



Autumn Medium Term Plan – Year 5

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Read, spell and pronounce scientific vocabulary accurately</p> <p>Relate the outcome from an enquiry to scientific knowledge, in order to state whether evidence supports or refutes an argument or theory</p> <p>Explain a conclusion from an enquiry</p> <p>Explain causal relationships in an enquiry</p> <p>Report findings from enquiries in a range of ways</p> <p>Use the outcome of test results to make predictions and set up a further comparative fair test</p> <p>make Record date and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Measure accurately and precisely, using a range of equipment</p> <p>Control variables in an enquiry</p> <p>Plan different types of scientific enquiry.</p>	<p>Previous vocab plus, notice patterns, relationships</p> <p>independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers.</p>	



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		<ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments 			
	Properties and changes of materials	<ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new 		<p>Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbent, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting.</p>	



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		materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
	Forces	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	.	Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • To recognise all the dangers of gaming online and how to stay safe. • To discover the dangers of spending too long online or playing a game. 	Responsible online communication Informed choices Virus threats Blogs Messaging Explore procedures Refine procedures	



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			<ul style="list-style-type: none"> • To apply SMART and all e-safety knowledge to my online activities 	Variable Hardware + software control Change inputs Different outputs	
	Technology (Digital Literacy)	Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5.	<ul style="list-style-type: none"> • To describe different parts of the Internet. • To use different online communication tools for different purposes. • To use a search engine to find appropriate information and check its reliability. 	Articulate solutions Commands Online sharing Multimedia effects Multimedia modification Transitions Hyperlinks Editing tools Refining Online sharing Computing devices Internet parts Collaboration Responsibility Searching strategies Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret Webpages	



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Geography	Locational Knowledge	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p>	<ul style="list-style-type: none"> • To recognise different shapes of countries. • To identify the physical characteristics and key topographic features of the countries within North America. • To know about the wider context of places e.g. county, region and country. • To know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent. 	<p>Key Physical Geography vocabulary: (in addition to previous years) terrain, climate, counties, regions.</p> <p>Key Human Geography vocabulary: (in addition to previous years) settlement, town, city, land use, region, economic activity, trade route.</p> <p>Use 8 points of a compass, grid-reference, scale, grid lines, OS symbols, longitude, latitude, Northern and Southern hemisphere, Prime/Greenwich Meridian, time zones.</p>	



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		and time zones (including day and night)			
	Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> • To know about the wider context of places – region, country. • To understand why there are similarities and differences between places. 		
	Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> • To understand weather patterns around the world and relate these to climate zones. • To understand how humans affect the environment over time. • To know about changes to world environments over time. • To understand why people seek to manage and sustain their environment. • To include trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). 		
Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure	Geographical Enquiry <ul style="list-style-type: none"> • To investigate places with more emphasis on the larger scale; contrasting and distant places Direction and Location			



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		grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"> • To use 8 Compass points; • To begin to use 4 figure co-ordinates to locate features on a map. Scale/Distance <ul style="list-style-type: none"> • To measure straight line distance on a plan. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • To gain greater Historical perspective by placing their growing knowledge into different contexts. • To use and relevant terms and period labels - Empire, civilisation parliament and peasantry, continuity and change, Cause and 	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse,	



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			<p>consequence, similarity, difference and significance.</p> <ul style="list-style-type: none"> • To make comparisons between different times in the past. • To develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	<p>Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>	
	Range and depth of historical knowledge	<p>Pupils should note connections, contrasts and trends over time.</p>	<ul style="list-style-type: none"> • To study different aspects of different people – differences between men and women. • To compare life in ‘early’ and ‘late’ times studies. • To compare an aspect of life with the same aspect in another period (use links with art). 		
	Historical interpretation	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> • To compare different accounts of events from different sources – fact or fiction. • To offer some reasons for different versions of events. 		
	Historical enquiry	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause,</p>	<ul style="list-style-type: none"> • To begin to identify primary and secondary sources. • To select relevant sections of information. 		



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		similarity and difference, and significance.	<ul style="list-style-type: none"> • To use the library and internet for research with increasing confidence. • To answer and devise own Historically valid questions about change, cause, similarity and difference and significance 		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To recall, select and organise historical information. • To construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 		



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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> To use sketchbooks Plan a sculpture through drawing and other preparatory work. To use the sketch book to plan how to join parts of the sculpture. To keep notes which consider how a piece of work may be developed further To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. To adapt work as and when necessary and explain why. 	Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire Mixing Model Observation Oil pastels Overlays	
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	<ul style="list-style-type: none"> To mix and match colours to create atmosphere and light effects. To mix colour, shades and tones with confidence building on previous knowledge. To start to develop their own style using tonal contrast and mixed media. 	Pencil Perspective Sculpture Shape Textiles Texture Tools Wire	



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	Printing	KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.	<ul style="list-style-type: none"> • To use tools in a safe way. Continue to gain experience in overlaying colours. • To start to overlay prints with other media. • To use print as a starting point to embroidery. Show experience in a range of mono print techniques 		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To recognise the art of key artists and begin to place them in key movements or historical events. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • To explore a range of great artists, architects and designers in history. • To compare the style of different styles and approaches. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge



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PE	Dance	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. <p>Dance Skills</p> <ul style="list-style-type: none"> • To identify and repeat the movement patterns and actions of a chosen dance style. • To compose individual, partner and group dances that reflect the chosen dance style. • To show a change of pace and timing in their movements. • To develop an awareness of their use of space. • To demonstrate imagination and creativity in the movements they devise in response to stimuli. • To use transitions to link motifs smoothly together. • To improvise with confidence, still demonstrating fluency across the sequence. • To ensure their actions fit the rhythm of the music. 	<p>Agility Posture Balance Beats Canon Co-ordination Collaboration Control Dynamics Emotion Endurance Expression Flexibility Fluency Improvising Motif Muscular Strength Phrasing Rhythm Sections Sequence Space Stamina Timing Unison Variation</p>	
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			<ul style="list-style-type: none"> • To modify parts of a sequence as a result of self and peer evaluation. • To use more complex dance vocabulary to compare and improve work. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform own longer, more complex sequences in time to music. • To consistently perform and apply skills and techniques with accuracy and control. <p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performances. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 		
	Games	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. <p>Striking and hitting a ball</p>	<p>Beats</p> <p>Bounce pass</p> <p>Canon</p> <p>Collaboration</p> <p>Defend</p> <p>Dodging</p> <p>Footwork</p> <p>Goal</p> <p>Intercepting</p>	



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		<p>other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To use different techniques to hit a ball. • To identify and apply techniques for hitting a tennis ball. • To explore when different shots are best used. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • To consolidate different ways of throwing and catching, and know when each is appropriate in a game. <p>Travelling with a ball</p> <ul style="list-style-type: none"> • To use a variety of ways to dribble in a game with success. • To use ball skills in various ways and begin to link together. <p>Passing a Ball</p> <ul style="list-style-type: none"> • To pass a ball with speed and accuracy using appropriate techniques in a game situation. <p>Possession</p> <ul style="list-style-type: none"> • To keep and win back possession of the ball effectively in a team game. <p>Using Space</p>	<p>Land Marking Motif Names of Positions No-Contact Overhead pass Pivot Point Positions Push Receive Sections Shoulder Pass Signal Step Unison Variation Backhand Drop Serve Forehand Overhead score Rally Rally Building Scoring Volley</p>	
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			<ul style="list-style-type: none"> • To demonstrate an increasing awareness of space <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To know when to pass and when to dribble in a game. • To devise and adapt rules to create their own game. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To consistently perform and apply skills and techniques with accuracy and control. • To take part in competitive games with a strong understanding of tactics and composition. <p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performance. • To explain why they have used particular skills or techniques, and the effect they have had on their performance 		
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	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To select ideas to compose specific sequences of movements, shapes and balances. • To adapt their sequences to fit new criteria or suggestions. • To perform jumps, shapes and balances fluently and with control. • To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. <p>Rolls</p> <ul style="list-style-type: none"> • To complete forward roll from standing • To complete straddle forward roll • To complete pike forward roll 	<p>Arch</p> <p>Asymmetrical</p> <p>Balance</p> <p>Bridging</p> <p>Canon</p> <p>Counterbalance</p> <p>Direction</p> <p>Dish</p> <p>Dynamic</p> <p>Evaluate</p> <p>Extend</p> <p>Level</p> <p>Points of balance</p> <p>Pull</p> <p>Push</p> <p>Rolling</p> <p>Rotation</p> <p>Sequence</p> <p>Shape</p> <p>Star</p> <p>Symmetrical</p> <p>Techniques</p> <p>Tension</p> <p>Unison</p>	
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			<ul style="list-style-type: none"> • To complete tucked backward roll • To complete backward roll to straddle <p>Jumps</p> <ul style="list-style-type: none"> • To complete straight jump • To complete tuck jump • To complete jumping jack • To complete star jump • To complete straddle jump • To complete pike jump • To complete stag jump • To complete straight half turn • To complete straight full turn • To complete Cat leap half turn <p>Split leap</p> <p>Handstands, cartwheels and round-offs</p> <ul style="list-style-type: none"> • To lunge into handstand • To lunge into cartwheel • To lunge into round-off <p>Travelling and Linking actions</p> <ul style="list-style-type: none"> • To tiptoe, step, jump and hop • To hopscotch • To skip • To complete chassis steps • To complete straight jump half turn • To complete straight jump full turn • To cat leap 		
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			<ul style="list-style-type: none"> • To cat leap half turn Pivot Shapes & Balances • To complete 1, 2, 3 and 4-point balances • To complete pike, tuck, star, straight, straddle shapes Compete/Perform • To perform own longer, more complex sequences in time to music. • To consistently perform and apply skills and techniques with accuracy and control. <p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performances. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response chord [sounds] composer chord sequence	



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		<ul style="list-style-type: none"> • To sing three-part rounds, partner songs and songs with a verse and a chorus. • To perform a range of songs in school assemblies and in school performance opportunities. 	glockenspiel sound effects improvisation lyrics melodic pattern meter [song lines] notation ostinati phrase/phrasing orchestration score melody instrument structure accent acoustic sound	
Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	<ul style="list-style-type: none"> • To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). 	articulation attack balance bass descant coda cue cyclic pattern decay [of sound] drone timpani electronic music synthesiser ensemble entry point expression [musicality] glockenspiel graphic notation harmony Jazz style layers melody polyrhythm prelude processed sound rest rondo round sampling strong beat triad unison word setting concerto symphony choral	
Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • To work in pairs, compose a short ternary piece. 		



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			<ul style="list-style-type: none"> • To use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • To capture and record creative ideas, using graphic symbols, rhythm notation and time signatures, staff notation or technology. 		
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. • To understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • To perform a range of repertoire pieces and arrangements combining acoustic instruments to form 		



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			<p>mixed ensembles, including a school orchestra.</p> <ul style="list-style-type: none"> • To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> • To use internet and questionnaires for research and design ideas • To take a user’s view into account when designing • To begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • To create own design criteria • To have a range of ideas • To produce a logical, realistic plan and explain it to others. • To use cross-sectional planning and annotated sketches • To make design decisions considering time and resources. • To clearly explain how parts of product will work. 	<p>Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> <p>Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and</p>	



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			<ul style="list-style-type: none"> • To model and refine design ideas by making prototypes and using pattern pieces. • To use computer-aided designs 	fastenings used, pins, needles, thread, pinking shears, fastening	
	Make	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To select suitable tools and equipment, explain choices in relation to required techniques and use accurately • To select appropriate materials, fit for purpose; explain choices • To work through plan in order. • To realise if product is going to be good quality • To measure, mark out, cut and shape materials/components with some accuracy • To assemble, join and combine materials and components with some accuracy • To apply a range of finishing techniques with some accuracy 	<p>Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.</p> <p>Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb, bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.</p>	
	Evaluate	Investigate and analyse a range of existing products. Evaluate their ideas and products against their own	<ul style="list-style-type: none"> • To evaluate quality of design while designing and making • To evaluate ideas and finished product against specification, 		



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	<p>design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>considering purpose and appearance.</p> <ul style="list-style-type: none"> • To test and evaluate final product • To evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • To begin to evaluate how much products cost to make and how innovative they are • To research how sustainable materials are • To talk about some key inventors/designers/ engineers/ chefs/ manufacturers of groundbreaking products 		
Technical Knowledge: Electrical systems	<p>Apply their understanding of computing to program, monitor and control their products</p> <p>. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<ul style="list-style-type: none"> • To incorporate switch into product • To confidently use number of components in circuit • To begin to be able to program a computer to monitor changes in environment and control product. 		
Technical Knowledge:	<p>Apply their understanding of how to strengthen, stiffen and</p>	<ul style="list-style-type: none"> • To select materials carefully, considering intended use of product and appearance 		



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	Materials and Structures	reinforce more complex structures	<ul style="list-style-type: none"> • To explain how product meets design criteria • To measure accurately enough to ensure precision • To ensure product is strong and fit for purpose • To begin to reinforce and strengthen a 3D frame 		
	Technical Knowledge: Mechanisms	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<ul style="list-style-type: none"> • To refine product after testing • To grow in confidence about trying new / different ideas • To begin to use cams, pulleys or gears to create movement 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	Why do some people think God exists? (believing)		<ul style="list-style-type: none"> ☑ Outline clearly what Christians believe God is like, using examples and evidence. ☑ Give examples of ways in which believing in God is valuable to Christians and ways it can be challenging. ☑ Express thoughtful ideas and the impact of believing or not. Present different views/ideas of why people believe in God including their own ideas. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension	
	What would Jesus do? Can we live by the		<ul style="list-style-type: none"> ☑ Outline Jesus' teaching on how his followers should live. 	Islam Muslim, Allah, Ummah, 5 Pillars,	



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	<p>values of Jesus in the twenty-first century?</p>		<p>☑ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>☑ Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>☑ Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p> <p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p> <p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p> <p>General religious vocabulary</p> <p>Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values,</p>	
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				religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 	<p>Alcohol - Drink Aware</p> <ul style="list-style-type: none"> • To take action based on responsible choices • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>Death and Grief - It's Natural</p> <ul style="list-style-type: none"> • To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures 	<ul style="list-style-type: none"> •protect •individuals •communities •injustice •agreements •democracy •misuse •substances •drugs •appropriate •support •emotions •feelings •diverse •changing •interconnected •roles •negative pressures •puberty •healthy lifestyle •responsibility •physical activity •nutrition •influence •positively •negatively •achievement •nutrition •physically •mentally •healthy lifestyle •relationships •negative pressures •negotiate •relation-ship •balance •collaborative •common goals •contribute •agree-ments 	



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		<p>8. To identify different influences on health and wellbeing.</p>	<p>To manage changing emotions and recognise how they can impact on relationships</p> <p>Death and Grief - Poppies</p> <ul style="list-style-type: none"> • To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle <p>Managing Conflict - Families at War</p> <ul style="list-style-type: none"> • To understand the need for empathy when peers are experiencing conflict at home 	<ul style="list-style-type: none"> •respond •challenges •taking/managing risk •respons-ible choice •fairness •skills •consideration •relation-ship •diverse •interconnected •responsibility •behaviour •safety •independent •influence •changing 	
	Growing and Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships 	<p>Online Relationships - A Risky Business</p> <ul style="list-style-type: none"> • To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <p>To know that the internet can also be a negative place where</p>		



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			<p>online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Drugs - Just Say No!</p> <ul style="list-style-type: none"> • To take action based on responsible choices • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>		
	<p>Living in the Wider World and Being a Responsible Citizen</p>	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of families, other groups and ultimately as citizens. 3. About different groups and communities. 	<p>Structure - Just Imagine</p> <ul style="list-style-type: none"> • To understand why structure is needed in different situations <p>To understand the term 'anarchy' and understand the implications of living in an anarchic society</p> <p>Law and Order - In Charge</p> <ul style="list-style-type: none"> • To know and understand the meaning of the following:- democracy, sovereignty, 		



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		<p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p>	<p>dictatorship, government, monarchy</p> <p>U.N. - Our Rights</p> <ul style="list-style-type: none"> • To learn about organisations such as the United Nations <p>To understand the importance and significance of equal rights</p> <p>Community Event - We’re Cultural</p> <ul style="list-style-type: none"> • To understand the benefits of living in a diverse community and learn to celebrate diversity <p>To talk with a wide range of adults</p>		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • To begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary. • To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 		
	Speaking	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those 	<ul style="list-style-type: none"> • To ask and answer questions on the current topic. 		



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		<p>of others; seek clarification and help*</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • To produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. 		
	Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To begin to use dictionaries to find the meaning of unknown words and to translate own ideas. • To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 		
	Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing 	<ul style="list-style-type: none"> • To read and show understanding of more complex written phrases • To read and show understanding of a piece of 		



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		<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>writing based on the current topic.</p> <ul style="list-style-type: none"> • To read short passages and answer questions on what they have read. 		
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • To use all persons of several regular verbs in the present tense (with the support of a frame). 		
	Culture		<p>Respect and understand cultural diversity Understand how symbols, objects and pictures can represent a country Talk about, discuss and present information about a country's culture. Focus on La</p>		



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			Tomatina festival (historical event) August		
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