

St Luke's C of E (Aided) Primary School  
Year 5 Curriculum Planning, Autumn 1  
2024-2025

Topic: Biomes and Ecosystems

Subject	Week 1 W/C 2 <sup>nd</sup> September	Week 2 W/C 9 <sup>th</sup> September	Week 3 W/C 16 <sup>th</sup> September	Week 4 W/C 23 <sup>rd</sup> September	Week 5 W/C 30 <sup>th</sup> September	Week 6 W/C 7 <sup>th</sup> October	Week 7 W/C 14 <sup>th</sup> October
<b>English – Starry River of the Sky</b>	Adventure stories			Persuasive letters			Literacy Shed Unit: Free Verse
<b>GPS</b>	Expanded noun phrases Proper nouns Verb prefixes			Possessive plural apostrophes Prefixes and suffixes			Consolidation
<b>Maths</b>	<b>Place value</b> To know roman numerals to 1,000.  To know numbers to 10,000.	<b>Place value</b> To know numbers to 100,000.  To know numbers to 1,000,000.  To know how to read and write numbers to 1,000,000.  To know powers of 10.  To know 10/100/1,000/100,000 more or less.	<b>Place value</b> To know how to partition numbers to 1,000,000.  To know the number line to 1,000,000.  To know how to compare and order numbers to 100,000.  To know how to compare and order numbers to 1,000,000.  To know how to round to the nearest 10, 100 or 1,000.	<b>Place Value and Addition and Subtraction</b>  To know how to round within 100,000.  To know how to round within 1,000,000.  To know mental strategies.  To know how to add numbers with more than four digits.  To know how to subtract numbers with more than 4 digits.	<b>Addition and Subtraction</b> To know how to round to check answers.  To know how to use inverse operations (addition and subtraction)  To know multistep addition and subtraction problems.  To know how to compare calculations.  To know how to find missing numbers.	<b>Multiplication and division</b> To know multiples.  To know common multiples.  To know factors.  To know common factors.  To know prime numbers.	<b>Multiplication and division</b> To know square numbers.  To know cube numbers.  To know how to multiply by 10, 100 and 1000.  To know how to divide by 100 and 1000.  To know multiples of 10, 100 and 1,000.
<b>Science</b>	<b>Electricity</b> Pre-assessment  Disciplinary knowledge: Know that an investigation includes simple, practical enquiries.	<b>Electricity</b>  To investigate the differences between mains and battery-powered circuits	<b>Electricity</b>  Disciplinary knowledge: Know that an experiment has variables. Know that experiments have to be fair.	<b>Electricity</b>  To investigate the purposes of conducting and insulating materials.	<b>Electricity</b>  Disciplinary knowledge: Know that comparative tests can be carried out.  Substantive knowledge:	<b>Electricity</b>  Disciplinary knowledge: Know that comparative tests can be carried out. Know that an experiment has variables.	<b>Electricity</b>  <b>Consolidation</b>

	Substantive knowledge: To investigate circuits and their different components.		Substantive knowledge: To recognise some common conductors and insulators, and associate metals with being good conductors		To be able to use knowledge of conductors and insulators to create switches to complete a circuit.	Know that experiments have to be fair.  Substantive knowledge: To be able to plan and carry out an experiment to see how to change the brightness of a bulb.	
<b>Computing</b>	<b>Personal Details</b>  To know the risks of online communities and know how to minimise risk and report problems.  To know the effect of online comments and show responsibility and sensitivity when online.	<b>Who is it?</b>  To know the risks of online communities and know how to minimise risk and report problems.  To know the effect of online comments and show responsibility and sensitivity when online.	<b>Phishing</b>  To know the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	<b>Strong Passwords</b>  To know the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	<b>Online bullying</b>  To know the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	<b>Reporting</b>  To know the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	<b>Consolidation</b>
<b>PSHE</b>	To know what makes a healthy friendship and how they make people feel included  To know strategies to help someone feel included  To know that friendships can change over time and the benefits of having new and different types of friends	To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable  To know when and how to seek support in relation to friendships	To know about peer influence and how it can make people feel or behave  To know the impact of the need for peer approval in different situations, including online  To know the strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication	To know that it is common for friendships to experience challenges  To know strategies to positively resolve disputes and reconcile differences in friendships	To recognise that everyone should be treated equally To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia  To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	To know the impact of discrimination on individuals, groups and wider society To know ways to safely challenge discrimination
<b>Geography</b>	What are the key features of the UK and the East Midlands region?	What is the geography of the North American continent?	What is the USA?	What is the main economic activity of the states in Western United States?	What is the geography of the North American continent?	What are rivers?	Consolidation

	To know about the ecosystems within my local area through a local study.						
<b>RE</b>	<b>The Creation Story</b> To understand the story of creation from the book of Genesis.	<b>Science and Religion</b> To explain the different theories of creation.	<b>Science and Religion</b> I can compare how science and religion answer questions about creation.	<b>Psalm 8</b> To discuss what Psalm 8 tells us about God and about Humans.	<b>How do Christians react to Psalm 8</b> I can discuss a Christian response to Psalm 8.	<b>Stewardship</b> I can explain how Christians can show God that we have cared for his creation.	Consolidation
<b>PE</b>	<b>Swimming</b>  <b>Gymnastics –</b>  To perform symmetrical and asymmetrical balances.  To perform interesting symmetrical and asymmetrical balances using apparatus.	<b>Swimming</b>  <b>Gymnastics –</b>  To develop the straight, forward, straddle and backward roll  To develop the straight, forward, straddle and backwards roll into a sequence.	<b>Swimming</b>  <b>Gymnastics –</b>  To explore different travelling actions using both canon and synchronisation.  To explore different methods of travelling, linking actions in both canon and synchronisation	<b>Swimming</b>  <b>Gymnastics –</b>  To perform progressions of inverted movements.  To perform progressions of inverted movements.	<b>Swimming</b>  <b>Gymnastics –</b>  To explore matching and mirroring in sequence work.  To explore matching and mirroring using actions both on the floor and on apparatus.	<b>Swimming</b>  <b>Gymnastics –</b>  To create a partner sequence using apparatus	<b>Swimming</b>  <b>Gymnastics –</b>  To create a group sequence using apparatus.
<b>Music</b>	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to listen to music with accuracy.	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to compose a pulse and tune.	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to perform Grieg's music on instruments.	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to appreciate and understand Grieg's music.	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to compose music to describe characters and events.	<b><u>In the hall of a mountain king by Edward Grieg</u></b>  To know how to perform using their voices accurately and with control to an audience.	Consolidation
<b>MFL – French</b>	<b>Numbers to 100</b>  How to explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	<b>Numbers to 100</b>  How to listen for specific phonemes, words and phrases.  Use strategies to work out meaning of new words.	<b>Numbers to 100</b>  Use strategies to work out meaning of new words.  How to explore the patterns and sounds of language to help develop	<b>Numbers to 100</b>  How to apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	<b>Classroom instructions</b>  How to apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	<b>Classroom instructions</b>  How to apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	<b>Classroom instructions</b>

			accurate pronunciation and intonation.			How to write simple sentences and short texts using a model.	
<b>Art and design</b>  <b>Form</b> - (3D work, clay, dough, Box modelling, wire, paper, cardboard sculptures, mod roc)	<b>Form – mountain sculptures</b>  To know how to plan, develop and evaluate ideas  To know some of the properties of media		<b>Form – mountain sculptures</b>  To know how to use materials to shape, form, model and join – including wire/mod roc, paper		<b>Form – mountain sculptures</b>  To know how to use observation or imagination when using materials		<b>Form – mountain sculptures</b>  To know how to discuss and evaluate own work and that of other sculptors