



Aintree Davenhill Medium Term Planning

Year Group: 5

Term: Autumn 2

Maths	Science	English
Number and Place Value (Mental Maths) - Read and write any integer and use decimal notation for tenth and hundredths and know what each digit represents - Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal - Count forwards and backwards in equal steps and describe any patterns in the sequence - Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places - Know by heart facts for all multiplication tables up to 12 x 12 - Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers) - Find pairs of numbers with a sum of 100 - Derive related facts from those already known (e.g. 4 x 0.8 linked to 4 x 8 or 3 + 7 = 10 linked to 0.3 + 0.7 = 1) - Find doubles and halves of decimals each with units and tenths - Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg, etc. - Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places Mental Multiplication and Division - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - Know and use the vocabulary of prime numbers - Establish whether a number up to 100 is prime - Recognise and use square numbers and the notation for squared (2) - Use partitioning to double or halve any number, including decimals to two decimal places - Multiply and divide numbers mentally drawing upon known facts - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) - Select a mental strategy appropriate for the numbers involved in the calculation - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Division - 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 - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) - Solve problems involving division Fractions - Count on and back in mixed number steps such as $1\frac{1}{2}$ - Read and write decimal numbers as fractions - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Compare and order fractions whose denominators are all multiples of the same number (including on a number line) - Solve problems involving fractions Multiplication and Measurement (Area) - 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 - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method) - 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 Data Handling and Measurement (Time) - Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks - Complete, read and interpret information in tables, including timetables - Solve problems involving converting between units of time	Properties of Materials Programme of Study - 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 - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity) - Temperature and Thermal Insulation - Heat always moves from hot to cold - Some materials (insulators) are better at slowing down the movement of heat than others - Objects/liquids will warm up or cool down until they reach the temperature of their surroundings Working Scientifically - Carry out tests to answer questions such as 'Which materials would be the most effective for making a lunchbox?' - Compare materials in order to make a switch in a circuit Changes of Materials Programme of Study - 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 - Demonstrate that dissolving, mixing and changes of state are reversible changes - Changes can occur when different materials are mixed - Some material changes can be reversed, and some cannot - Recognise that dissolving is a reversible change - Distinguish between melting and dissolving - Mixtures of solids (of different particle size) can be separated by sieving - Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved) - Evaporation helps us separate soluble materials from water - Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed) - Freezing, melting and boiling changes can be reversed (revision from YR4) - Explain that some changes result in the formation of new 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 Working Scientifically - Observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes Researching and discussing how chemical changes have an impact on our lives, for example cooking	Reading Word Reading - Use knowledge of root words to understand meanings of words - Apply knowledge of prefixes to understand meaning of new words - Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably - Read and understand meaning of words on Y5/6 word list – see bottom - Use punctuation to determine intonation and expression when reading aloud to a range of audiences Reading Comprehension Maintain positive attitudes to reading and understanding what they read by: - Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves - Regularly listening to whole novels read aloud by the teacher from an increasing range of authors - Exploring themes within and across texts e.g. loss, heroism, friendship - Making comparisons within a text e.g. characters' viewpoints of same events - Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries - Recommending books to their peers with reasons for choices - Reading books and texts that are structured in different ways for a range of purposes - Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends - Learning a wider range of poems by heart - Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience Understand what they read by: - Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals - Exploring meaning of words in context - Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal - Inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - Predicting what might happen from information stated and implied - Re-read and reads ahead to locate clues to support understanding - Scanning for key words and text marking to locate key information - Summarising main ideas drawn from more than one paragraph and identifying key details which support this - Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech Discuss and evaluate how authors use language including figurative language, considering the impact on the reader - Exploring, recognising and using the terms metaphor, simile, imagery - Explaining the effect on the reader of the authors' choice of language - Distinguish between statements of fact or opinion within a text Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by: - Preparing formal presentations individually or in groups - Using notes to support presentation of information - Responding to questions generated by a presentation - Participating in debates on an issue related to reading (fiction or non-fiction) Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text (Point + Evidence + Explanation) Writing Vocabulary, Spelling and Punctuation - Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that, e.g. Sam, who had remembered his wellies, was first to jump in the river The robberies, which had taken place over the past month, remained unsolved - Create and punctuate complex sentences using ed openers - Create and punctuate complex sentences using ing openers - Create and punctuate complex sentences using simile starters - Demarcate complex sentences using commas and explore ambiguity of meaning - Explore, collect and use modal verbs to indicate degrees of possibility, e.g. might, could, shall, will, must - Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, subsequently - Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly - Identify and use brackets and dashes - Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs - Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- Composition - Plan their writing by: - Identifying the audience and purpose - Selecting the appropriate language and structures - Using similar writing models - Noting and developing ideas - Drawing on reading and research - Thinking how authors develop characters and settings (in books, films and performances)

		Draft and write by: • Selecting appropriate grammar and vocabulary • Blending action, dialogue and description within and across paragraphs • Using devices to build cohesion (see VGP column) • Using organisation and presentational devices e.g. headings, subheadings, bullet points, diagrams, text boxes Evaluate and edit by: • Assessing the effectiveness of own and others' writing in relation to audience and purpose • Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Ensuring consistent and correct use of tense throughout a piece of writing • Ensuring consistent subject and verb agreement • Proofreading for spelling and punctuation errors • Perform own compositions for different audiences: • Using appropriate intonation and volume • Adding movement • Ensuring meaning is clear Spelling • Spell words that they have not yet been taught by using what they have learnt about how spelling works in English • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with 'silent' letters, e.g. knight, psalm, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- Handwriting • Write fluently • Choose when it is appropriate to print or join writing, e.g. printing for labelling a scientific diagram
History	Geography	Computing
Impact of World War I on Aintree Chronology Show their chronologically secure knowledge by: • Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) • Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time • Analyse connections, trends and contrasts over time Events, People and Changes Show their knowledge and understanding of local, national and international history by: • Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history • Establishing a narrative showing connections and trends within and across periods of study Communication • Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical • information using appropriate dates and terms Enquiry, Interpretation and Using Sources • Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed • Use sources as a basis for research from which they will <i>Begin</i> to use information as evidence to test hypotheses • <i>Begin</i> to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this • <i>Begin</i> to recognise why some events, people and changes might be judged as more historically significant than others	Impact of World War I on Liverpool • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	AR Games (IT) (IT) To understand AR technology and its uses. (IT/DL) To discuss new technologies and their impact on work/society. (IT) To open a digital file and edit it. (IT) To play and review an AR game, detailing positives and negatives. (DL) To discuss the role of an influencer (DL) To discuss the potential risks of sharing content online (IT) To create an AR scene (IT) To review an AR app (IT) To create a simple storyboard. (IT) To record a series of short video clips. (IT) To use a video editing application to create a short vlog that includes different types of media e.g. video, images, text and audio (IT) To create digital graphics and illustrations. (IT) To understand how to create digital art using Apple's Keynote. (IT) To export graphics with a transparent background. (IT) To import graphics into an app. (IT) To use an AR content creation app. (IT) To record audio and video to showcase an AR experience. (IT/DL) To explain key vocabulary. (IT) To share what they have learnt and favourite parts of the lessons (IT/DL) To discuss how AR and the skills they've learned might be used in the future.
D.T	Art	Music
.	Sculpture and 3D Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.	• Trombones provided by Sefton music service Blues History of the Blues To know the key features of Blues music To name three key features of Blues music To sing a Blues song To use vocal expression to convey meaning Playing a chord To play the first line of the 12-bar Blues To what a chord is To play the chord of C To play the chord of C for the first line of the 12-bar Blues The 12 – bar Blues To be able to play the 12-bar Blues To play the chord sequence of the 12- bar Blues To play the chords of C, F and G To play in time with the backing track

		Blues Scales To be able to play the Blues scale To play the Blues scale going up To play the Blues scale going down To play the Blues scale in time with the backing track Improvisation and the blues To be able to improvise with notes from the Blues scale To play the Blues scale notes out of order To play different Blues scale notes along to the backing track To improvise using notes from the Blues scale
		Spanish Listening - Follow a short familiar text listening and reading at the same time - Listen attentively and understand more complex phrases and sentences; join in to show understanding - Listen for gist - Understand longer and more complex phrases / sentences - Pick out main details from a story, poem, song, conversation or passage Speaking - Speak with increasing fluency - Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts - Prepare a short presentation on a familiar topic - Understand and express simple opinions - Initiate and sustain conversations and tell stories - Speak in sentences using familiar vocabulary, phrases and basic language structures - Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation - Speak with increasing spontaneity - Use repair strategies to keep a conversation going Reading - Read carefully and show understanding of words, phrases and simple writing - Re-read frequently a variety of short texts - Read and understand the main points and some detail from a short written passage - Identify different text types and read short, authentic texts for enjoyment or information - Match sound to sentences and paragraphs - Broaden vocabulary - Develop strategies for understanding new words in familiar material including using a dictionary - Apply phonic knowledge of the foreign language in order to decode text Writing - Write phrases from memory and adapt these to make new sentences - Express ideas clearly - to write words, short phrases and short sentences, using a reference - Be able to write at varying length, for different purposes and audiences - Write sentences on a range of topics using a model - Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy Grammar - Nouns - Gender - Singular and plural forms - Definite and indefinite article - Develop an awareness of sound spelling link to be able to write with increasing accuracy - Recognise different word classes e.g. nouns, verbs, adjectives - Recognise and use high frequency verbs - Question words - Develop an awareness of the place of the adjective in the sentence - Develop an awareness of adjectival agreements - Simple adverbs of time (time phrases including o'clock) - Develop an awareness of word order - Apply knowledge of language rules and conventions when building short sentences - Personal pronouns I, you, he, she, it, we, they - Develop an awareness of verb patterns - Conjugate regular high frequency verbs - Conjugate some basic high frequency irregular verbs - Begin to use adjectival agreements with accuracy - Use of prepositions - À + definite article - De + definite article - Prepositions - Use a range of adverbs to make messages more interesting
P.E	P.S.H.E	R.E

Football - To turn with the ball. - To travel quickly and effectively when running with the ball. - To combine running with the ball and sending it into space. - To maintain position when attacking to create space. - To perform a stepover to beat a defender. - To control a bouncing ball, keeping it close to the body Fitness (Unit 1) - To use coordination in our exercise. - To keep moving even when we are tired. - To know what and AMRAP stands for and participate in it. - To identify what we find challenging and why. - To work under time pressure. - To beat our previous score and work out the difference in scores.	Health and Well-Being - To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying (Link to Anti-Bullying Week) - To explore the risks associated with drug use - To challenge misconceptions about drug users - To explain what peer pressure is and how to challenge it - To explain how to keep my body and mind healthy - To explain how and when to share feelings - To explain a healthy lifestyle	U2.5 What does it mean to be a Muslim in Britain today? (Part 1) This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque. Accurate vocabulary: teach pupils to remember and use Islamic terminology correctly, for example prophet, Allah, 5 Pillars, minaret, dome, mosque, muezzin, mihrab, wudu, revelation. Also use the vocabulary of spirituality: 'a sense of the presence of God', 'experiences of awe and wonder'. Pupils will: - Describe the Five Pillars of Islam and give detailed examples of how these affect the everyday lives of Muslims (A1). - Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). - Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). - Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). - Make connections between the key functions of the mosque and the beliefs of Muslims (A1). - Deploy a rich knowledge of the 5 Pillars to explain connections between Muslim practice and their beliefs about God and the Prophet Muhammad (A2). - Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). - Answer the title key question from different perspectives, including their own (C1).
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