction</b></p> <p>Pupils will be taught to:<br/>Number - addition and subtraction</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</li> </ul>  |
| <b>Computing</b> |  | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> </ul>   |

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|                  |  | <p>solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |
| <b>IPC</b>       |  | <b>Space Explorers</b>   |
| <b>Science</b>   |  | <p>Pupils will be finding out:</p> <ul style="list-style-type: none"> <li>• How to make a pinhole viewer to record the size of the Sun and the Moon</li> <li>• How to compare the size of the planets and their distance from the Sun</li> <li>• About the movements of the Earth, Sun and Moon and how they affect us</li> <li>• How to classify rocks and compare rocks on Earth with those on the Moon</li> <li>• How craters are formed and the forces that are involved</li> <li>• How to make a spectrometer to find out about light and what it contains</li> <li>• How light travels</li> <li>• How to create a timeline to show the life cycle of a star</li> <li>• About the planets in our solar system</li> </ul>  |
| <b>History</b>   |  | <p>Pupils will be finding out:</p> <ul style="list-style-type: none"> <li>• About what people in the past used to think about the Earth, Sun and Moon</li> <li>• About Galileo and his findings about the Earth, Sun and Moon</li> <li>• About the constellations and the stories that they tell</li> <li>• How to make a timeline to show some of the important events in the history of astronomy and space</li> <li>•</li> </ul>  |
| <b>Geography</b> |  | This will be covered in other units  |

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| <b>Art</b>                |  | <p>Pupils will be finding out:</p> <ul style="list-style-type: none"> <li>• How we can capture the shape, colour and patterns of a nebulae in art</li> <li>• How we can create our own satellite images</li> </ul>  |
| <b>Music</b>              |  | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Play and perform in solo and ensemble contexts</li> <li>• Improvise and compose music for a range of purposes</li> </ul>  |
| <b>D &amp; T</b>          |  | <p>We'll be finding out:</p> <ul style="list-style-type: none"> <li>• About the technology that is being used to explore Mars</li> <li>• How to design and make our own vehicle to explore a planet's surface</li> </ul>  |
| <b>PE</b>                 |  | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>  |
| <b>Languages</b>          |  | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Engage in conversations; ask and answer questions</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>  |
| <b>PSHE</b>               |  | We're all Stars   |
| <b>RE</b>                 |  | <p><b>Devon agreed syllabus – Judaism</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</li> <li>• Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.</li> <li>• <i>Reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully.</i></li> <li>• <i>Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly.</i></li> </ul> |
| <b>Environmental Work</b> |  | Pupils will continue to maintain the classroom garden. Outdoor areas will be used, when appropriate, to enhance learning.   |