

Long/ Medium term planning

Year 5

Term: Autumn 2

Title: Clockwork Text: Clockwork and Hugo Cabret Film: Hugo Song: Trip:								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 – Enterprise Week	Total time
English Genre/ English Comprehension	<p>Letters Formal and Informal</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Draft and write non-narrative material,</p>	<p>Letters Formal and Informal</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g.</p>	<p>Balanced Arguments</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g.</p>	<p>Balanced Arguments</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>Newspaper Report</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>	<p>Newspaper Report</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Plan his/her writing by noting</p>	<p>Poetry – Christmas Service</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing</p> <p>by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and</p>	

	<p>using simple organisational devices</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p>might, should, will, must</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p>might, should, will, must</p> <p>4 Hours</p>	<p>4 Hours</p>	<p>e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>4 Hours</p>	<p>and developing initial ideas, drawing on reading where necessary.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>4 hours</p>	<p>volume so that the meaning is clear</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>3 hours</p>	
English Grammar	<p>Speech Marks</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>30 Mins</p>	<p>Apostrophes for possessions</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p> <p>- 30 Mins</p>	<p>Adverbials –</p> <p>Use commas after fronted adverbials</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>Determiners</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>30 Mins</p>	<p>Commas – Fronted Adverbials</p> <p>Use commas after fronted adverbials</p> <p>30 Mins</p>	<p>Convert nouns – adjectives to verbs (ate)</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>30 Mins</p>	<p>Convert nouns – Nouns to verbs (ise)</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>30 Mins</p>	

			30 Mins					
<p>English Reading (DR/DSR)</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Predicting – Understand what he/she reads independently by predicting what might happen from details stated and implied</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p>Inferring</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Clarifying</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</p>	<p>Questioning</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p>	<p>Making Connections</p>	<p>Inferring</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p>	<p>Summarising</p> <p>Evaluating</p> <p>Book Review</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Draft and write by precisising longer passages</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>	
<p>English Spelling</p>	<p>Spelling Pattern – cial – tial</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>	<p>Spelling Pattern – cial – tial</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>	<p>Spelling Pattern – cial – tial</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>	<p>Challenging words</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p>	<p>Spelling pattern – ant</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p>	<p>Spelling Pattern – ance</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p>	<p>Spelling Patterns – ence</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p>	

Maths	<p>Multiplication and division</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Multiplication and division</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Word problems – one and two steps</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>Word problems – one and two steps</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>Area/ Perimeter/ Volume</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p>	<p>Area/ Perimeter/ Volume</p> <p>Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water</p>	<p>Roman Numerals</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p>	
Science - Forces	<p>Gravity</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Friction</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Air Resistance</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Water Resistance</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Levers/ Pulleys and Gears</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Levers/ Pulleys and Gears</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Levers/ Pulleys and Gears</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	
ICT	<p>Coding</p> <p>Design, input and test an increasingly complex set of</p>	<p>Coding</p> <p>Design, write and debug programs that accomplish specific goals,</p>	<p>Coding</p> <p>Design, write and test simple programs that follow a sequence</p>	<p>Coding</p> <p>Design write and test simple programs with opportunities for</p>	<p>Coding</p> <p>Design write and test simple programs with opportunities for selection, where a</p>	<p>Coding</p> <p>Use logical reasoning to explain how increasingly</p>	<p>Coding</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to</p>	

	instructions to a program or device	including controlling or simulating physical systems	of instructions or allow a set of instructions to be repeated	selection, where a particular result will happen based on actions or situations controlled by the user	particular result will happen based on actions or situations controlled by the user	complex algorithms work to ensure a program's efficiency	ensure a program's efficiency	
History	History of clocks timeline showing the development of the clock Use dates to order and place events on a timeline							
Geography		Clocks around the world – Recognise the different shapes of countries Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent						
Art			Drawing cogs – Use shading to create dark and light					
DT				Design an automaton Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product	Create an automaton Make careful and precise measurements so that joins, holes and openings are in exactly the right place	Create an automaton Make careful and precise measurements so that joins, holes and openings are in exactly the right place	Evaluate automaton Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work	

RE	Stories of Christianity 45 mins	Stories of Christianity 45 mins	Stories of Christianity 45 mins	Stories of Christianity 45 mins	Stories of Christianity 45 mins	Stories of Christianity 45 mins	Stories of Christianity 45 mins	
Music								
PE	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill - Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging.</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill- Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill - Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill- Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill -Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill- Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	<p>Real PE – creative Nightingale - Tag Rugby 6-0 sports Churchill -Swimming</p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p>Fundamental Skills – Static Balance: Seated Static Balance: Floor Work</p>	

	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	Games – Seated Volleyball, Scorpion Handball, Round Robin Tournament	
PSHE	Jigsaw – Celebrating Differences I can give some examples of bullying behaviours including direct and indirect types	Jigsaw – Celebrating Differences I can tell you why bullying is hurtful and wrong	Jigsaw – Celebrating Differences I can explain the differences between direct and indirect types of bullying	Jigsaw – Celebrating Differences I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	Jigsaw – Celebrating Differences I can consider a range of bullying behaviours and understand the impact these may have	Jigsaw – Celebrating Differences I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying		
MFL	French – On the move	French – On the move	French – On the move	French – On the move	French – On the move	French – On the move	French – On the move	
IDEAS								
TRIPS/ VISITORS	Clockmaker (TBC)							
TOTAL TIME	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours	19 Hours	