



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 1 2025 - 2026

	WEEK 1 w/c 1.9.25 1 day INSET	WEEK 2 w/c 8.9.25	WEEK 3 w/c 15.9.25	WEEK 4 w/c 22.9.25	WEEK 5 w/c 29.9.25	WEEK 6 w/c 6.10.25	WEEK 7 w/c 13.10.25
LEAD TEXT/TOPIC	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo
ENGLISH Genres	<p>See weekly plan</p> <p>SPaG, handwriting, sentence writing and comprehension skills</p> <p>To develop accurate SPaG knowledge.</p> <p>To develop handwriting when constructing sentences.</p> <p>To develop reading comprehension skills.</p> <p>Start reading Beowulf</p>	<p>See weekly plan</p> <p>Character description – Geatish warrior</p> <p>Link to Beowulf</p> <p>LI: To use descriptive vocabulary.</p>	<p>See weekly plan</p> <p>Diary entry – Warrior’s journey to Denmark</p> <p>Link to Beowulf</p> <p>LI: To use emotive vocabulary.</p>	<p>See weekly plan</p> <p>Persuasion – apply to be one of Beowulf’s warriors</p> <p>Link to Beowulf</p> <p>LI: To use persuasive language.</p>	<p>See weekly plan</p> <p>Narrative – Battle with Grendel</p> <p>Link to Beowulf</p> <p>LI: To use narrative language to create a short story.</p> <p>Green writing journal See weekly plan</p>	<p>See weekly plan</p> <p>Narrative – Battle with Grendel</p> <p>Link to Beowulf</p> <p>LI: To use narrative language to create a short story.</p> <p>Green writing journal</p>	<p>See weekly plan</p> <p>Non-chronological report - Dragons</p> <p>LI: To use formal language in a NCR.</p>
MATHS Refer to Maths Hub Planning	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Roman Numerals Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and Order numbers to 1,000,000 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Mental Strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits. Round to check answers 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Inverse operations Multi-step addition and subtraction problems Compare calculations Find missing numbers. 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiples Common Multiples Factors Common Factors 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Prime Numbers Square Numbers Cube Numbers Multiply by 10, 100 and 1,000 Divide by 10, 100, 1,000



<p>SCIENCE</p>	<p><u>Living things and their Habitats</u></p> <p>What do you know and what would you like to find out about the Anglo Saxons?</p> <p>KWL and front covers Vocabulary – definition work</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>Enquiry Question:</u> Are There Any Differences Between the Lifecycles of Mammals, Amphibians, Insects and Birds?</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To understand what a naturalist is.</p> <p><u>Enquiry Question:</u> How Can We Behave Like Naturalists?</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To understand what sexual reproduction in plants is.</p> <p><u>Enquiry Question:</u> What Is Sexual Reproduction in Plants?</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To explore whether plants can reproduce without seeds.</p> <p><u>Enquiry Question:</u> Can Plants Reproduce Without Seeds?</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To understand if animals reproduce in the same way.</p> <p><u>Enquiry Question:</u> Do all animals reproduce in the same way?</p>	<p><u>Living things and their Habitats</u></p> <p><u>LI:</u> To consolidate what I have learnt about living things and their habitats.</p>
<p>HISTORY</p>	<p><u>Anglo Saxons</u></p> <p><i>What do you know and what would you like to find out about the Anglo Saxons?</i></p> <p>KWL and front covers Vocabulary Knowledge organisers</p>	<p><u>Anglo Saxons</u></p> <p><i>When were the Anglo-Saxons in relation to the rest of history?</i></p> <p>Children to organise a history timeline into chronological order.</p> <p><u>LI:</u> To be able to ask questions about a new topic.</p> <p><u>LI</u> To be able to order the Anglo Saxons in chronological order in history.</p>			<p><u>Anglo Saxons</u></p> <p><i>What was discovered at Sutton Hoo and how can I use it as evidence about the past?</i></p> <p>Children look at images of the items found at Sutton Hoo. They sort them by size, material and purpose.</p> <p><u>LI</u> To be able to identify archaeological artefacts and describe them.</p>	<p><u>Anglo Saxons</u></p> <p><i>How can use historical evidence to determine who was buried at Sutton Hoo?</i></p> <p>Children sketch items discovered at Sutton Hoo and explain what it tells us.</p> <p><u>LI</u> To be able to explain a significant event in Anglo Saxon history.</p>	<p><u>Anglo Saxons</u></p> <p><i>What was daily life like for Anglo Saxons?</i></p> <p>Children explore and answer questions about homes, food, entertainment and clothes.</p> <p><u>LI</u> To be able to understand the daily life of Anglo Saxons.</p>



GEOGRAPHY			<p><u>Anglo Saxons</u></p> <p><i>Where did the Saxons come from?</i></p> <p>Children to look at maps and draw the origin and destination of the Angles, Jutes and Saxons.</p> <p>Link to Beowulf</p> <p><u>LI:</u> To be able to understand and locate the Anglo Saxons invasions on a map.</p>	<p><u>Anglo Saxons</u></p> <p><i>Where did the Anglo Saxons settle in Britain?</i></p> <p>Children label where the different groups of people settled on a map.</p> <p>Children look at an atlas to identify place names with Anglo Saxon root names.</p> <p><u>LI:</u> To be able to locate Anglo Saxon settlements on a map.</p>			
COMPUTING	<p>Online Safety Unit 2.2 – Searching and Sharing</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. 	<p>Online Safety Unit 2.2 - Email Using 2Respond</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. 	<p>Online Safety Unit 2.2 - Digital Footprint</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information we leave online. To identify the steps that can be taken to keep personal data and hardware secure 	<p>Online Safety</p> <p>Children to use what they have learnt to effectively search the internet for useful information to support writing.</p>	<p>Making Music Unit 2.7 - Introducing 2Sequence</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. 	<p>Making Music Unit 2.7 - Making Music</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. 	<p>Making Music Unit 2.7 - Soundtracks</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.



ART & DESIGN	<p>Self Portraits for the Gallery.</p> <p><u>LI To be able to paint a self-portrait.</u></p> <p>P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p>	<p>Beowulf artwork -linked to topic</p> <p><u>LI To develop close observational skills.</u></p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Beowulf artwork -linked to topic</p> <p><u>LI To develop close observational skills.</u></p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI To be able to create a 3D structure.</u></p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI To be able to create a 3D structure.</u></p>	<p>Beowulf artwork -linked to topic</p> <p><u>LI To develop close observational skills.</u></p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Beowulf artwork -linked to topic</p> <p><u>LI To develop close observational skills.</u></p> <p>D1 work on sustained, independent, detailed drawings</p>
DESIGN TECHNOLOGY				<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI To be able to create a 3D structure.</u></p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI To be able to create a 3D structure.</u></p>		
MUSIC	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To understand how to position and hold a ukulele.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To know the different components of a ukulele.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To understand what chords are.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To understand what chords are.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To know the different chords on a ukulele.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To know the different chords on a ukulele.</u></p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI To know the different chords on a ukulele.</u></p>
PE	<p><u>Class PE</u> Athletics</p> <p><u>LI To be able to throw and catch.</u></p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics</p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics</p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics <u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics</p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics</p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Athletics</p> <p><u>PPA PE</u> OAA SET BY PE DEPARTMENT</p>



RE	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>Short week – discussion led</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how many people believe in God?</p> <p>Discuss means of words theist, agnostic and atheist.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To discuss is God real and understand the Christian values?</p> <p>Wanted poster for God.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To discuss is God real and understand the Christian values?</p> <p>Solving the big question, witnesses</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how we know what is true and why people believe or not believe?</p> <p>Discuss change, accident and purpose.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how we know what is true and why people believe or not believe?</p> <p>Reason for believing/not believing</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To research what Christians believe about how the world began?</p> <p>Evolution, whys?</p>
PSHCE Core theme 1: Citizenship	Transition activities – discussions.	<p><u>Citizenship</u></p> <p>LI: To begin to understand what happens when the law is broken.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-1-breaking-the-law/</p>	<p><u>Citizenship</u></p> <p>LI: To explore the links between rights and responsibilities.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-2-rights-and-responsibilities/</p>	<p><u>Citizenship</u></p> <p>LI: To understand how reducing our use of materials and energy will help the environment.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-3-protecting-the-planet/</p>	<p><u>Citizenship</u></p> <p>LI: To understand how we recognise and value the contribution people make to the community.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-4-contributing-to-the-community/</p>	<p><u>Citizenship</u></p> <p>LI: To recognise the role of pressure groups.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-5-pressure-groups/</p>	<p><u>Citizenship</u></p> <p>LI: To understand how parliament works.</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-6-parliament/</p>
PMFL	Start week 2	<p><u>Salut</u></p> <p>On Holiday</p> <p>Where are you going on holiday?</p> <p>LI To be able to say and write about a country.</p>	<p><u>Salut</u></p> <p>On Holiday</p> <p>Where are you staying?</p> <p>LI To be able to describe different types of accommodation.</p>	<p><u>Salut</u></p> <p>On Holiday</p> <p>At the zoo</p> <p>LI To talk about a visit to the zoo.</p>	<p><u>Salut</u></p> <p>On Holiday</p> <p>At the beach</p> <p>LI To talk about a visit to the beach.</p>	<p><u>Salut</u></p> <p>On Holiday</p> <p>At the theme park</p> <p>LI To talk about a visit to the zoo.</p>	<p><u>Salut</u></p> <p>On Holiday</p> <p>At the theme park</p> <p>LI To talk about a visit to the zoo.</p>