





Medium Term Plan							
YEAR 5 Olive Class							
Epic Adventures – Autumn 1 2025							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
 <p>Narrative Writing</p> <p>Settings & Character development</p>	<p><i>Winning at Writing</i> Setting Development Focus: Noticing writerly techniques for setting & atmosphere Focus: How to use careful verb choice Focus: How to use careful verb choice Focus: Zooming in & Zooming out Focus: Moving from one verb to another, to convey atmosphere</p>	<p><i>Winning at Writing</i> Focus: Use metaphors & similes to convey atmosphere Focus: Planning a brief scene Focus: Drafting an atmospheric scene Focus: Continue drafting ; proofread for correct spelling Focus: Publishing a final draft</p>	<p><i>Winning at Writing</i> Focus: Publishing a final draft Focus: Sharing & performing</p>	<p><i>Winning at Writing</i> Character Development Focus: Noticing writerly techniques for introducing characters Focus: How to show-not-tell via the use of character facial expression, speech, movement and gesture Focus: Establishing characteristics for an invented character Focus: Zooming in on the details Focus: Planning a brief scene to introduce a character</p>	<p><i>Winning at Writing</i> Focus: Drafting introductory scene, drawing upon ideas and planning, and adding detail Focus: Using dialogue to convey character Focus: Precise word choices (nouns and verbs) to guide the reader's reaction to a character Focus: Proof-reading for accurate punctuation Focus: Proof-reading for accurate punctuation</p>	<p><i>Winning at Writing</i> Focus: Publishing a final draft Focus: Sharing & performing</p>	<p>Balanced argument (History link) To present the arguments for and against in separate paragraphs. To state the argument in the introduction, including facts. To write the main body of the text in third person. To include modal verbs. To use a range on conjunctions (on the other hand, in contrast). To use adverbials to convey cause and effect (due to, owing to, consequently, etc). To write the conclusion in first person.</p>



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Class Reading lessons	Beowulf Michael Morpurgo	The Angles, Jutes and Saxons Ed Shed	Cloud Busting Malorie Blackman Ed Shed	King Arthur and the Knights of the Round Table Freds	The Anglo Saxons Ed Shed	Anglo Saxon Boy Freds	The Girl with Ink and Stars Freds
Class core reading text Beowulf 	Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied Identify/explain how meaning is enhanced through words and phrases. Give/explain the meaning of words in context. Retrieve and record information/ identify key details from fiction/non-fiction. Summarise details from more than one paragraph. Make comparisons within the text. Identify/explain how information/narrative content is related and contributes to meaning as a whole						
Handwriting	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 						
Spelling Shed Year 5 Daily CEW practice	Spelling check previous spellings	Words ending in '-tious' and '-ious'	Words ending in '-cious'	Words ending in '/shul/ spelled '-cial'	Words ending in '/shul/ spelled '-tial'	Words ending in '/shul/ spelled '-cial' and '-tial'	Challenge Words CEW words
Science Properties of Materials	Group materials according to their properties • Carry out a fair and comparative test to group materials according to their	Identify materials that are thermal conductors • Carry out a fair and comparative test to test the thermal conductive properties	Investigate the hardness of materials • Carry out a fair and comparative test to test the hardness of	Understand what the term 'dissolve' means • Investigate and identify which materials are soluble and insoluble in water • Using the	Ask questions that explore the solubility of a solute • Design an investigation that tests the solubility of a solute • Present the	Identify the different separation methods • Describe the processes of different separation methods • Explain the most effective separation	Assessment of materials topic Seaside investigation activity



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	properties	of materials	materials	results of their investigation, consider which solutions could be reversed	findings from an investigation that tests the solubility of a solute	method for various materials	
Maths Place Value Addition and subtraction Multiplication & Division <i>White Rose</i>	Place Value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read & write numbers to 1,000,000	Place Value Powers of 10 10/100/1,000/10,000/ 100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000	Place Value Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 Assessment	Addition & Subtraction Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check	Addition & Subtraction Inverse operations Multi-step addition and subtraction problems Compare calculations Missing numbers Assessment	Multiplication & Division Multiples Factors Prime numbers Square numbers Cube numbers	Assessment week
History Was the Anglo-Saxon period really a Dark Age?	To know who the Anglo-Saxons were, and why and when they chose to settle in England.	To discover how the Anglo-Saxons lived using archaeological evidence.	To be able to explain why the Staffordshire Hoard was so significant.	To know about some of the key documents related to Anglo-Saxon times and their limitations.	To produce a valid argument about whether this period deserves to be called a 'Dark Age'.	To understand what can be discovered about the past from archaeological remains.	Assessment task Create a balanced argument about whether the Anglo Saxon period was a dark age.



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Computing Computing Systems and networks		Online Safety Understand how apps can access our personal information and how to alter the permissions.	To understand what a search engine is and how to use it - Anglo-Saxon link	To be aware that not everything online is true	To search effectively	To create an informative poster - copyright	To understand how search engines work
Music Musical Theatre	Worship Songs To learn and sing with confidence the songs for worship this half term.	Musical Theatre To understand the history of Musical Theatre	Musical Theatre To identify character songs and action songs	Musical Theatre To create a musical theatre scene	Musical Theatre To rehearse a musical theatre scene	Musical Theatre To rehearse a musical theatre scene	Musical Theatre To perform a musical theatre scene
RE God: What does it mean for Christians to believe that God is holy and loving?	To identify some different types of biblical texts, using technical terms accurately. To explain connections between biblical texts and Christian ideas of God, using theological terms	To make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.	To show how Christians put their beliefs into practice in worship.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Harvest festival within this half term. Swap lessons accordingly.



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PE Tuesday Premier Sport Hockey unit 1		To explain the role of a defender in a competitive game. To use the block tackle in isolation. To apply basic defensive positions in a game.	To dribble and shoot with accuracy. To pass into the D to shoot To work as a team to score within the D.	To identify how to mark an opponent. To mark and intercept the ball. To apply basic marking to a game situation.	To clear the ball from danger in defence. To move the ball over longer distances. To receive the ball from longer distances.	To keep possession as a team with pressure from defenders. To use a range of simple skills to stop, control and send. To drag the ball and move away from the defender.	To work collaboratively as a team to defend and attack. To use simple skills to keep possession. To explain how a passage of play was effective.
PE Friday Mrs Cartmell Netball	Practise/recap passes learnt in previous lessons Choose appropriate pass in different scenarios Use a variety of passes in a game	Attempt to find space in activity/game Communicate with teammates when moving into space Find space and receive the ball in a game	Use different dodging techniques, both opposed and in isolation Apply a range of speeds to movement skills to get free from your defender (Some) – use dodging effectively to get away from opponents	Recap and use pivoting in a game to make more successful passes Attempt some quick turns to move the ball quickly	Recap shooting technique Work to get into a better shooting position Apply a strategy to get into better shooting positions	Work to improve reaction time Use quick thinking and agility to react to what is happening around us Play in high-five netball games implementing some rules	



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PSHE Health & Wellbeing Unit Kapow Wellbeing lessons during the first week back.	Setting rules and signposting To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons Discover: Growth mindset To discover the benefits of having a growth mindset.	Take notice: Others around me To take notice of others Connect: Working together To connect with others as part of a team.	Give: Paying it forward To give and receive kindness.	The importance of rest To understand the benefits of sleep Relaxation: yoga To use yoga poses and breathing to relax	Embracing failure To understand the purpose of failure	Going for goals To learn how to set short-term, medium-term and long-term goals	Taking responsibility for my feelings To use vocabulary to describe their feelings and take responsibility for them
Art and Design Portraits Painting & Mixed Media	To explore how a drawing can be developed. I can draw a portrait using the continuous line method I can vary the size, shape and position of the words for interest I can explore the way a background can change the effect of a drawing	To combine materials for effect. I can explain what I want my photo composition to be I can decide the best position for my line drawing when copying it onto the background	To identify the features of self-portraits I can use Art vocabulary to describe similarities and differences between portraits I can justify my opinion when discussing the message behind a self-portrait	To develop ideas towards an outcome by experimenting with materials and techniques. I can justify my opinion when discussing the message behind a self-portrait I can give a definition of 'mixed media' I can try out at least three different ideas when adapting my photograph I can develop my ideas to plan a final piece inspired by the chosen artist.		To apply knowledge and skills to create a mixed-media self-portrait. I can describe the intention of my self-portrait I can explain why my choice of medium matches my idea	I can use my chosen medium to create a self-portrait that represents an aspect of my identity



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French Pleased to Meet You	Revisit Year 4 French vocabulary	Look What I can do Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far.	When I grow up Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;	How do you spell that? Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. I can use appropriate pronunciation to help others understand me better.	How are you feeling? Understand basic grammar rules appropriate to the language being studied and how these differ from or are similar to English; in the context of describing emotions. To select the appropriate form of a word for the context.	What am I going to do? Understand basic grammar (key features and patterns), to build sentences; and how these differ from or are similar to English; in the context of predicting what's going to happen. I can use the near future tense. Appreciate stories, songs, poems and rhymes in the language	Revisit Learning Assessments
Enrichment activities			TTRS Launch Day		Harvest Festival Church Hello Yellow Day		Don Rae dance