

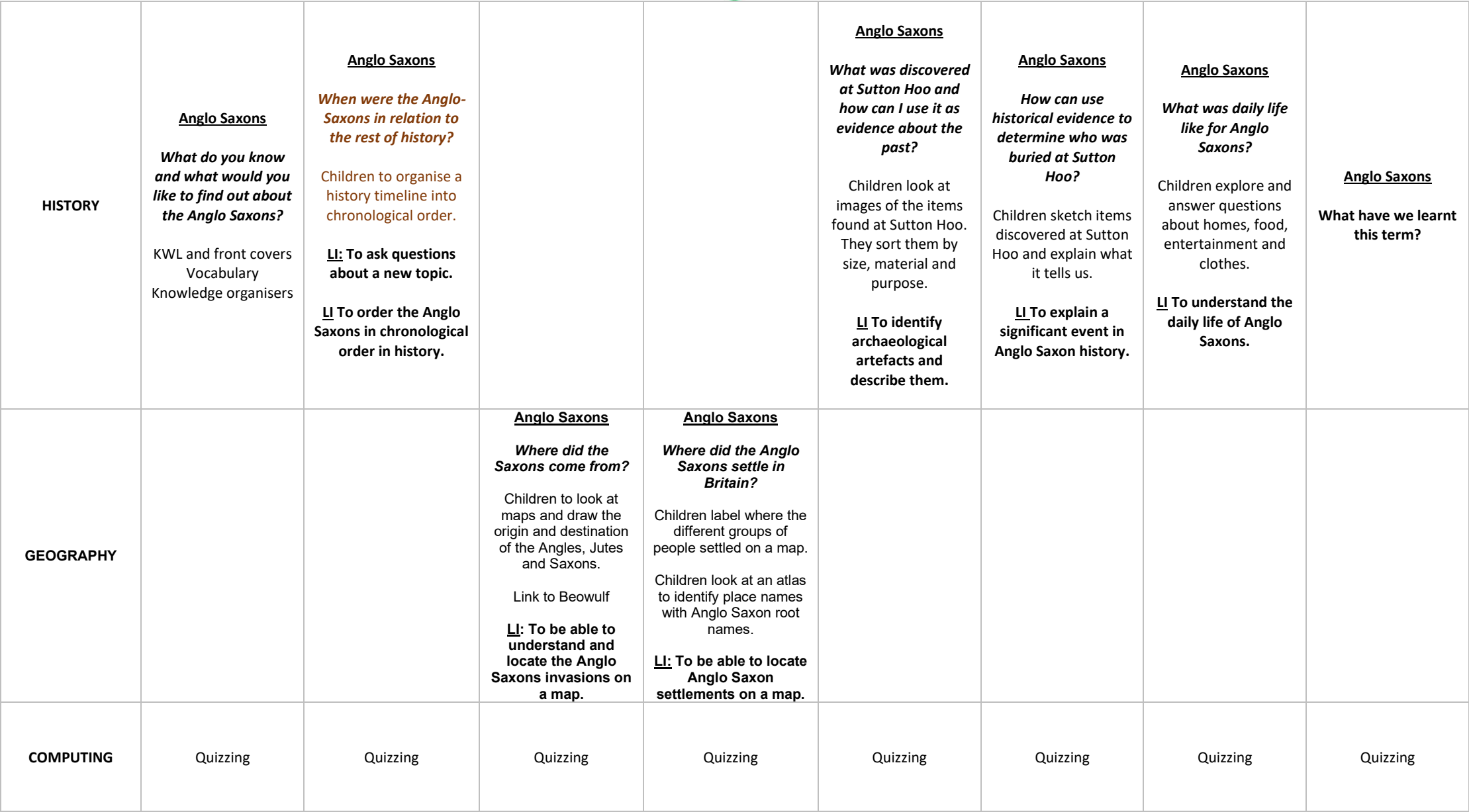


**Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 1 2026 - 2027**

|                   | WEEK 1<br>w/c 31.8.26                                                                                                                                                                                                                                                                                               | WEEK 2<br>w/c 7.9.26                                                                                                                                                                                                                                                                                                                                                            | WEEK 3<br>w/c 14.9.26                                                                                                                                                                                                                                                                                                                                                           | WEEK 4<br>w/c 21.9.26                                                                                                                                                                                                                                               | WEEK 5<br>w/c 28.9.26                                                                                                                                                                                                                                               | WEEK 6<br>w/c 5.10.26                                                                                                                                                                                                                                                                       | WEEK 7<br>w/c 12.10.26                                                                                                                                                                                                                                                                      | WEEK 8<br>w/c 19.10.26          |
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| LEAD TEXT/TOPIC   | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                                                                     | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                                                                                                                                 | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                                                                                                                                 | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                     | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                     | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                                             | Anglo-Saxon Boy<br>Tony Bradman                                                                                                                                                                                                                                                             | Anglo-Saxon Boy<br>Tony Bradman |
| ENGLISH<br>Genres | <p>See weekly plan – 2 days</p> <p>SPaG, handwriting, sentence writing and comprehension skills</p> <p><b>To develop accurate SPaG knowledge.</b></p> <p><b>To develop handwriting when constructing sentences.</b></p> <p><b>To develop reading comprehension skills.</b></p> <p>Start reading Anglo-Saxon Boy</p> | <p>See weekly plan – over 2 weeks</p> <p>Setting &amp; character description – extended descriptive narrative introducing an Anglo-Saxon setting and the central character</p> <p>Pages 1-28</p> <p><b>LI: To use commas after a fronted adverbial.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Expanded noun phrases<br/>Fronted adverbials<br/>Commas<br/>Relative clauses</p> | <p>See weekly plan – over 2 weeks</p> <p>Setting &amp; character description – extended descriptive narrative introducing an Anglo-Saxon setting and the central character</p> <p>Pages 1-28</p> <p><b>LI: To use commas after a fronted adverbial.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Expanded noun phrases<br/>Fronted adverbials<br/>Commas<br/>Relative clauses</p> | <p>See weekly plan – over 2 weeks</p> <p>Short suspense narrative – Capture or escape scene</p> <p>Pages 29-48</p> <p><b>LI: To create suspense.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Sentence variety<br/>Conjunctions<br/>Powerful verbs<br/>Paragraphs</p> | <p>See weekly plan – over 2 weeks</p> <p>Short suspense narrative – Capture or escape scene</p> <p>Pages 29-48</p> <p><b>LI: To create suspense.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Sentence variety<br/>Conjunctions<br/>Powerful verbs<br/>Paragraphs</p> | <p>See weekly plan – over 2 weeks</p> <p>Extended diary – From Magnus's viewpoint, including dialogue and reflection</p> <p>Pages 49-78</p> <p><b>LI: To convey emotion.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Accurate speech<br/>First person<br/>Past tense<br/>Time adverbials</p> | <p>See weekly plan – over 2 weeks</p> <p>Extended diary – From Magnus's viewpoint, including dialogue and reflection</p> <p>Pages 49-78</p> <p><b>LI: To convey emotion.</b></p> <p><u><b>SPaG Focus</b></u></p> <p>Accurate speech<br/>First person<br/>Past tense<br/>Time adverbials</p> |                                 |



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| <b>MATHS</b><br>Refer to Maths<br>Hub Planning | <b><u>Place Value</u></b> <ul style="list-style-type: none"><li>• Correctly set out books</li><li>• Times tables &amp; division check</li><li>• Number to 100</li></ul> | <b><u>Place Value</u></b> <ul style="list-style-type: none"><li>• Roman Numerals</li><li>• Numbers to 1,000,000</li><li>• Read and write numbers to 1,000,000</li><li>• Powers of 10</li></ul>                                                                                                               | <b><u>Place Value</u></b> <ul style="list-style-type: none"><li>• 10/100/1,000/10,000/100,000 more or less</li><li>• Partition numbers to 1,000,000</li><li>• Number line to 1,000,000</li><li>• Compare and Order numbers to 1,000,000</li></ul> | <b><u>Place Value</u></b> <ul style="list-style-type: none"><li>• Round to the nearest 10, 100 or 1,000</li><li>• Round within 100,000</li><li>• Round within 1,000,000</li></ul>                             | <b><u>Addition and Subtraction</u></b> <ul style="list-style-type: none"><li>• Mental Strategies</li><li>• Add whole numbers with more than four digits</li><li>• Subtract whole numbers with more than four digits.</li><li>• Round to check answers</li></ul> | <b><u>Addition and Subtraction</u></b> <ul style="list-style-type: none"><li>• Inverse operations</li><li>• Multi-step addition and subtraction problems</li><li>• Compare calculations</li><li>• Find missing numbers.</li></ul> | <b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"><li>• Multiples</li><li>• Common Multiples</li><li>• Factors</li><li>• Common Factors</li></ul> | <b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"><li>• Prime Numbers</li><li>• Square Numbers</li><li>• Cube Numbers</li><li>• Multiply by 10, 100 and 1,000</li><li>• Divide by 10, 100, 1,000</li></ul> |
| <b>SCIENCE</b>                                 | <b><u>Living things and their Habitats</u></b><br><br>KWL and front covers<br>Vocabulary –<br>definition work                                                           | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br><b><u>Enquiry Question:</u></b><br>Are There Any Differences Between the Lifecycles of Mammals, Amphibians, Insects and Birds? | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To understand what a naturalist is.<br><br><b><u>Enquiry Question:</u></b><br>How Can We Behave Like Naturalists?                                                         | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To understand what sexual reproduction in plants is.<br><br><b><u>Enquiry Question:</u></b><br>What Is Sexual Reproduction in Plants? | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To explore whether plants can reproduce without seeds.<br><br><b><u>Enquiry Question:</u></b><br>Can Plants Reproduce Without Seeds?                                                    | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To understand if animals reproduce in the same way.<br><br><b><u>Enquiry Question:</u></b><br>Do all animals reproduce in the same way?                   | <b><u>Living things and their Habitats</u></b><br><br>Investigation enquiry                                                                                                 | <b><u>Living things and their Habitats</u></b><br><br><b><u>LI:</u></b> To consolidate what I have learnt about living things and their habitats.                                                                                    |





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| ART & DESIGN      |  | Self Portraits for the Gallery.<br><br><u><b>LI To be able to paint a self-portrait.</b></u><br><br>P5 identify, mix and use primary, secondary, complimentary and contrasting colours. | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To develop close observational skills.</b></u><br><br>D1 work on sustained, independent, detailed drawings                           | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To develop close observational skills.</b></u><br><br>D1 work on sustained, independent, detailed drawings          | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To be able to create a 3D structure.</b></u>                                                                                     | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To be able to create a 3D structure.</b></u>                                                                                                          | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To develop close observational skills.</b></u><br><br>D1 work on sustained, independent, detailed drawings                                         | Anglo-Saxon artwork - linked to topic<br><br><u><b>LI To develop close observational skills.</b></u><br><br>D1 work on sustained, independent, detailed drawings       |
| DESIGN TECHNOLOGY |  |                                                                                                                                                                                         |                                                                                                                                                                                            | Sutton Hoo helmets-linked to topic<br><br><u><b>LI To be able to create a 3D structure.</b></u>                                                                           | Sutton Hoo helmets-linked to topic<br><br><u><b>LI To be able to create a 3D structure.</b></u>                                                                                        |                                                                                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                        |
| MUSIC             |  | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To know the different components of a ukulele.</b></u>                                                                  | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To understand what chords are.</b></u>                                                                                     | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To understand what chords are.</b></u>                                                                    | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To know the different chords on a ukulele.</b></u>                                                                     | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To know the different chords on a ukulele.</b></u>                                                                                          | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To know the different chords on a ukulele.</b></u>                                                                                       | <u><b>Music</b></u><br><br>Ukuleles and singing<br><br><u><b>LI To know the different chords on a ukulele.</b></u>                                                     |
| PE                |  | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                               | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                                  | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                 | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                              | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                                                   | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                                                                | <u><b>Class PE</b></u><br>Athletics<br><br><u><b>PPA PE</b></u><br>OAA<br><br><b>SET BY PE DEPARTMENT</b>                                                              |
| RE                |  | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>Short week – discussion led                                                                                 | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To investigate how many people believe in God?<br><br>Discuss means of words theist, agnostic and atheist. | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To discuss is God real and understand the Christian values?<br><br>Wanted poster for God. | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To discuss is God real and understand the Christian values?<br><br>Solving the big question, witnesses | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To investigate how we know what is true and why people believe or not believe?<br><br>Discuss change, accident and purpose. | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To investigate how we know what is true and why people believe or not believe?<br><br>Reason for believing/not believing | <u><b>RE</b></u><br><br>U2.1- Why do some people believe God exists?<br><br>LI: To research what Christians believe about how the world began?<br><br>Evolution, whys? |



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| <p><b>PSHCE</b><br/><b>Core theme 1:</b><br/><b>Citizenship</b></p> | <p><b>Transition activities – discussions.</b></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To begin to understand what happens when the law is broken.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-1-breaking-the-law/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-1-breaking-the-law/</a></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To explore the links between rights and responsibilities.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-2-rights-and-responsibilities/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-2-rights-and-responsibilities/</a></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To understand how reducing our use of materials and energy will help the environment.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-3-protecting-the-planet/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-3-protecting-the-planet/</a></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To understand how we recognise and value the contribution people make to the community.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-4-contributing-to-the-community/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-4-contributing-to-the-community/</a></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To recognise the role of pressure groups.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-5-pressure-groups/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-5-pressure-groups/</a></p> | <p><b><u>Citizenship</u></b></p> <p><u>L1</u>: To understand how parliament works.</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-6-parliament/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-6-parliament/</a></p> |                                      |
| <p><b>PMFL</b></p>                                                  | <p>Start week 2</p>                                | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>Where are you going on holiday?</p> <p><b><u>L1</u></b> To be able to say and write about a country.</p>                                                                                                                                                                                                                 | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>Where are you staying?</p> <p><b><u>L1</u></b> To be able to describe different types of accommodation.</p>                                                                                                                                                                                                                                  | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>At the zoo</p> <p><b><u>L1</u></b> To talk about a visit to the zoo.</p>                                                                                                                                                                                                                                                                                     | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>At the beach</p> <p><b><u>L1</u></b> To talk about a visit to the beach.</p>                                                                                                                                                                                                                                                                                                   | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>At the theme park</p> <p><b><u>L1</u></b> To talk about a visit to the zoo.</p>                                                                                                                                                                                                                      | <p><b><u>Salut</u></b></p> <p><b>On Holiday</b></p> <p>At the theme park</p> <p><b><u>L1</u></b> To talk about a visit to the zoo.</p>                                                                                                                                                                                                      | <p><b>Consolidation learning</b></p> |

**LOTC** to be indicated on Planning **ECO** to be indicated on planning