

Learning comes
alive in Year 5!



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Medium Term Planning
Class: AUSTRALIA Year: 5
Teacher: Amanda Beale TA: Lisa West
Term 1 -Autumn (First half-term: 7 weeks)



	Week 1 02/09	Week 2 07/09	Week 3 14/09	Week 4 21/09	Week 5 28/09	Week 6 05/10	Week 7 12/10
<p>MATHEMATICS</p> 	<p><u>Recovery Curriculum</u> (Remaining Areas from Year 4 to be addressed):</p> <p>Red -areas not yet addressed</p> <p>Amber -areas requiring reinforcement</p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> I can recognise and use factor pairs and commutativity in mental calculations <p><u>Measures</u></p> <ul style="list-style-type: none"> I can convert between different units of measure (e.g. kilometre to metre; hour to minute) I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres/ I can read, write and convert time between analogue and digital 12 and 24-hour clocks I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>I can compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p><u>Geometry: properties of shapes</u></p> <ul style="list-style-type: none"> I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes I can identify lines of symmetry in 2-D shapes presented in different orientations I can identify acute and obtuse angles and compare and order angles up to two right angles by size I can identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces <p><u>Geometry: position and direction</u></p> <p>I can plot specified points and draw sides to complete a given polygon</p>						

Objectives from Year 5 for the whole Autumn Term (September to December):

Number and place value

- I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- I can solve number problems and practical problems involving rounding and working with large numbers.

Addition and subtraction

- I can complete, read and interpret information in tables, including timetables (Statistics)
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Multiplication and division

- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can multiply and divide numbers mentally drawing upon known facts.
- I know and use the vocabulary of: prime numbers, prime factors and composite (non prime) numbers.
- I can multiply and divide whole numbers and those involving decimals by 10,100 and 1000.

Fractions Decimals and percentages

- I can compare and order fractions whose denominators are all multiples of the same number?
- I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
- I can round decimals with one decimal place to nearest whole number.
- I can add and subtract fractions with the same denominator and multiples of the same number.

Measures

- I can calculate and compare the area rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes?
- I can complete, read and interpret information in tables, including timetables (statistics)
- I can convert between different units of metric measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can solve problems involving converting between units of times.

Geometry: properties of shapes

- I can identify 3-D shapes, including cubes and cuboids, from 2-D representations?
- I can identify angles at a point and one whole turn (total 360°)
- I know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.

ENGLISH
Reading:



Reading:

Recovery Curriculum (Remaining Areas from **Year 4** to be addressed):

Red -areas not yet addressed

Amber -areas requiring reinforcement

Reading: Comprehension (Clarify)

- I can ask questions to improve his/her understanding of a text.
- I can understand what he/she reads, in books he/she can read independently. KPI
- I can use dictionaries to check the meaning of words that have been read. KPI
- I can use known strategies appropriately to establish meaning.
- I can check that the text makes sense to the individual, discussing his/her understanding and explaining the meaning of words in context. KPI

Reading: Comprehension (Monitor and Summarise)

- I can summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.
- I can identify main ideas drawn from more than one paragraph and summarising these accurately and succinctly using vocabulary from the text. KPI

Reading: Comprehension (Respond and Explain)

- I can discuss words and phrases that capture the reader's interest and imagination.
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. KPI
- I can recognise some different forms of poetry [for example, free verse, and narrative poetry].
- I can notice and discuss the author's choice and order of content linked to purpose. (For example: Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?)

Reading: Comprehension (Select and Retrieve)

- I can use features to locate information (e.g. contents, indices, subheadings).

Reading: Language for Effect

- I can identify specific techniques, (e.g. simile, metaphor, repetition, exaggeration) and explain the effect on me as a reader.
- I can identify how language, structure, and presentation are combined to contribute to meaning.
- I am beginning to discuss the effect that language, structure and presentation have on the reader.
- I can identify how language, structure, and presentation are combined to contribute to meaning.

- I am beginning to discuss the effect that language, structure and presentation have on the reader.
- I can give examples to illustrate how language, structure and presentation help the reader to understand the text.

Reading: Themes and Conventions

- **I can identify themes and conventions in a wide range of books. KPI**
- I can make relevant links to other known texts or personal experience.
- **I can recognise conventions in age-appropriate texts, such as the use of 'the power of 3' wishes, characters, (e.g. the king's 3 sons etc.) in fairy stories and folk tales.**
- I can recognise themes in age-appropriate texts, such as bullying.
- I can use, select and read books that are structured in different ways for the appropriate purposes.
- I can use, select and read books that are structured in different ways for the appropriate purposes.
- I can identify similarities in themes and conventions across a range of books.

Objectives from Year 5 for the whole Autumn Term (September to December):

Reading: Comprehension (Clarify)

- **I can ask pertinent and helpful questions to improve my understanding of a text. KPI**
- I can use contextual and genre knowledge to determine alternate meanings of known words.

Reading: Comprehension (Monitor and Summarise)

- I can distinguish between statements of fact and opinion and understand why this is important to interpreting the text.
- I can identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea.
- **I can understand what I read, in books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. KPI**

Reading: Comprehension (Respond and Explain)

- I can identify and explain the author's point of view with reference to the text.
- I can make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts.
- **I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. KPI**
- I can provide reasoned justifications for my views about a book.

Reading: Comprehension (Select and Retrieve)

- **I can retrieve and record information from non-fiction by using features to locate information (e.g. contents, indices, subheadings). KPI**

- **I can retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text. KPI**
- I can skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.

Reading: Inference

- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.
- I can make predictions and express opinions, explaining and justifying these with reference to the text.

Reading: Language for Effect

- I can identify and comment on genre-specific language features used in age-appropriate texts, (e.g. related language to convey information in a non-fiction text).
- I can identify how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.
- I can understand and begin to use technical terms to discuss language effects, (e.g. simile, metaphor, personification), with reference to the text.

Reading: Themes and Conventions

- **I can develop positive attitudes to reading and understanding of what I read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured. KPI**
- I can discuss how the organisation of a text supports its purpose, (e.g. persuading, explaining, informing etc.)
- **I can maintain positive attitudes to reading and understanding of what I read by identifying and discussing themes and conventions in a wide range of writing (e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme. KPI**

Reading: Word Reading

- **I can apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI**

I can apply Hampshire Core Spelling Curriculum knowledge when reading.

Writing:

Recovery Curriculum (Remaining Areas from **Year 4** to be addressed):

Red -areas not yet addressed

Amber -areas requiring reinforcement

Composition: Composition and Effect

ENGLISH
Writing



- I can produce writing with a range of additional detail and explanations included.

Composition: Sentence Structure

- I can show variation in sentence structure including simple, compound and complex structures.
- I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2).

Composition: Text Structure and Organisation

- I can organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically. KPI
- I can produce writing where narrative and non-fiction texts include an appropriately signalled opening and ending.
- I can use adverbs and prepositions to express time and cause.

Transcription

- I can spell words that are often misspelt (National Curriculum English Appendix 1).
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can apply simple spelling rules and guidance, as listed in Year 4 Hampshire Spelling Guidance for the Term.
- I can place the possessive apostrophe accurately in words with irregular plurals.

Vocabulary, Grammar and Punctuation

- I can use possessive apostrophes for regular singular and plural nouns.
- I can use possessive pronouns.
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).

I recognise the grammatical difference between plural and possessive s.

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance for Vocabulary Grammar Punctuation.
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).
- I recognise the grammatical difference between plural and possessive s.
- I can indicate grammatical and other features e.g. by indicating possession by using the possessive apostrophe with plural nouns.
- I can use the present perfect form (I have seen the teacher) of verbs in contrast to the past tense (I saw the teacher).

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance for Vocabulary Grammar Punctuation.
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).
- I recognise the grammatical difference between plural and possessive s.
- I can use informal and formal language.

I can use the past perfect continuous verb form (I had been waiting for an hour when the bus arrived).

Objectives from Year 5 for the whole Autumn Term (September to December):

Composition: Composition and Effect

- **I can describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action. KPI**
- **I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI**
- I can elaborate and use appropriate vocabulary to support detail/events, (e.g. technical, precise/vivid language according to the writing purpose and genre).
- I can evaluate and edit by assessing the effectiveness of my own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- I can note and develop initial ideas, drawing on reading and research where necessary (e.g. consider how authors develop characters and setting to help their factual and fictional writing respectively).
- **I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. KPI**
- I can use expanded noun phrases to convey complicated information concisely.

Composition: Sentence Structure

- I can make tense choices generally appropriately; use some variation of modal verbs to express possibility.
- I can produce writing where sentences are mostly grammatically sound, (e.g. correct subject/verb agreement, security of tense and person).

Composition: Text Structure and Organisation

- **I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI**
- I can produce internally coherent paragraphs in logical sequence (e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences.)

Handwriting

- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.

Transcription

- I can distinguish between homophones and other words which are often confused.
- I can spell some words with 'silent' letters.
- I can use a thesaurus.
- I can use dictionaries to check the spelling and meaning of words.
- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can use knowledge of morphology (how words are formed) and etymology (the origin of a word) in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum English Appendix 1.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can apply simple spelling rules and guidance, as listed in Year 5 Hampshire Spelling Guidance for the Term.

Vocabulary, Grammar and Punctuation

- **I can convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. KPI**
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- **I can proof-read for spelling and punctuation errors. KPI**
- **I can use commas to clarify meaning or avoid ambiguity in writing. KPI**
- I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun.
- I can use relative pronouns who/which/that/whom/whose.
- I can use verb prefixes - dis-', 'de-', 'mis-', 'over-' and 're-'.
- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.

I can use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing my writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion).

<p>Specific Spelling Focus (based on Hampshire guidance)</p>	<p>Review importance of hearing syllables and stressed and unstressed vowels to support spelling from yr 5/6 list: average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system</p> <p>Homophones linked to word class/function</p> <p>Investigating patterns in verb and noun spellings e.g</p> <p>license/licence</p> <p>devise/device</p> <p>practice/practise</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re-</p>
<p>SCIENCE</p>	<p><u>Recovery Curriculum</u> (Remaining Areas from Year 4 to be addressed):</p> <p>Red -areas not yet addressed</p> <p>Amber -areas requiring reinforcement</p> <p>Sound</p> <ul style="list-style-type: none"> • I can identify how sounds are made associating some of them with something vibrating. • I can recognise that vibrations from sound travel through a medium to the ear. • I can find patterns between the pitch of a sound and features of the object that produce it. • I can find patterns between the volume of the sound and the strength of the vibrations that produced it. • I can recognise that sounds get fainter as the distance from the sound source increases. <p>States of Matter</p> <ul style="list-style-type: none"> • I can compare and group materials together, according to whether they are solids, liquids or gases. • I can observe that some materials change state when they are heated or cooled. • I can measure or research the temperature at which different materials change state in degrees Celsius (°C) • I can identify the part that evaporation and condensation has in the water cycle. • I can associate the rate of evaporation with temperature. <p>PLANNING</p> <ul style="list-style-type: none"> • I can raise my own relevant questions about the world around me and use different types of scientific enquiries to answer them • I can start to make my own decisions about the most appropriate type of scientific enquiry to answer the question • I can set up simple practical enquiries, comparative and fair tests • I can recognise when a simple fair test is necessary and help to set it up



	<ul style="list-style-type: none"> • I can talk about criteria for grouping, sorting And classifying and use simple keys <p>I can recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations</p> <p>OBTAINING AND PRESENTING EVIDENCE</p> <ul style="list-style-type: none"> • I can make systematic and careful observations • I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them • I can take accurate measurements using standard units, using a range of (new) equipment including thermometers • I can gather, record, classify and present data from my observations and measurements in a variety of ways • I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <p>I can help to make decisions about how to analyse this data</p> <p>CONSIDERING EVIDENCE AND EVALUATING</p> <ul style="list-style-type: none"> • I can, with help, look for changes, patterns, similarities and difference in my data in order to draw simple conclusions and answer questions • I can use relevant simple scientific language to discuss my ideas • I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <p>I can, with help, identify new questions arising from the data, make predictions for new values within or beyond the data I have collected and find ways of improving what I have already done</p>
<p>HISTORY</p>	<p><u>Recovery Curriculum</u> (Remaining Areas from Year 4 to be addressed):</p> <p>Red -areas not yet addressed</p> <p>Amber -areas requiring reinforcement</p> <p><u>Knowledge</u></p> <p><u>The achievements of the earliest civilizations</u></p> <p>An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><u>Chronological understanding</u></p> <p>I can begin to build up a picture of what main events happened in Britain/the world during different centuries.</p>



	<p><u>Knowledge and interpretation</u> I can begin to appreciate that how we make decisions has been through a Parliament for some time.</p> <p><u>Historical enquiry</u> I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings.</p>
<p>GEOGRAPHY</p>	<p><u>Recovery Curriculum</u> (Remaining Areas from Year 4 to be addressed):</p> <p>Red -areas not yet addressed</p> <p>Amber -areas requiring reinforcement</p> <p>LOCATIONAL AND PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> • I can state the difference between the British Isles, Great Britain and the UK. • I can locate and name some of the main islands that surround the UK. • I can name the areas of origin of the main ethnic groups in the UK and in my school. <p>PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> • I can, with support, create a topographical map of the IOW showing land use patterns. <p>Challenge</p> <ul style="list-style-type: none"> • I can explain how a locality has changed over time with reference to physical features. <p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use four figure grid references to locate features on a map. • I can draw an accurate map of a short route using OS symbols.
<p>ART AND DESIGN</p> 	<p>USING MATERIALS</p> <ul style="list-style-type: none"> • I can experiment by using marks and lines to produce texture <p>USE OF COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE</p> <ul style="list-style-type: none"> • I can work with a wide range of more specialist media and mix media to achieve desired effects • I can use the primary colours and black and white, to mix a full range of tones and hues <p>RANGE OF ARTISTS</p> <ul style="list-style-type: none"> • I can research the work of an artist and use their work to replicate a style 

DESIGN AND TECHNOLOGY	<p>DESIGN</p> <ul style="list-style-type: none"> • I can research and collect information and ideas on existing products on the market. • I can explain how a product will appeal to a specific audience. • I can design a product that requires mechanical systems. • I can make a product that is attractive and strong. <p>MAKING</p> <ul style="list-style-type: none"> • I can make a prototype before making my final version. • I can preserve through different stages of the making process to create a product of which I am proud. <p>EVALUATING</p> <ul style="list-style-type: none"> • I can suggest alternative plans; outlining the positive features and drawbacks. • I can evaluate appearance and function against original plan.
MUSIC	<p>COMPOSE, USE AND UNDERSTAND</p> <ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use my notations to record groups of pitches (chords). • I can use a music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. <p>LISTENING AND APPRECIATING</p> <ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think my music is successful or unsuccessful. • I can suggest improvements to my own or others' work. • I can choose the most appropriate tempo for a piece of music. <p>I can contrast the work of famous composers and show preferences.</p> <p>PLAYING AN INSTRUMENT AND PERFORMING</p> <ul style="list-style-type: none"> • I can maintain my part whilst others are performing their part (rounds and canon). • I can perform 'by ear' and from simple notations. • I can improvise with a clear sense of structure. <p>I can begin to read simple musical notation on a staff.</p> 
SPANISH	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 2 exchanges (context: food and mealtimes)

	<ul style="list-style-type: none"> • I can express my opinions (context: food and drink) <p>Reading</p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points (context: food and mealtimes) • I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • I can write a pair of related sentences (context: food/drink/mealtimes) • <i>I can use my knowledge of grammar to speak correctly</i> • <i>I can use vocabulary introduced as part of the new topic</i> • <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i>
<p>RELIGIOUS EDUCATION</p>	<p>(From the IOW locally agreed syllabus)</p> <p>Belonging (I)</p> <p>Concept A</p> <p>COMMUNICATE</p> <p>I can begin to explain my responses to the human experience of the concepts studied.</p> <p>APPLY</p> <p>I can begin to explain how my responses can be applied in my own life and the lives of others.</p> <p>ENQUIRE</p> <p>I can begin to explain key concepts that are common to all people, as well as those that are common to many religions. I can begin to describe some key concepts that are specific to the religions studied.</p> <p>CONTEXTUALISE</p> <p>I can begin to explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.</p> <p>EVALUATE</p> <p>I can begin to evaluate the concepts by explaining their value to people living a religious life, by drawing on examples. I can begin, through discussion with others be able to identify and describe in more detail some of the issues raised.</p>
<p>PSHE AND RSE</p>	<p>ME AND MY RELATIONSHIPS</p> <p>Feelings.</p> <ul style="list-style-type: none"> • I can give a range of examples of our emotional needs and explain why they are important. <p>Friendship skills, including compromise.</p> <ul style="list-style-type: none"> • I can explain why these qualities are important.



Assertive skills.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

VALUING DIFFERENCE

Recognising and celebrating difference, including religions and cultural.

- I can give examples of different faiths and cultures and positive things about having these differences.

Influence and pressure of social media.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.