

The Merton Primary School Medium Term Plan

Year:5 Autumn 2025

To Be the Best We Can Be *by...*

- Encouraging children to **make a difference** to their own lives and the lives of others, close by and in the wider world
- Supporting personal achievement through an **inspiring curriculum** that enables success for all and high expectations, driven by purposeful, relevant, practical lessons that children can fully invest in
- Maximising the potential of each individual's **character**, supporting growth through real-world examples both within and beyond the school to ensure children can succeed and flourish in a changing world
- Prioritising **physical and mental health**, creating a culture of nurture and happiness where children have the capacity to thrive emotionally, socially and academically
- Embracing the power of collaboration, working together and building **positive relationships** where children have a voice but listen, care and value each other as individuals

Inspiring theme linked to the vision (including purpose/ outcomes/ making a difference)

Through investigating 'The Americas', children will be immersed in learning about other countries, cultures and life styles in this area of the world. Locational knowledge will be built upon whilst preconceptions will be explored and challenged. Children will be given the chance to draw comparisons with their own ways of life whilst opportunities will be given to reflect on their daily decisions. Learners will critically analyse the impact of human life on the planet and how consider we can make a positive difference in the world. Cross curricular links throughout this topic, will enable learners to encourage supportive debates, develop their analytical skills and work collaboratively with others. Over the term, children's character will be enhanced by recognising the importance of developing tolerance and understanding of other's differences, norms and values. This message is of key importance to enable children to continue to maintain positive relationships with people currently in their lives and ensure this with individuals that they will meet in the future. Children will make links with Millington Travel where the children will present their knowledge on their geographical understanding.

Knowledge

National Curriculum

Key Skills

Science Journey: MATERIAL WORLD

In this topic, the children learn about materials and how they change. First, they test properties of materials; before looking at how materials dissolve, what a solution is and evaporation. Children will investigate the best materials for trekking through the Amazon rainforest. Finally, links with D&T cookery will be made when comparing reversible and irreversible changes in materials.

Science

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| <ul style="list-style-type: none"> 1. That 'material' means any kind of matter in the world around us 1. That 'everyday materials' can be made of single substances, mixtures or compounds 1. 2. To know the properties of materials. Scientific language: Hard: resistant to scratching or pressure. Tough: resists cracking; opposite to brittle. Strong: resistant to tearing. Rigid: hard and fixed; not flexible. Elastic: returns to original shape when force removed. Plastic: retains new shape when force removed. Flexible: easily bends; opposite of rigid and stiff. Electrical conductor: material that allows electricity to flow through it. Thermal conductor: material that allows heat to pass through it. | <ul style="list-style-type: none"> 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 Demonstrate that dissolving, mixing and changes of state are reversible changes. | <ul style="list-style-type: none"> To compare the properties of a range of materials To plan comparative and fair tests, collecting accurate results. To draw on the results of tests to explain why some materials are used. To identify some factors that affect dissolving. To describe different ways to separate mixtures. To use scientific language and ideas to explain dissolving and separation. |
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Science Journey: MATERIAL WORLD In this topic, the children learn about materials and how they change. First, they test properties of materials; before looking at how materials dissolve, what a solution is and evaporation. Children will investigate the best materials for trekking through the Amazon rainforest. Finally, links with D&T cookery will be made when comparing reversible and irreversible changes in materials.			
Science	<ul style="list-style-type: none"> • 3&4 A mixture contains more than one substance. These are not chemically joined, which means they are easy to separate using their properties, e.g. size, magnetism, solubility • 3&4 Scientific language Solution: mixture of solid and liquid (you might not be able to see the solid). Solute: the stuff that dissolves. Solvent: usually (liquid) that does the dissolving. Dissolve: when a solid mixes with liquid to make a solution. Evaporate: heat liquid until it turns into gas. Mixture: two or more substances that can be separated. Soluble: when something can dissolve. Insoluble: when something can't dissolve. Filter: use porous material to separate solid and liquid • 5. Reversible (physical) changes do not produce a new substance or change the amount of substance. • 6. Irreversible (chemical) changes do produce new substances. Although no matter is lost or destroyed, some may become gas and float away. This sort of change is usually permanent and very difficult to reverse. • Scientific language Reversible/physical change: one that can be undone. Irreversible/chemical change: one that cannot be undone. Burning: a special type of chemical change, particularly in fuels. 	<ul style="list-style-type: none"> • Explain that some changes are reversible and some are irreversible • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. • Explain that some changes are reversible and some are irreversible • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. 	<ul style="list-style-type: none"> • To explore reversible and irreversible changes. • To explain the difference between changes in materials. • I can decide the best way to present my findings and evidence.

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Science Journey: LET'S GET MOVING In this topic children learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work. Children will investigate the friction of different walking boots and different terrains linked to the Amazon rainforest.			
Science	1. Gravity is an attractive, non-contact force. 1. The force of gravity on the Moon is less than that on the Earth. 2. Galileo discovered that everything falls at the same speed. 2. Sir Isaac Newton first set out the laws of gravity. 2. Albert Einstein further developed the theory of gravity. 3. It is measured in newtons (N). Any two objects have a force of gravity between them. 4. Friction is a contact force caused by two objects rubbing together 5. Air and water resistance are drag forces • Scientific language Gravity: the natural force of attraction exerted by a celestial body. Weight: the force with which something is attracted to the Earth. Newton: the unit of force. Non-contact: not touching. • Scientific language Friction: the force made when two objects rub against each other. Air resistance: the resistance of air to forward movement. Water resistance: the resistance of water to forward movement. Force meter: an instrument for measuring forces. Reliable: something that can be depended upon. • Scientific language Lever: a rigid bar that transmits force and motion. Spring: a coil of wires that can transmit a force and motion. Gear: a toothed wheel that fits into another gear to transmit motion. Pulley: a mounted rotating wheel with a grooved rim over which a chain or string can move to change the direction of a pulling force.	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	• To explain what makes objects fall to the Earth. • To plan a fair test to find out how well different objects fall. • To extend an investigation and tests as a result of observations • To plan a fair test to investigate friction and water resistance. • To make some detailed observations and present them clearly. • To form sensible conclusions • To explain how levers, springs, pulleys and gears transmit force and motion. • To make some simple machines. • To design and make a Rube Goldberg machine containing at least four different simple machines.

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Geography Journey Children will immerse themselves in the countries and cultures of North and South America. They will be making links between their own life and those of others in different countries. The children will learn a variety of geographical skills and apply them as their knowledge of different countries increase. This theme runs strongly through English and Art so it is crucial that children are equipped with knowledge that can be applied. They will also learn about the positive and negative impact of human life on our planet as they study in detail the Amazon Rainforest. We will use this as an opportunity to encourage children to reflect about their own decisions making and what impact this could have on the world. If possible we aim to provide the children with a hands on experience of learning about North and South American animals. The children have an organised visit from the company 'Animals in Hands' where they get to hold animals from different parts of America, they are encouraged to question and learn about each animal that they see. This will also link to writing in English lessons.			
Geography	<ul style="list-style-type: none"> 1. 2. To know the shapes of different countries 1. 2. To know the physical characteristics and key topographical features of the countries within North America / South America 3. To know and understand the terms climate zones, biomes, vegetation belts and rivers 4. 5. To know human and physical characteristics of places in North and South America-focus on Niagara Falls and the Amazon Rainforest 6. To know how humans affect environments over time (Amazon Rainforest) deforestation etc 6. To know how people can manage their own environments over time (link to Amazon rainforest) 	<u>Human and physical geography</u> <ul style="list-style-type: none"> To identify significant places and environments To identify the position and significance of latitude and longitude (etc.) To describe and understand types of settlement, climates and biomes To understand economic activity and the distribution of natural resources use maps, atlases and globes and digital computer mapping to locate countries and describe features studied (North and South America) To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities 	<ul style="list-style-type: none"> To use maps, atlases and globes to locate places To name and locate countries around the world To develop analytical skills by comparing areas of the UK with other places To make links between places outside of the UK and where they live To make comparisons between contrasting places. To use key vocabulary when discussing places. To collect and record evidence making conclusions. Begin to use atlases to find out about other features of places (e.g. the wettest part of the world)
History Journey—Maya Civilisation Whilst we are on our journey through The Americas, we will step back in time to explore the Maya Civilisation: how they lived, their culture and their legacy. The children will learn how the Mayans created beautiful writing using logograms and hieroglyphs. They will discover the fascinatingly inventive maths and calendar systems of the Maya, learning about Maya numerals and the Dresden Codex. They will study the impressive buildings/pyramids of this early civilization and how they were built. The children will find out about the religion and legends of the Maya, exploring the famous stories of the Hero Twins and the Lords of the Underworld through role-play.			
History	1.The Maya civilisation originated in Central America 1. Some cities still survive and are thriving today. 1. The Spanish arrived in 15 AD and destroyed Maya Civilisation as part of their conquest. 2. The Maya culture and lifestyle civilisation believed in many different Gods. 3. Written language was symbols called Glyphs. 4. They had an extremely advance number system.	<ul style="list-style-type: none"> A non-European study that provides a contrast with British history. To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy a historically grounded understanding of abstract terms such as 'civilisation'. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<ul style="list-style-type: none"> Sequence key events of time studied Use relevant terms and period labels Make comparisons between different times Study different aspects of different people Use evidence to build up a picture of a past event Examine causes and results of great events and the impact on people

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Art Journey The art journey is closely linked to the topic of The Americas. Children will focus on the work of José Ignacio Fletes Cruz, a central American artist. The children will learn how to create new colours and use overlays to create backgrounds.. They will use complimentary colours, contrasting colours, layering using oil paints. They will work together to create a collaborative piece of art work. They will take great pride in their work and add to it over a period of time. . We will also link our history learning in with our art by planning, designing and creating a Mayan mask. We will use the art sessions as an opportunity for the children to work together, encouraging and supporting their peers while also learning how to respectfully critique and give advice to others. The art lessons for these theme will develop children's patience and resilience as they build on skills each week. They will learn that to produce a piece of work that they are proud of, time, effort and commitment must be applied.			
Art	<p>1&2 Explore artist José Ignacio Fletes Cruz and experiment with complimentary and contrasting colours</p> <p>3. To learn about the history of Mayan masks and why they were used. Link to artist Calixte Dakpogan.</p> <p>The Mayans used masks for a variety of reasons and occasions:</p> <ul style="list-style-type: none"> - To decorate the faces of the dead. - To be worn at important events. - To be worn during battle <p>Calixte Dakpogan artist—he uses discarded materials for his masks using influences from traditional masks of Benin.</p> <p>4. To use my observational skills and sketch a Mayan mask design.</p> <ul style="list-style-type: none"> - Imagery of Mayan masks. - Focus on line, shape and form. <p>5, 6, 7. To sculpt a Mayan mask using papier-mâché.</p> <ul style="list-style-type: none"> - 3 Dimensional. - Smoothing - Layering - Painting and varnishing <p>To use my knowledge of colour mixing and paint my Mayan mask.</p> <ul style="list-style-type: none"> - Acrylic paint. <p>To create a glaze for my Mayan mask.</p> <ul style="list-style-type: none"> - PVA and water mixture. - Finishing coat. 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To know about great artists, architects and designers in history.</p>	<p>Exploring and developing ideas: To use experience, imagination and explore ideas for different purposes. To make thoughtful observations about starting points and select ideas to use in their work. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Drawing: To focus on sketching skills when designing a Mayan mask.</p> <p>To use line, shape and think about form when designing the Mayan mask.</p> <p>Sculpture: To use smoothing, layering, painting and varnishing techniques to create a Mayan mask. To think about form when creating the Mayan mask. To use a paste mixture when attaching parts of papier mache together.</p> <p>Painting: To use knowledge of colour to paint the Mayan mask. To create a glaze using PVA and water to finish and seal the mask.</p> <p>Evaluate and develop work: To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To adapt their work and describe how they might develop it further.</p>

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D&T Journey Year 5 will be taught how to use two main chopping techniques as they plan and prepare a Mexican Burrito. Children will immerse themselves in the varying 'flavours' of America as they research and design their own dish. The aim of these sessions is to develop their cooking techniques and skills whilst encouraging discussions around healthy eating and the impact this can have on our physical and mental health. During lessons, children will work collaboratively, make compromises and decisions as they plan and prepare their dishes.			
D&T	<p><u>Finishing</u> - Related to the appearance of the product, shape, decoration and colour</p> <p><u>Rubbing in</u> - Rubbing the dry ingredients together with the fat, lifting to put air into the mixture so that it resembles fine bread crumbs</p> <p><u>Knead</u> - Pulling and squeezing dough to make it smooth</p> <p><u>Bran</u> - The hard, protective shell of a grain of wheat</p> <p><u>Dough</u> - A mixture of flour, yeast and water before it is cooked</p> <p><u>Endosperm</u> - The store of food inside a seed</p> <p><u>Germ</u> - Part of the seed where the root and shoots grow from</p> <p><u>Yeast</u> - A tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water</p> <p><u>Unleavened bread</u> - Flat bread where yeast has not been added</p>	<ul style="list-style-type: none"> 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 	<p><u>Prior Learning</u></p> <ol style="list-style-type: none"> Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet <p><u>Designing</u></p> <ol style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose Use words, annotated sketches and IT as appropriate to develop and communicate ideas <p><u>Making</u></p> <ol style="list-style-type: none"> Write a step by step recipe including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Make, decorate and present the food product appropriately To be able to use appropriate equipment and utensils, and apply a range of techniques for measuring, preparing and combining ingredients <p><u>Evaluating</u></p> <ol style="list-style-type: none"> Carry out sensory evaluations Record the evaluations using graphs and tables. Evaluate the product with reference to design brief taking into account others views for improvements. <p><u>Technical Knowledge and Understanding</u></p> <ol style="list-style-type: none"> Know how to use utensils and equipment Understand about seasonality Know and use relevant technical and sensory vocabulary

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RE Journey 'What does it mean if Christians believe God is holy and loving?' <i>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i>			
This half term, children will build upon their prior learning on Judaism, Hinduism and Christianity.			
RE	<p>Judaism: Understand why the Sabbath is important to Jewish people. To explore the concept of forgiveness Explain why forgiveness is important to Jewish people. To explore forgiveness in the Jewish faith To explore the significance of Yom Kippur for Jewish people</p> <p>Hinduism—To explain the meaning of the word pilgrimage. To explain the role of pilgrimage in Hinduism Understand what it means to be Hindu in everyday life Explain what the story of Svetaketu teaches Hindus about Brahman. Retell the story of Holika and Prahlad and link this to the Holi festival</p> <p>Christian— Recognise the Holy Trinity Symbols and understand what this means to Christians. Pentecost</p>	Bradgate agreed curriculum	<p>Judaism—What does the story of Jonah and the whale tell us about forgiveness? Why is the Shabbat special to Jewish people?</p> <p>Hinduism—How does the story of Prahlad and Holika explain why we celebrate Holi? What does the story of Svetaketu teach us?</p> <p>Christians—What is the Trinity and why is it important to Christians? What was the impact of Pentecost for Christians?</p>

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Music Journey This term sees Year 5 continue in their Merton Music Journey. By the end of the term each child will have had the opportunity to be both a composer and a performer, as well as a good audience. They will have experienced some 20 th Century music, as well as music traditions in 'The Americas' They will also learn more about music technology, structure and form.			
Music	<ul style="list-style-type: none"> A composer is someone that writes music. A performer is someone who sings or plays music live for entertainment purposes. Music technology is the study of the use of any device, mechanism, machine or tool used by a musician or composer to make music. Structure is the order that different parts of music are played in. Ensemble is a group producing a single effect, for example: a group of musicians singing together. Musical composition refers to an original piece of music, its structure or the process of creating new music. Interrelated dimensions are the building blocks of music (pulse, pitch, duration, dynamics, tempo and structure.) 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy To improvise and compose music for a range of purposes using the interrelated dimensions of music To appreciate a range of recorded music from great composers To develop an understanding of music drawn from different traditions 	<ul style="list-style-type: none"> Compose music in groups using music from 'The Americas' as stimuli and develop their musical ideas into a completed composition Perform with awareness of audience Explore, select and combine a range of motifs to produce a composition Use ICT to change and manipulate sound Identify different moods and textures Listen to longer pieces of music and identify features

	Knowledge	National Curriculum	Key Skills
French			
	Follow school scheme	•	•

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P.E Journey. During our first topic, pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. In our gymnastics unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.			
PE	<p><u>Fitness</u></p> <p>To analyse my fitness scores to identify areas for improvement.</p> <p>To choose the best pace for a running event and maintain speed.</p> <p>To encourage and motivate others to work to their personal best.</p> <p>To identify how different activities can benefit my physical health.</p> <p>To work with others to manage activities.</p> <p>To understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it</p> <p><u>Key Vocab:</u></p> <p>Agility: The ability to change direction quickly and easily. Balance: The ability to stay upright or stay in control of body movement. Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently. Stamina: The ability to move for sustained periods of time. Power: Speed and strength combined.</p> <p><u>Gymnastics</u></p> <p>All: To know how to safely perform moves on a mat and on apparatus.</p> <ol style="list-style-type: none"> To know the five basics gymnastics shapes To know the technique, shapes and progressions for the Teddy, Egg and Forward and Backward Rolls To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. <ol style="list-style-type: none"> To understand the different ways to perform a balance and how to use their points and patches to perform a variety of different balances To understand how what a sequence is and how to create and perform one whilst working with a partner or within a small group To know how to link moves together with fluidity and good body tension 	<p><u>Fitness</u></p> <p>Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance.</p> <p>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Gymnastics</u></p> <p>To develop their flexibility, strength, technique, control and balance.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their best performance.</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Physical: Strength Speed Power Agility Coordination Balance Stamina S.E.T: Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To learn the techniques and progressions for a series of rolls and be able to execute them with control To develop their balancing skills and be able to hold the balance with control and good body tension To create a sequence using a variety of different balances, shapes, jumps and rolls To identify and practise symmetrical and asymmetrical body shapes and balances To understand what flexibility is and how it can help to extend their performance of gymnastics skills To be able to self-evaluate themselves and others and suggest improvements

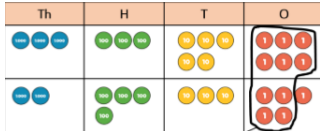
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PSHE Journey: Being in my world During this topic, the children will think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They will learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children will discuss their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They will also talk about democracy, how it benefits the school and how they can contribute towards it.			
PSHE	<ul style="list-style-type: none"> Know how to face new challenges positively. Understand how to set personal goals. Understand the rights and responsibilities associated with being a citizen in the wider community and their country. Know how an individual's behaviour can affect a group and the consequences of this. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process. Link with D&T cookery: Healthy Eating <ul style="list-style-type: none"> Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure. Know what makes a healthy lifestyle—balanced diet 	<ul style="list-style-type: none"> R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships R14) the conventions of courtesy and manners R15) the importance of self-respect and how this links to their own happiness R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	<ul style="list-style-type: none"> Be able to identify what they value most about school. Identify hopes for the school year. Empathy for people whose lives are different from their own. Consider their own actions and the effect they have on themselves and others. Be able to work as part of a group, listening and contributing effectively. Understand why the school community benefits from a Learning Charter. Be able to help friends make positive choices. Know how to regulate my emotions. Link with D&T cookery <ul style="list-style-type: none"> Why do some people have eating problems? Are there ways we could be healthier?
PSHE Journey Celebrating Difference The children will explore culture and cultural differences. They will link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They will revisit the topic of bullying and discuss rumour spreading and name-calling. The children will talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. We will talk about happiness regardless of material wealth and respecting other people's cultures.			
PSHE	<ul style="list-style-type: none"> Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in 	R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	<ul style="list-style-type: none"> Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own

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	Knowledge	National Curriculum	Key Skills
<p>Computing Journey: Children will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p> <p>Children will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work.</p>			
Computing	<p><u>Sharing Information:</u></p> <ol style="list-style-type: none"> 1. To explain that computers can be connected together to form systems 2. To recognise the role of computer systems in our lives 3. To recognise how information is transferred over the internet 4. To explain how sharing information online lets people in different places work together 5. To contribute to a shared project online 6. To evaluate different ways of working together online <p><u>Vector Drawing</u></p> <ol style="list-style-type: none"> 1. To identify that drawing tools can be used to produce different outcomes 2. To create a vector drawing by combining shapes 3. To use tools to achieve a desired effect 4. To recognise that vector drawings consist of layers 5. To group objects to make them easier to work with 6. To evaluate my vector drawing 	<p><u>Sharing Information:</u></p> <ul style="list-style-type: none"> • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p><u>Vector Drawing</u></p> <ul style="list-style-type: none"> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Sharing Information:</u></p> <ul style="list-style-type: none"> • -I can describe that a computer system features inputs, processes, and outputs • -I can explain that data is transferred over networks in packets • -I can explain that the internet allows different media to be shared • -I can compare working online with working offline • -I can recognise that working together on the internet can be public or private <p><u>Vector Drawing</u></p> <ul style="list-style-type: none"> • I can recognise that vector drawings are made using shapes • I can identify the shapes used to make a vector drawing • I can move, resize, and rotate objects I have duplicated • I can modify objects to create different effects • I can use the zoom tool to help me add detail to my drawings • I can change the order of layers in a vector drawing • I can identify that each added object creates a new layer in the drawing • I can group to create a single object • I can suggest improvements to a vector drawing

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	Maths Journey —Much of the learning in the Autumn term will rely on children being secure with Year 4 concepts so this needs to be woven in to the learning in the year 5 curriculum. Fluency, problem solving and reasoning should run through all sessions allowing children to explore maths practically when appropriate.	
	National Curriculum (Knowledge and Skills)	The Journey
Addition & subtraction Number:	<ul style="list-style-type: none"> Add and subtract two four digit numbers with up to more than one exchange. Add and subtract whole numbers with more than 4 digits using the column method Round to estimate and approximate Inverse operations Multi-step problems with addition and subtraction 	<p>A considerable amount of time must be spent on the written method for addition and subtraction as this is such a fundamental and key method for the children to progress. Children will explore the concepts of addition and subtraction using representations so that they are confident with the process before they move on to the abstract notion of using the column method. The bar model will also be used as children explore problem solving and inverse operations.</p> 
Place Value Number:	<ul style="list-style-type: none"> Explore the place value of numbers up to a million Rounding to the nearest 10, 100 and 1000 up to a million Compare and order numbers up to 100,000 Use and apply negative numbers Understand Roman Numerals up to 1000 	<p>Children will need to make sure they revisit and are secure with year 4 learning, securing knowledge of numbers up to 1,000. To ensure understanding, when rounding re-cap of rounding to the nearest 10 and 100 should be touched on before tackling the year 5 objective. The maths journey will secure all learning with numbers up to 100,000 before looking at numbers up to 1 million. Work on Roman Numerals must be completed at the end of the unit when they are secure with our own number system,</p>
Number: Multiplication & Division	<ul style="list-style-type: none"> Multiply and divide whole numbers by 10,100 and 1000 Recognise multiples, factors, common factors, prime numbers, square numbers and cube numbers. Use and apply multiples of 10, 100 and 1000 	<p>It is recognized within this journey that children need to master the skill of multiplying and dividing by 10, 100 and 1000 , a skill that often proves difficult for them to master completely. It is essential that enough time is spent on this objective as it is crucial for children to be successful later. Such a large proportion of this learning is dependent on children being confident with their times table knowledge so a significant amount of time must be dedicated to ensuring that this skills is secure.</p>
Statistics	<ul style="list-style-type: none"> To interpret charts To understand comparison, sum and difference To be able to read and interpret line graphs To draw line graphs and to use line graphs to solve problems Read and interpret tables (including two way tables) To read and interpret timetables 	<p>Children will spend some time revisiting pictograms, bar charts and tallies from year 4 learning, They will explore the use of scales making sure that they can confidently decide which scale is appropriate to use. The children will be encouraged to explore questions about graphs and to create their own questions. They will reason and problems solve as their knowledge grows deeper. The children will need to be applying previously mastered skills such as addition and subtraction as they tackle statistics.</p>
Perimeter & Area Measurement:	<ul style="list-style-type: none"> Measure perimeter of rectilinear shapes from diagrams without grids. Calculate the perimeter of shapes. Find the area of shapes by counting squares and then through calculating. Calculate the area of compound shapes. Estimate the area of irregular shapes. 	<p>It is crucial that as this learning begins children are confident with area and perimeter being represented on a grid before moving on to shapes with just sides marked. Children will constantly be encouraged to use their problem solving skills as they learn how to find missing sides of shapes. They will need to apply all previous year 4 learning on shapes. Year 4 knowledge is crucial as they draw on the knowledge of counting squares when finding area before moving on to calculate the area of shapes.</p>

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	<p>English Journey</p> <p>This Autumn term, the journey for English will be closely linked the text, 'The Boy at the Back of the Class'. It will be read to the children as an inspirational text though story time and then linked through reading and writing sessions. This book will be used to develop empathy and understanding as the children learn about the main character and the challenges he faces. English will also take us on journey through The Americas. Both reading and writing will support the children in immersing themselves in this theme. Planned visits where children experience hands on learning will be used to inspire writing alongside specific texts. We aim for children to once again, develop their knowledge of the world and through an 'inspirational people' reading project we ensure that the children are learning how one small action can have a positive impact on the world.</p>	
	National Curriculum (Knowledge and Skills)	The Journey
Spelling	<ul style="list-style-type: none"> Words with the letter string 'ough' Words with silent letters Ible and Able suffixes Tricky homophones (aisle/isle, aloud/allowed, affect/effect, herd/heard, past/passed) Apostrophes for contraction and possession (year 4) Plurals, adding s, es ies (year 4) Use of the hyphen Proofreading for spellings from the statutory word list and how to use a dictionary. 	Predominately the teaching of spelling will be through the 'No Nonsense Spelling' scheme. The journey will focus on the teaching of spelling, which embraces knowledge of spelling conventions –patterns and rules while giving children the opportunity to 'learn' spellings from the statutory word list and their own personal spelling list. The lessons will either be a 'revise, teach, learn, practise, apply, assess' session and should last approximately 15 minutes. Spelling journals are used as an integral part of the spelling journey where pupils can take responsibility for their spelling learning using modelled strategies.
G&P	<ul style="list-style-type: none"> Accurate sentence demarcation Revision of word classes (from year 2-year 5) Use fronted adverbs accurately and apply the comma after the fronted adverbials Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Understand the differences between co-ordinating and subordinating conjunctions Use commas to clarify meaning or avoid ambiguity Use relative clauses beginning with who, when, where, whom, whose, that or an omitted pronoun 	The grammar and punctuation journey will, where possible, link to the writing that is being taught. There may be some children who need support with accurate sentence demarcation and this should be addressed very early in the term. Two weeks will be spent on revising word classes and this will be going back to the learning from year 2, covering the basics of nouns, verbs etc. This should then be repeated throughout the year so that the children are confident explaining the meanings of these words and are confident identifying them in a sentence. Children will link their learning of expanded noun phrases and fronted adverbials to the narrative piece that they will be writing, they will be taught these skills and then apply them independently. The children will then continue to apply these grammatical skills as well as their knowledge on conjunctions and relative clauses as they write diary entries and letter writing.
Writing	<ul style="list-style-type: none"> Write increasingly legibly, fluently and with increasing speed. Plan their own writing taking into account audience and purpose Plan their own narratives by considering how authors have developed characters Draft and write by selecting appropriate grammar and punctuation 	Writing will be taught mostly through the Explore Experiment Create process. The children will be immersed in each unit through word exploration and reading. The journey of writing this term is heavily taught through non-fiction, with time for a narrative unit and poetry. This term, children will also write some stand alone short burst pieces of writing linked to clear grammar outcomes so application can be assessed. Where possible, writing will be linked to the two class book this term 'Boy at the back of the class'.
Reading	<ul style="list-style-type: none"> Read, discuss and understand a wide range of fiction, non fiction and poetry Understand what they have read by making sure the book/extract makes sense to them Retrieve information based on what they have read Understand what they have read by drawing inferences about characters and justifying these 	The reading journey for the children should be one that first and foremost encourages reading for pleasure. Children will be reading a correctly matched 'banded' book as well as a book of choice. The two class texts have been selected to inspire and engage the children and will be read predominately as books for 'story time', a time for enjoyment of the written word. They may be used within the reading sessions but this won't always be necessary or appropriate. Extracts will be used on a daily basis to teach the skill of reading. The first half of term will focus on the skill of retrieval and this should be explicitly taught through the skills of skimming and scanning etc. Children will then be taught how to draw inferences as they read and then apply both these skills throughout the year.
S&L	<p>*Ask questions to improve understanding *Participate in discussions about books that are read to them *Explain and discuss their understanding of what they have read</p>	