












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	<p>Written Outcomes: Narrative – setting description of an image from the Viewmaster – Independent Write Exemplar – 2020 KS2 Standardisation Exercise 2 Pupil A, Piece E Recount – Tristan’s Diary when he disappears IC Exemplar – 2020 KS2 Standardisation Exercise 3, Pupil C, Piece D Information Broadcast – natural disasters linked to tectonic plates (N.B. published outcome an oral performance/reading). Exemplar - STA 2017 Moderation Training Pack 1- Activity 1: EXS Piece E – Published piece</p>	<p>Written Outcomes: Narrative – arrival scene from an alternative perspective – Independent Write Exemplar – 2018 Standardisation Exercise 2, Pupil B, Piece B Newspaper Report - Mass killing on the Zong set in 1781 – published piece Exemplar – 2019 Standardisation Exercise 1, Pupil B, Piece E Manifesto – abolition of slavery – Independent Write Exemplar – 2019 Standardisation Exercise 2, Pupil B, Piece B</p>	<p>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 Exemplar – 2018 Standardisation Exercise 2, Pupil C, Piece A Non-Chronological Report – detailing DT research on mechanisms: cantilever, cross brace, girder, strut, rafter Exemplar – KS2 Standardisation Exercise 1 2019, Pupil A, Piece A Formal Letter – from a member of the public to the police about pickpockets – Independent Write Exemplar – 2019 Standardisation Exercise 2 Pupil A - Piece B: a letter of complaint Recount – biography on Queen Victoria – published piece Exemplar – KS2 Standardisation Exercise 1, 2018. Pupil A, Piece B Balanced Argument – Workhouses – Independent Write Exemplar – 2020 Standardisation Exercise 1 - Pupil B, Piece C</p>	<p>Written Outcomes: Narrative – Internal Monologue from Albert’s perspective based on the opening chapter – Independent Write IC published piece Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece C Recipe – for corned beef meal Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece A Balanced Argument – Should animals be used in war? (N.B. published outcome an oral performance/reading). IC Exemplar – 2020 KS2 Standardisation Exercise 1, Pupil A, Piece A Narrative – alternative ending (from auction onwards). Exemplar – STA 2017 Moderation Training Pack 1 -Activity 3: GDS piece A Information Text – The Significance of the Cenotaph – Independent Write Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece D</p>		
Maths	<p>Number - Place Value, Roman Numerals and negative numbers Number - Addition and Subtraction Statistics</p>	<p>Number - Multiplication and Division Measures - Perimeter and Area</p>	<p>Number - Multiplication and Division. Number - Fractions Number - Place Value, Decimals and Percentages</p>	<p>Number - Place Value, Decimals Geometry: 2D and 3D shapes. Geometry: Angles Measures: Converting Units Measures: Volume</p>		
Wider Academic Study: taught concepts and learning opportunities						
RE (Understanding Christianity: UKS2 Core)	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
History Time Period Focus: chronological understanding of key events from 19 th – 20 th Century		<p>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 21st century Britain. Human Achievement: Event – Abolition of Slavery</p>	<p>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 21st century Britain. Human Achievement: Person – Queen Victoria</p>	<p>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 21st century Britain. Human Achievement: Person – David Lloyd George</p>		
Geography	<p>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.</p>	<p>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.</p>		<p>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)</p>	<p>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.</p>	
Science (See progression map for numbered objectives)	<p>Earth and Space: Energy - 4 Being Scientific - 5</p>	<p>Forces: Outdoor Learning Energy – 1-3 Being Scientific – 1-4</p>	<p>Properties and Changes of Materials: Outdoor Learning Matter – 1-4 Being Scientific – 1-4</p>	<p>Animals including Humans: Life – 2-4 Being Scientific - 5</p>	<p>Living Things and Habitats: Life - 1 Being Scientific - 5</p>	
Music	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>

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	<p>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.</p> <p>Human Achievement: Arts – Planet Suite – Holst</p>		interpret simple melodic patterns, chords (or harmonies) on a staff.		Entertainer’ is comprehended and valued.	
Art and Design	<p>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</p>			<p>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</p>		<p>Focus Artist/Piece: Degas & Mackesy – 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</p>
DT		<p>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</p>	<p>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</p>		<p>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.</p>	
PE	<p>Handball Resilience Fitness Competition Skill – Shoulder and bounce pass. Pass ball on 2nd step. Shooting from stationary position with a goalkeeper. Understanding shooting angles. Pass and move.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
Computing	<p>Safety: Project Evolve – Y5 Online Relationships Coding: 2 Code (5.1)</p>	<p>Safety: Project Evolve – Y5 Privacy and Security</p>	<p>Safety: Project Evolve – Y5 Managing Online Info. Creation: Word Processing with MS Word (5.8)</p>	<p>Safety: Project Evolve – Y5 Copyright and Ownership Creation: Spreadsheets (Y5 Crash Course) Game Creator (5.5)</p>	<p>Safety: Project Evolve – Y5 Online Reputation Creation: Spreadsheets (Y5 Crash Course) Game Creator (5.5)</p>	<p>Safety: Project Evolve – Y5 Online Bullying</p>
Languages	<p>Y5 – Breakfast in Spain Outcome: Breakfast Café</p>	<p>Y5 – Spanish Sports Outcome: Survey of Class Sports Preferences</p>	<p>Y5 – Traditional Spanish Music Outcome: Music Evaluations</p>			
RSE	<p>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 </p>	<p>Consent – UKS2 1-4 Jemmy Button – J Uman  Equality – UKS2 1-4 The Arrival – Shaun Tan  Identity – UKS2 1,3 Father – G Baker-Smith </p>	<p>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’</p>	<p>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=XJQBJWYDTs</p>	<p>Consent – UKS2 1,2 MSA 1916 – Conscripton.  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</p>	<p>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=0uHCm13wm04 Relationships and Friendships – UKS2 2,4,6 War Horse clip https://www.youtube.com/watch?v=q8UrdZPOml</p>
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	

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