

St Mary Magdalene C of E Primary School Headteacher: Miss S Robinson Deputy Headteacher: Mrs S Pearson						
Year 5 Medium Term Planning Overview 2025-26 Onwards						
Term	Autumn		Spring		Summer	
Focus Text	The Viewer – Gary Crew	Freedom – Catherine Johnson	Oliver Twist - Charles Dickens		Warhorse – Michael Morpurgo	
Immersive Environment	Desolate landscape/bedroom	Boat and ocean scene	Workhouse		WW1 Bunker/Trench	
Academic Study: Basic Skills						
English	Written Outcomes: Narrative – setting description of an image from the Viewmaster – Independent Write <i>Exemplar – 2020 KS2 Standardisation Exercise 2 Pupil A, Piece E</i> Recount – Tristan’s Diary when he disappears IC <i>Exemplar - 2020 KS2 Standardisation Exercise 3, Pupil C, Piece D</i> Information Broadcast –natural disasters linked to tectonic plates (N.B. published outcome an oral performance/reading). <i>Exemplar - STA 2017 Moderation Training Pack 1- Activity 1: EXS Piece E</i> – Published piece	Written Outcomes: Narrative – arrival scene from an alternative perspective – Independent Write <i>Exemplar – 2018 Standardisation Exercise 2, Pupil B, Piece B</i> Newspaper Report - Mass killing on the Zong set in 1781 – published piece <i>Exemplar – 2019 Standardisation Exercise 1, Pupil B, Piece E</i> Manifesto – abolition of slavery – Independent Write <i>Exemplar – 2019 Standardisation Exercise 2, Pupil B, Piece B</i>	Written Outcomes: Short suspense story – parallel chapter on Fagin’s actions during Oliver’s stay at Brownlow’s (N.B. published outcome an oral performance/reading). IC <i>Exemplar – 2018 Standardisation Exercise 2, Pupil C, Piece A</i> Non-Chronological Report – detailing DT research on mechanisms: cantilever, cross brace, girder, strut, rafter <i>Exemplar – KS2 Standardisation Exercise 1 2019, Pupil A, Piece A</i> Formal Letter – from a member of the public to the police about pickpockets – Independent Write <i>Exemplar – 2019 Standardisation Exercise 2 Pupil A - Piece B: a letter of complaint</i> Recount – biography on Queen Victoria – published piece <i>Exemplar – KS2 Standardisation Exercise 1, 2018. Pupil A, Piece B</i> Balanced Argument – Workhouses – Independent Write <i>Exemplar – 2020 Standardisation Exercise 1 - Pupil B, Piece C</i>		Written Outcomes: Narrative – Internal Monologue from Albert’s perspective based on the opening chapter – Independent Write IC published piece <i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece C</i> Recipe – for corned beef meal <i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece A</i> Balanced Argument – Should animals be used in war? (N.B. published outcome an oral performance/reading). IC <i>Exemplar – 2020 KS2 Standardisation Exercise 1, Pupil A, Piece A</i> Narrative – alternative ending (from auction onwards). <i>Exemplar – STA 2017 Moderation Training Pack 1 -Activity 3: GDS piece A</i> Information Text – The Significance of the Cenotaph – Independent Write <i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece D</i>	
Maths	Number - Place Value, Roman Numerals and negative numbers Number - Addition and Subtraction Statistics	Number - Multiplication and Division Measures - Perimeter and Area	Number - Multiplication and Division. Number - Fractions Number - Place Value, Decimals and Percentages		Number - Place Value, Decimals Geometry : 2D and 3D shapes. Geometry : Angles Measures : Converting Units Measures : Volume	
Wider Academic Study: taught concepts and learning opportunities						
RE (Understanding Christianity: UKS2 Core)	NAS5.3: Beliefs & Questions How do people’s beliefs about God, the world and others have impact on their lives? Islam, Hinduism, Non-religious worldviews Vocabulary : Iman, aklaq, Hindu, Murtis, Brahman, ahisma, atheist, agnostic	UC2b.4 Incarnation : Was Jesus the Messiah? (WHOLE UNIT) Texts : Matthew 1:18–24, 2:1–12, Matthew 21:1–9, Matthew 17:1–13, Luke 9:28–36 Christianity Vocabulary : Messiah, saviour, prophecy Major festival: Hinduism – Diwali	UC2b.5 Gospel : What would Jesus do? (WHOLE UNIT) Texts : Matthew 7:24–27, Matthew 5–7, John 13:34–38, 18:15–18, 25–27 Christianity Vocabulary : restoration, wholeness, foundations, narrative, betrayal, denial, healing	UC2b.6 Salvation : What did Jesus do to save human beings? WHOLE UNIT Texts : Mark 14-15, Isaiah 53 and John 19 Christianity Vocabulary : repentance, atonement, sacrifice, crucifixion	UC2b.3 People of God : How can following God bring freedom and justice? WHOLE UNIT Texts : Exodus 1-3, Matthew 5:13-16 Christianity Vocabulary : Justice, reparation, freedom, salvation, mission	NAS 5.1 : Inspirational people in today’s world What can we learn from great leaders and inspiring examples in today’s world? Islam and Hinduism Vocabulary : leadership
History <u>Time Period</u> <u>Focus</u> : chronological understanding of key events from 19 th – 20 th Century		Abolition of Slavery (1833) Chronology – Use timelines to synthesise the impact of the abolition of slavery on 21st century Britain. Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance - Explain how and why this changed the immediate future and how it impacted on 21 st century Britain. Human Achievement: Event – Abolition of Slavery	Queen Victoria (1837–1901) Outdoor Learning Chronology – Use timelines to synthesise the impact that Queen Victoria’s reign had on 21st century Britain. Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance - Explain how and why this changed the immediate future and how it impacted on 21 st century Britain. Human Achievement: Person – Queen Victoria		Conscription in WW1 – Military Service Act (1916) Chronology – Use timelines to synthesise the impact of the MSA on 21st century Britain. Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance - Explain how and why this changed the immediate future and how it impacted on 21 st century Britain. Human Achievement: Person – David Lloyd George	
Geography	Natural Disasters: The impact of Tectonic Plate Boundaries (Ring of Fire) Outdoor Learning Place : Know and classify the location of the world’s major countries using the terms: hemisphere, longitude, latitude, time zone (countries on the ring of fire). Space : Justify how a range of environments could, and should be used in the future, considering sustainability (impact of natural disasters such as earthquakes and tsunamis on land use and building) Cartography : Know the principles of longitude and latitude Engage with a range of maps to construct maps to varying scales, using OS Map conventions. Physical : Locate tectonic plate boundaries and determine how tectonic plate boundaries correlate with the formation of volcanoes, earthquakes and tsunamis.	Migration Human : Identify push and pull factors and use these to explain why people migrate Cartography : Know about the principles of longitude/latitude and time zones Engage with a range of maps to construct maps to varying scales, using OS Map conventions Place : Know and classify the location of the world’s major countries using the terms: hemisphere, longitude, latitude, time zone.			Geography of WW1 Outdoor Learning Place : Know and classify the location of the world’s major countries using the terms: hemisphere, longitude, latitude, time zone (key countries linked to WW1). Human : Identify push and pull factors and use these to explain why people migrate Cartography : Know the principles of longitude and latitude Engage with a range of maps to construct maps to varying scales, using OS Map conventions. Space : Justify how a range of environments could, and should be used in the future, considering sustainability (impact of war)	Cartography and Navigation Outdoor Learning Construct maps of varying scales, using OS Map conventions to plan an orienteering activity for another UKS2 year group. Plan and navigate a walking route from school to the cenotaph. Evaluate and critique others’ routes, using set criteria, to decide upon which to walk.
Science (See progression map for numbered objectives)	Earth and Space : Energy - 4 Being Scientific - 5	Forces : Outdoor Learning Energy – 1-3 Being Scientific – 1-4	Properties and Changes of Materials : Outdoor Learning Matter – 1-4 Being Scientific – 1-4		Animals including Humans : Life – 2-4 Being Scientific - 5	
Music	Focus Music: The Planet Suite – Gustav Holst Tempo : Know the meaning of andante, allegro and adagio: know how this affects the way a piece of music is played by comparing Venus and Mars from the Planet Suite. Duration : Know the meaning of staccato and recognise when notes are played this way within Venus/Mars from the Planet Suite. Know that Holst may have used staccato to convey urgency, precision or action.	Focus Music: The Planet Suite – Gustav Holst Composition : Create and compose music with deliberate choices tempo (adante, allegro, adagio) and duration (legato, staccato notes) Composition : Record the melody of their compositions on a staff. Performance : Perform and evaluate others’ compositions, executing deliberate choices in tempo and duration	Focus Music: Consider Yourself - ‘Oliver’ Dynamics : Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects the way a piece of music is sung. Pitch : Know how to represent the pitch of the notes ABCDEFG on a staff. Pitch : Use knowledge of musical notation to	Focus Music: Consider Yourself - ‘Oliver’ Composition : Create and compose music in the style of “consider yourself” with deliberate choices of dynamics and tempo. Performance : Perform and evaluate others’ compositions of ‘Consider Yourself’, executing deliberate choices in dynamics and pitch accurately and effectively.	Focus Music: The Entertainer (Ragtime) – Scott Joplin Cultural Heritage Piece Timbre : Compare the timbre of different instruments within the same instrument family, specifically the piano with other percussion instruments. Texture : Find chords to fit the melody of ‘The Entertainer’, and represent the chords (or harmony) on a staff. Meaning : Talk about the way that peoples’ experiences post war, and in the modern day, affect the way ‘The	Focus Music: The Entertainer (Ragtime) – Scott Joplin Cultural Heritage Piece Composition : Create and compose a piece of upbeat instrumental music with deliberate choices of timbre and texture. Performance : Perform and evaluate others’ compositions executing deliberate choices in texture and timbre accurately and effectively.

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	Duration: Know the meaning of legato and recognise this within Venus/Mars from the Planet Suite. Know that Holst may have used legato to convey elegance, fluidity or a sense of romance. Human Achievement: Arts – Planet Suite – Holst		interpret simple melodic patterns, chords (or harmonies) on a staff.		Entertainer’ is comprehended and valued.	
Art and Design	Focus Artist/Piece: MC Escher – The Eye Outcome: Surrealist sketch of an eye Composition (Formal Elements): Line/Tone/texture – use cross hatching and contour hatching to create tones and visual texture Y5 Comprehension skills			Focus Artist/Piece: LS Lowry – The Street with Many Steps Outcome: Industrial Landscape Composition (Formal Elements): Colour – introduce contrasting and complimentary colours; look at colour for purpose and to express moods and feelings. Pattern – use a repeating pattern to express mood, feelings and personal experiences. Be able to justify the use of a repeating pattern. Proportion – Understand 1 point perspective in relation to creating buildings and understand the term ‘vanishing point’ Y5 Comprehension skills		Focus Artist/Piece: Degas & Mackeszy – Horse Drawings Outcome: Animal Portraits Composition (Formal Elements): Shape and Form – to use shape to create perspective and represent the correct scale within a piece. Proportion – Use the correct proportion for a range of elements e.g animal, landscape. Understand the term ‘vantage point’ to achieve the correct perspective. Y5 Comprehension skills
DT		Textiles: Hemming and embellishing a Jamaican Inspired Bandana User needs: attractive bandana to protect the head from the sun, and represent personal style Implementation techniques & mechanisms: use a sewing machine to practice and apply different hemming stitches: zig-zag, blind hem and overedge. Embellish using applique or embroidery from prior knowledge. Innovation research: hemming and embellishment designs and finishes Evaluation: written evaluation informed by questionnaires and surveys	Structures: Bridge Structures User needs: class/teacher as part of immersive environment (hook) Implementation techniques & mechanisms: cantilever, cross brace, girder, strut, rafter. Innovation research: strengthening and reinforcement techniques as above, Isambard Brunel Evaluation: written evaluation informed by questionnaires and surveys. Human Achievement: Person – Isambard Brunel		Food: Trench Recipe Challenge Outdoor Learning User needs: cooking for others’ preferences Implementation techniques & mechanisms: recipes for a specific ingredient Innovation research: corned beef recipes (main protein in trenches) Evaluation: written evaluation informed by questionnaires and surveys.	
PE	Handball Resilience Fitness Competition Skill – Shoulder and bounce pass. Pass ball on 2 nd step. Shooting from stationary position with a goalkeeper. Understanding shooting angles. Pass and move.	Sports Hall Athletics Resilience Fitness Competition Skill – Chest push and standing javelin throw. Hurdles, long jump from run up, standing triple jump. Relays – beginning to move when receiving the baton.	Gymnastics Resilience Fitness Skill – Shapes, tucks, pike, straddle, stretch, star, dish/arch and front/back support. Counter balances. Jumps – stretch, star, jump and pike. Exploring shapes on apparatus.	Basketball Resilience Fitness Competition Skill – Passes – chest, shoulder one handed bounce, overhead, two handed bounce and one handed push pass. Receiving ball with one hand in stationary position. Shooting from stationary position.	Tennis Resilience Fitness Competition Skill – Reaction, forehand/backhand stroke, underarm serve and volleys over the net. Dance Resilience Fitness Competition Skill – 32 bars, no repeats, incorporating Rec – Y5 knowledge. 4 bars to be choreographed independently. Danced independently – groups	Cricket Resilience Fitness Competition Skill – Bowling over arm, from stationary position, aiming for wickets. Exploring/understanding different parts of the bat will make the ball go different distances.
Computing	Safety: Project Evolve – Y5 Online Relationships	Safety: Project Evolve – Y5 Privacy and Security	Safety: Project Evolve – Y5 Managing Online Info.	Safety: Project Evolve – Y5 Copyright and Ownership	Safety: Project Evolve – Y5 Online Reputation	Safety: Project Evolve – Y5 Online Bullying
	Coding: 2 Code (5.1)		Creation: Word Processing with MS Word (5.8)		Creation: Spreadsheets (Y5 Crash Course) Game Creator (5.5)	
Languages	Y5 – Breakfast in Spain Outcome: Breakfast Café		Y5 – Spanish Sports Outcome: Survey of Class Sports Preferences		Y5 – Traditional Spanish Music Outcome: Music Evaluations	
RSE	Consent – UKS2 1,2 Image: Children working in a footwear workshop in Cibaduyut, Bandung, West Java, 2004 Safety – UKS2 2,4 Website: Does safety ruin playground fun? http://news.bbc.co.uk/cbbcnews/hi/newsid_4200000/newsid_4201300/4201390.stm Mental Health – UKS2 1-3 How to Live Forever – Colin Thompson	Consent – UKS2 1-4 Jemmy Button – J Uman Equality – UKS2 1-4 The Arrival – Shaun Tan Identity – UKS2 1,3 Father – G Baker-Smith	Consent – UKS2 1,2 Oliver Twist – Fagin’s recruitment (County Lines, CCE) Safety – UKS2 1-4 The Literacy Shed - https://www.literacyshed.com/the-images-shed.html Physical Health – UKS2 1,3 Website: Aussie Legend ‘supports drug use’ BBC SPORT Special Events Drugs in Sport Aussie legend ‘supports drug use’	Consent – UKS2 3,4 Spy Booth – Banksy Relationships and Friendships – UKS2 1,3,4,5 The Giving Tree – Shel Silverstein Identity – UKS2 2,4,5 Like a girl - https://www.youtube.com/watch?v=XjJQBiWYDTs	Consent – UKS2 1,2 MSA 1916 – Conscription. Equality – UKS2 1,2,4 The Rabbits – John Marsden and Shaun Tan Physical Health – UKS2 1-3 Looking After Your Brain - https://www.youtube.com/watch?v=12pbrkcfRDI	Consent – UKS2 3,4 Article 29 - We are all born free - UDHR Mental Health – UKS2 1-3 The Piano (<i>Would we be happier if we forgot the sad times in our lives?</i>) https://www.youtube.com/watch?v=0uHCMt3wm04 Relationships and Friendships – UKS2 2,4,6 War Horse clip https://www.youtube.com/watch?v=gBUrdZP0ml
Cultural Capital and Entitlement Outcomes **Please note that these experiences are an aspiration and not a guarantee; leaders have to carefully consider the context of fieldwork visits and activities before they can go ahead						
Entitlement Activity	Visit Church Pantomime Perform in front of an audience – Harvest Learn to sew		Visit Church Outward Bound Residential		Visit Church Cook a meal from scratch Plan and navigate a short journey Perform in front of an audience – end of year production	
Knowledge of Human Achievement	Event – Abolition of Slavery Arts – Planet Suite – Holst Major festival: Hinduism – Diwali		Person – Queen Victoria Person – Isambard Brunel		Person – David Lloyd George	
Fieldwork – so that pupils develop disciplinary subject knowledge	The National Space Centre- development of disciplinary knowledge in Science	Southwell Workhouse – development of disciplinary knowledge in History	PGL – development of disciplinary knowledge in Geography and Entitlement curriculum		Sherwood Pines – development of disciplinary knowledge in History and Geography.	Local walk- Cartography

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