

Elder Class – Year 5 Autumn term 2025

	Week 1 01.09.25 (4 day week)	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.2 5	Week 6 06.10.25	Week 7 13.10.25	Week 8 20.10.25 (4 day week)	Half term	Week 9 03.11.25	Week 10 10.11.25	Week 11 17.11.25	Week 12 24.11.25	Week 13 01.12.25	Week 14 08.12.25 Assessmen t week	Week 15 15.12.25
Class Novel	‘The Boy at the Back of the Class’ by Onjali Q. Rauf									Loki: A bad Gods guide to being good.						
Writing	SPAG and Handwriting sessions SPAG sessions to cover the Year 5 SPAG objectives Handwriting sessions						Poetry Limericks			Letter of Complaint		Newspapers: Linked to the Battle of Hastings				
Guided reading	Class Novel: ‘The Boy at the Back of the Class’ by Onjali Q. Rauf A different text extract will be focused on each week. Monday- Pre-reading extract Tuesday- Vocabulary Wednesday- Explain and retrieve Thursday-Infer and predict Friday- Summarising									‘Beowulf by Michael Morpurgo’ A different text extract will be focused on each week. Monday- Pre-reading extract Tuesday- Vocabulary Wednesday- Explain and retrieve Thursday-Infer and predict Friday- Summarising						
Spellings		Introduction: fruit, struct	Prefix: inter	Family	Divide	ough letter string	c and sc as/s/	Prefix sym- and sys-		cret	Suffix -ous	temper	cess	Sper	fin	assessment
Maths	Place Value To count in 10s, 100s, 1,000s etc. up to 1,000,000. To read and represent numbers up to 1,000,000. To round to the nearest 10, 100, 1,000 etc. up to 1,000,000. To compare and order numbers up to 1,000,000. To understand and use negative numbers To understand and use Roman Numerals up to 1,000.				Addition and subtraction To add whole numbers with more than four digits using column method with more than one exchange. To subtract whole numbers with more than four digits using column method with more than one exchange. To use rounding to estimate and approximate answers. To solve multi-step addition and subtraction problems. To use the inverse operations to solve calculations.					Multiplication and Division To find multiples and common multiples. To find factors and prime numbers. To multiply and divide by 10, 100 and 1,000.		Fractions To find equivalent fractions. To convert improper and mixed fractions. To add and subtract a range of fraction types. To order and compare fractions.				
Science	Animals (including humans) - I can explain that gestation is the period of development which involves carrying an embryo, later foetus, inside animals - I know the gestation periods vary between animals - I know that when babies are young and they grow rapidly - I can explain at puberty a child's body changes and develops - I can explain the characteristics of adults - I can explain the characteristics of the elderly - I can draw a timeline to indicate stages in growth and development of humans									Forces - I can explain a force causes an object to start moving, stop moving, speed up, slow down or change direction - I can explain that Gravity is a force that acts at a distance - I can explain everything is pulled to the Earth by gravity - I can explain that air resistance, water resistance and friction are contact forces that act between moving surfaces - I can explain that a mechanism is a device that allows a small force to be increased to a larger force - I know that pulleys, levers and gears are all mechanisms, also know as simple machines						

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History/Geography	Saxons and Vikings Enquiry question: What was the effect of Anglo-Saxon, Viking and Scots settlement in Britain? Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? Skill focus: Similarity and difference: Can I place the Anglo-Saxons, Vikings, and Scots on a timeline? Where did the Angles, Saxons, Jutes and Frisians come from, go and settle? Why did they come to Britain and move away from where they were born? What kind of people were they? What challenges did they face in establishing settlements? How well did the Anglo-Saxons and Vikings get on with each other? Skill focus: Cause and Consequence How much fear did the Viking raids cause? What was the Viking settlement in Britain like?												
	R.E.	Christianity- What does it mean to Christians to believe God is holy and loving? <table><tr><td></td><td>How do Christians describe God?</td><td>How does David, Isaiah and John describe God?</td><td>What do Cathedrals show us about Christian beliefs?</td><td>What does worship show us about Christian beliefs?</td><td>How does the Bible show us that God is Holy and loving?</td><td>What would my own guidelines for living be?</td></tr></table>								How do Christians describe God?	How does David, Isaiah and John describe God?	What do Cathedrals show us about Christian beliefs?	What does worship show us about Christian beliefs?
	How do Christians describe God?	How does David, Isaiah and John describe God?	What do Cathedrals show us about Christian beliefs?	What does worship show us about Christian beliefs?	How does the Bible show us that God is Holy and loving?	What would my own guidelines for living be?							
French	Getting to know you Can demonstrate my skills and knowledge in a variety of ways. Can use simple future tenses Can respond appropriately to what someone says Can use appropriate pronunciation to help others understand me better Can select appropriate form of a word for the context Can use a dictionary to develop sentences Can use future tenses Can follow a simple story Can select key words for descriptions Can remember appropriate language to express my ideas.												
PSHCE	Valuing difference Qualities of friendship Kind conversations												
	Saxons and Vikings Enquiry question: What was the effect of Anglo-Saxon, Viking and Scots settlement in Britain? What was life really like in Anglo-Saxon and Viking Britain: Skill focus: Similarity and difference Why was King Alfred dubbed 'Afred the Great'? How did the Vikings Live? What was our local area like in the Saxon and Viking times? What did the Anglo-Saxons and Vikings leave behind? Skill focus: Interpretations How can we trust surviving evidence about the Saxons and Vikings? What did the Saxons and Vikings contribute to life at sea? How much from Saxon and Viking times do we use today? Who was more successful?												
	Islam - What does it mean to be a Muslim in Britain today? <table><tr><td>School Visit from an Imam</td><td>What helps Muslims through the journey of life?</td><td>What is the key belief of Muslims and how does this affect their life?</td><td>How does the Prophet Muhammad inspire some people in life?</td><td>Why is prayer important to Muslims?</td><td>What is the difference between Sunni and Shia Muslims?</td></tr></table>						School Visit from an Imam		What helps Muslims through the journey of life?	What is the key belief of Muslims and how does this affect their life?	How does the Prophet Muhammad inspire some people in life?	Why is prayer important to Muslims?	What is the difference between Sunni and Shia Muslims?
School Visit from an Imam	What helps Muslims through the journey of life?	What is the key belief of Muslims and how does this affect their life?	How does the Prophet Muhammad inspire some people in life?	Why is prayer important to Muslims?	What is the difference between Sunni and Shia Muslims?								
	All about ourselves Can demonstrate listening skills by showing I have understand spoken language Can order a sentence correctly Can adapt my words accordingly to grammar rules Can apply my sentence structure knowledge and vocabulary to hold short conversations Can alter an adjective to match gender Can pronoun the difference between two versions of the same adjective Can follow a simple story using known language to help me understand unfamiliar parts												
	Being my best My school community Independence and responsibility												

	- Happy being me - Stop, start, stereotypes		- Star qualities - Basic first aid, including sepsis awareness
Art	No art unit taught during this term.	Artist: Anthony Gormley Skill: Sculpture	
		Who is Antony Gormley and what is sculpture?	How does Antony Gormley create sculpture?
		Can I create a sculpture in the style of Antony Gormley?	Can I evaluate my sculpture?
D.T.	Cooking and nutrition (Unit covered over a D.T. day within the term) To be able to prepare and cook a version of Bolognese sauce and add nutritional value to a recipe by selecting ingredients. - Can I understand how ingredients are reared and processed? - Can I make adaptations to design a recipe? - Can I evaluate nutritional content? - Can I practise food preparation skills? - Can I design a product label? - Can I add nutritional value to a recipe by selecting ingredients? - Can I follow and make an adapted recipe?	Electrical systems (unit covered within a D.T. day within the term) To be able to create a functional Doodler that creates scribbles on paper with or without a switch. - Can I understand how motors are used in electrical products? - Can I identify simple circuit components? - Can I investigate an existing product to determine the factors that affect the products function and form? - Can I apply the findings from research to develop a unique product? - Can I develop a DIY kit for another individual to assemble their product?	
P.E.	Agility: ball chasing coordination sending and receiving. Swimming	Forest school/ Dynamic balance on a line/counter balance with a partner Swimming	
Music	Livin' on prayer - Listen and appraise: Children will listen and discuss a range of classic rock songs. - Musical activities: children will learn and/or build on their knowledge and understanding about the interrelated dimensions of music through playing warm up games, learning to sing the song and playing instruments. - Perform the song: the children will perform the song including singing and playing instruments.	Livin' on a prayer - Listen and appraise: Children will listen and discuss a range of classic rock songs. - Musical activities: children will learn and/or build on their knowledge and understanding about the interrelated dimensions of music through playing warm up games, learning to sing the song and playing instruments. - Perform the song: the children will perform the song including singing and playing instruments.	
Computing	Computing systems and networks - To know how search engines work. - To understand that anyone can create a website and therefore we should take steps to check the validity of websites. - To know that web crawlers are computer programs that crawl through the internet. - To understand what copyright is. - To know the difference between ROM and RAM	Programming - To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. - To understand that using loops can make the process of writing music simpler and more effective. - To know how to adapt their code while performing their music. - To know that a Micro:bit is a programmable device. - To know that Micro:bit uses a block coding language similar to Scratch. - To understand and recognise coding structures including variables. - To know what techniques to use to create a program for a specific purpose (including decomposition).	

Promoting British Values	British values: <i>Democracy:</i> Children elect children in the class to be school and eco counsellors. Whole school elects the vice and prime minister of the school. <i>The Rule of Law:</i> Children understand the school rules; the Good to be Green behaviour scheme is implemented in class (warning and consequence cards) and all children understand this fully. <i>Individual Liberty:</i> As part of their settling into a new class, the children will be able to express their own individual interests and share these with the class. We will also be 'getting to know' one another within our French lessons. <i>Mutual respect:</i> During their PSHCE lesson the class will be learning how to value each others differences and will be exploring our differences within their science unit on animals, including humans. <i>Tolerance of those different Faiths and Beliefs:</i> Children will be learning about the Islam and Muslims during their R.E. lesson, including having a visit from an Imam. Enrichments this term: • Anglo-Saxon workshop • Imam to visit. • Forest school sessions • Swimming • Class assembly
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