

Year 5 – A Kingdom United - Autumn 1

Literacy- Writing

Formal Letters of Application

- Write a formal letter using appropriate layout conventions (addresses, date, greeting and sign-off)
- Select and maintain a formal tone suited to an adult audience
- Organise ideas into clear, coherent paragraphs
- Use persuasive language to explain suitability for a role or opportunity
- Apply modal verbs to express commitment and possibility
- Use accurate punctuation, including commas and full stops
- Edit and improve writing for clarity, tone and impact

Third Person Stories Set in Another Culture

- Write a complete narrative consistently in the third person
- Develop characters through description, action and dialogue
- Create setting and atmosphere using sensory and descriptive language
- Structure a story with a clear opening, build-up, problem and resolution
- Use a range of sentence structures to add interest and pace
- Punctuate speech accurately
- Edit and refine vocabulary choices for effect and cohesion

Poems Which Explore Form

- Write poems that deliberately explore and manipulate form
- Use line breaks, stanza structure and rhythm to shape meaning
- Apply figurative language such as simile and metaphor
- Choose precise vocabulary to create imagery and impact
- Experiment with different poetic structures and styles
- Evaluate and improve poems through editing and redrafting

Literacy- Read aloud

Shackleton's Journey

- Read aloud age-appropriate texts fluently, accurately and with increasing confidence
- Use appropriate pace, volume, tone and intonation to engage the listener

Maths

Place Value

- Read, write, order and compare numbers to at least 1,000,000
- Recognise the value of each digit in numbers up to seven digits
- Use place value knowledge to round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000
- Count forwards and backwards in powers of 10 from any given number
- Interpret and use negative numbers in context
- Solve reasoning and problem-solving questions involving place value

Addition and Subtraction

- Add and subtract whole numbers with more than four digits using formal written methods
- Add and subtract mentally using efficient strategies
- Use inverse operations to check calculations
- Solve multi-step addition and subtraction problems
- Decide which operation is required to solve a problem
- Estimate answers and use rounding to check reasonableness
- Explain methods and reasoning clearly using mathematical language

Multiplication and Division

- Multiply and divide numbers up to four digits by one- or two-digit numbers
- Use formal written methods for multiplication and division
- Recall and apply multiplication and division facts confidently
- Use factors, multiples and known facts to support calculations
- Solve problems involving scaling, grouping and sharing
- Interpret remainders appropriately in context
- Reason mathematically and justify solutions

Fractions

- Identify, compare and order fractions with different denominators
- Recognise mixed numbers and improper fractions and convert between them
- Add and subtract fractions with the same denominator and related

- Read aloud with clear phrasing and expression, showing understanding of meaning
- Adapt their reading aloud to reflect mood, atmosphere and character
- Pronounce unfamiliar and ambitious vocabulary accurately
- Use punctuation cues (commas, full stops, speech punctuation) to support expression
- Re-read and practise texts to improve fluency and performance
- Demonstrate understanding of the text through expressive reading aloud
- Read aloud to an audience with confidence, clarity and control

Guided Reading

Flamma the Gladiator/Boudicca

- Retrieve key facts and details from historical fiction texts
- Infer characters' thoughts, feelings and motivations using evidence from the text
- Explain how authors use language to portray power, conflict and leadership
- Summarise key events and identify how they contribute to the overall narrative
- Make comparisons between characters and historical contexts
- Justify answers using precise quotations and references
- Discuss themes such as courage, loyalty and resistance

Teeth/The Digestive System

- Retrieve and record information from non-fiction texts
- Identify key features of non-fiction, including headings, diagrams and technical vocabulary
- Explain information clearly using evidence from the text
- Summarise main ideas from paragraphs and sections
- Use subject-specific vocabulary accurately in discussion
- Distinguish between fact, explanation and description
- Compare information across texts on the same topic

Jabberwocky/The Walrus and the Carpenter

- Identify and explain the impact of figurative and nonsense language

denominators

Multiply proper fractions by whole numbers

- Solve problems involving fractions of quantities
- Use diagrams and representations to support understanding
- Explain reasoning using accurate mathematical vocabulary

▪ Infer meaning beyond literal interpretations ▪ Explain how poets use rhythm, rhyme and structure to create effect ▪ Discuss themes and messages within poems ▪ Compare two poems by the same author ▪ Support interpretations with evidence from the text ▪ Respond thoughtfully to challenging or ambiguous language <u>The Tell-Tale Heart/Frankenstein</u> ▪ Make inferences about character psychology and motivation ▪ Explain how atmosphere and tension are created through language choices ▪ Identify themes such as guilt, responsibility and isolation ▪ Compare characters, settings and themes across two texts ▪ Analyse how narrative voice influences the reader ▪ Use evidence to justify interpretations ▪ Participate in structured discussion, building on others' ideas <u>Mountain Masters–Summit Survivors</u> ▪ Retrieve information from complex non-fiction texts ▪ Summarise key ideas across chapters or sections ▪ Explain how organisational features support understanding ▪ Infer challenges and motivations of real-life individuals ▪ Identify cause-and-effect relationships within the text ▪ Compare different experiences and viewpoints presented ▪ Use evidence to support answers in discussion and written responses		<u>Music</u> <u>What Shall We Do with a Drunken Sailor?</u> ▪ Sing a traditional sea shanty accurately, maintaining pitch and rhythm ▪ Perform confidently as part of a group, showing awareness of others ▪ Identify and describe key musical elements, including pulse, rhythm, tempo and dynamics ▪ Keep a steady beat and perform rhythmic patterns using voices and percussion ▪ Sing in unison and begin to maintain an independent part when appropriate ▪ Follow musical cues to start, stop and change dynamics ▪ Use musical vocabulary accurately to discuss and evaluate performances ▪ Listen carefully and respond to musical features in the song ▪ Perform with expression, reflecting the character and style of a sea shanty ▪ Evaluate their own and others' performances, suggesting improvements	
<u>Science</u> <u>Material Properties–Comparative and Fair Testing of Everyday Materials</u> ▪ Identify and describe the properties of everyday materials, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism ▪ Compare materials based on their	<u>History</u> <u>Britain's Settlements by Anglo-Saxons and Scots (Including Place and Names)</u> ▪ Describe who the Anglo-Saxons and Scots were and when they settled in Britain ▪ Identify key areas of Anglo-Saxon and Scots settlement on a map of Britain ▪ Explain why different groups	<u>Geography</u> <u>UK Cities, Countries and Key Features–Research and Map Skills</u> ▪ Name and locate the countries of the United Kingdom and their capital cities ▪ Identify and locate major UK cities on a range of maps ▪ Use atlases, maps and digital mapping tools to find and record	<u>Computing</u> <u>Coding</u> ▪ Design, write and debug programs that accomplish specific goals ▪ Use sequence, selection and repetition in programs ▪ Use variables to store, retrieve and change values ▪ Create programs that respond to user input and on-screen events

properties and suitability for specific purposes - Plan and carry out fair tests by identifying variables to change, measure and control - Select appropriate equipment to carry out accurate and repeatable tests - Make predictions based on prior knowledge and understanding - Take accurate measurements using standard units - Record results systematically using tables, charts and diagrams - Draw conclusions from results and explain findings using scientific vocabulary - Identify patterns in results and suggest reasons for outcomes - Evaluate the fairness and reliability of investigations and suggest improvements - Recognise how scientific enquiry is used to develop and test materials in real-world contexts - Communicate scientific findings clearly using oral and written explanations	chose specific places to settle - Understand how settlements developed and what daily life was like - Identify and explain how place names and village names show Anglo-Saxon and Scots influence - Use historical vocabulary accurately, including terms such as settlement, invasion, migration and kingdom - Sequence key events chronologically - Use a range of historical sources to find out about the past - Ask and answer historically valid questions about change, cause and similarity - Make simple inferences about life in early medieval Britain using evidence - Communicate historical understanding through discussion and written work	information - Use the eight points of a compass to describe location and direction - Use four- and six-figure grid references to locate places accurately - Identify key physical features of the UK, including rivers, mountains and coastlines - Identify key human features of the UK, including cities, transport links and landmarks - Describe how physical and human features influence where cities are located - Compare cities within the UK, identifying similarities and differences - Carry out geographical research using a range of sources - Present findings using maps, charts, labelled diagrams and written explanations - Use appropriate geographical vocabulary accurately in discussion and written work	- Use logical reasoning to detect and correct errors in algorithms and programs - Decompose a problem into smaller, manageable steps - Predict what a program will do before running it - Test and refine programs to improve efficiency and effectiveness - Use correct computing vocabulary, including algorithm, variable, loop, debug - Explain how their program works and evaluate its success
<u>Physical Education</u> <u>Gymnastics</u> Perform controlled balances, rolls and travelling actions with	<u>Religious Education</u> <u>(Christianity – God)</u> <u>Why is it sometimes difficult to do the right thing?</u>	<u>PSHE</u> <u>Me and My Relationships</u> Describe the different types of relationships people have and why	<u>MFL-French</u> <u>Local Places (Amenities)</u> Recognise and understand vocabulary for common local

precision ▪ Link movements smoothly to create a short, coherent sequence ▪ Use changes in level, direction and speed to improve performance quality ▪ Demonstrate strength, flexibility and balance with increasing control ▪ Apply safe practice when working individually and with apparatus ▪ Use correct gymnastics vocabulary to describe actions and sequences ▪ Evaluate their own and others' performances, identifying strengths and areas for improvement <u>Netball</u> ▪ Use basic attacking skills, including passing, receiving and moving into space ▪ Apply defensive skills such as marking, intercepting and positioning ▪ Understand and follow the basic rules and positions of netball ▪ Use simple tactics to maintain possession and create scoring opportunities ▪ Work effectively as part of a team, showing cooperation and communication	▪ Explain what Christians believe about God as a guide for moral behaviour ▪ Describe Christian ideas about right and wrong, including forgiveness and responsibility ▪ Identify key Christian teachings and stories that explore moral choices ▪ Explain why people sometimes find it difficult to do the right thing ▪ Make links between Christian beliefs and everyday situations involving choices ▪ Recognise that people may make different moral choices for different reasons ▪ Ask and respond thoughtfully to questions about values, behaviour and consequences ▪ Show understanding of how beliefs can influence actions ▪ Express their own views about moral choices respectfully, using examples ▪ Use appropriate religious vocabulary accurately in discussion and written work	they are important ▪ Recognise the qualities of healthy, positive relationships, including respect, trust and kindness ▪ Identify ways to communicate feelings effectively and listen to others ▪ Understand how actions and words can affect others' feelings and relationships ▪ Recognise strategies for resolving disagreements and managing conflict positively ▪ Identify how peer pressure can influence behaviour and choices ▪ Demonstrate empathy and understanding towards others' perspectives ▪ Understand the importance of boundaries in friendships and relationships ▪ Identify trusted adults and sources of support for relationship concerns ▪ Apply strategies for maintaining positive relationships and wellbeing	places and amenities in French ▪ Say and read aloud the names of local places with accurate pronunciation ▪ Ask and answer simple questions about places in a town or area ▪ Use basic sentence structures to say where places are ▪ Understand and follow simple spoken instructions and questions about location ▪ Read short phrases and sentences related to local places ▪ Use bilingual dictionaries or word banks to support understanding ▪ Show awareness of similarities and differences between local areas in France and the UK <u>Emotions and Numbers 0–100</u> ▪ Recognise and use vocabulary to describe a range of emotions in French ▪ Express how they are feeling using simple spoken sentences ▪ Count confidently forwards and backwards from 0 to 100 ▪ Recognise and read numbers 0–100 in written form ▪ Use numbers accurately in simple contexts, such as age or quantity ▪ Understand and respond to simple spoken questions involving
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▪ Demonstrate increasing accuracy and control when passing and shooting ▪ Apply principles of fair play, honesty and respect ▪ Evaluate performance and suggest ways to improve skills and teamwork			emotions and numbers ▪ Pronounce key vocabulary clearly and accurately ▪ Show confidence in speaking and listening activities
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