

Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 2 2025/2026

Subjects	WEEK 1 27.10.25	WEEK 2 3.11.25 Remembrance Day	WEEK 3 10.11.25 Remembrance Day Anti-bullying week	WEEK 4 17.11.25 Parent's Evening	WEEK 5 24.11.25	WEEK 6 1.12.25	WEEK 7 8.12.25	WEEK 8 15.12.25 Christmas Party INSET
LEAD TEXT/TOPIC	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	
ENGLISH Genres	Setting Description LI To use personification within a setting description.	Instructions LI To use imperative verbs within a set of instructions.	ASSESSED WRITING NCR - Dragons LI To use formal language within a non-chronological report.	ASSESSED WRITING NCR - Dragons LI To use formal language within a non-chronological report.	Newspaper report – Dragon attack LI To use the features of a newspaper.	Newspaper report – Dragon attack LI To use the features of a newspaper.	Poetry – Dragons LI To use rhyming to create a poem.	Christmas Activities
MATHS Refer to Maths Hub Planning	Multiplication and Division Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Fractions Find fractions equivalent to a unit fraction	Fractions Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers	Fractions Convert mixed numbers to improper fractions Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator	Fractions Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers	Fractions Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two mixed numbers	Multiplication and Division Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number Multiply a 3-digit number by a 2-digit number	Multiplication and Division Multiply a 4-digit number by a 2- digit number Solve problems with multiplication Revision for remainder of the week/gap analysis	Revision for remainder of the week/gap analysis



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SCIENCE Refer to the Kent Scheme of Work unit plans	Earths and Space L.I. To name and order planets in our solar system. KWL grids Vocabulary Front cover	Earths and Space L.I. To understand how our position impacts life on earth. Enquiry Question: How Does Our Position in The Solar System Impact Life on Earth? Children to complete diagram of Earth's orbit of the sun. Then answer the enquiry question in a paragraph.	Earths and Space L.I To understand what else orbits the sun. Enquiry Question: Does anything else orbit the sun? (goes over 2 weeks) Children to recognise the other planets in the solar system and their position from the sun. Children to research the different planets then create a poster detailing their findings (see example below). Activity	Earths and Space L.I To understand what else orbits the sun. Enquiry Question: Does anything else orbit the sun? Children to recognise the other planets in the solar system and their position from the sun. Children to continue to create a poster detailing their findings (see example below). Activity:	Earth and Space LI: To understand why we get night and day. Enquiry question: How do we get night and day? Children to complete diagram of explaining this in their books. Then answer the enquiry question in a paragraph.	Earth and Space LI: To understand how shadows show us the Earth is rotating. Enquiry Question: How can shadows show us the Earth is rotating? If the weather is appropriate children to complete shadow investigation. If weather doesn't allow this then children to explore through a different way. Then answer the enquiry question.	Earth and Space LI: To assess learning about Earth and Space. Children to complete a quiz about what they have learnt following their learning through this unit.	
HISTORY	Anglo Saxons What were the religious beliefs and practices of early Anglo Saxons? Children present key information about pagan gods to establish who is the most interesting/memorable LI To understand the religious practice of early Anglo Saxons.	Anglo Saxons How did religious beliefs and practises change during Anglo Saxon times? Children make notes about the saints who helped to spread Christianity across Anglo-Saxon Britain. LI To know how religious beliefs changed during the Anglo-Saxon times.	Anglo Saxons How did the legal system work in Anglo Saxon times? Children look at 'crime' case studies and compare modern and Anglo-Saxon punishments. LI To understand how the legal system worked in Anglo Saxon times.	Anglo Saxons How was life different for rich and poor Anglo Saxons? Children explore and answer questions about the life of kings, theine, ceorls and slaves. LI To understand the differences and similarities in Anglo Saxon life.	Anglo Saxons Who was the Alfred the Great? Children present key information about Alfred the Great and why he was important for the Anglo-Saxon people. LI To understand who Alfred the Great was and why he a significant figure.	Anglo Saxons What food did the Anglo Saxons eat? Children create a menu for an Anglo-Saxon feast. LI To understand what foods the Anglo Saxons ate in everyday life.	Anglo Saxons What have we learnt about the Anglo Saxons? End of topic celebration of learning.	Anglo Saxons What have we learnt about the Anglo Saxons? Carry on from last week due to Christmas activities End of topic quiz/assessment
GEOGRAPHY History led term	History led topic	History led topic	History led topic	History led topic	History led topic	History led topic	History led topic	



COMPUTING	Word Processing with Microsoft Word - Tablet Version Lesson 1 - Creating a Document LI: To know what a word processing tool is for Success Criteria - Children know what a word processing tool is for Children will be able to create a word processing document altering the look of the text and navigating around the document.	Word Processing with Microsoft Word - Tablet Version Lesson 2 - Inserting Images: Considering Copyright LI: To add and edit images to a word document. Success Criteria Children know how to add images to a word document Children know the correct way to search for images that they are permitted to reuse. Children know how to attribute the original artist of an image.	Word Processing with Microsoft Word - Tablet Version Lesson 3 – Editing Images LI: To know how to edit images and use word wrap with images and text. Success Criteria Children can edit their images within Word to best present them alongside text Children understand wrapping of images and text.	Word Processing with Microsoft Word - Tablet Version Lesson 4 - Adding the Text LI: To change the look of text within a document. Success Criteria Children can add appropriate text to their document, formatting in a suitable way. Children can style text. Children can use bullet points and numbering.	Word Processing with Microsoft Word - Tablet Version Lesson 5 - Finishing Touches LI: To add features to a document to enhance its look and usability. Success Criteria Children can add text boxes and shapes. Children can add hyperlinks to an external website.	word Processing with Microsoft Word - Tablet Version Lesson 6 - Using tables LI: To use tables within MS Word to present information Success Criteria Children can add tables to present information. Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. Children can add word art for a heading.	Word Processing with Microsoft Word - Tablet Version Lesson 7 - Writing a Letter Using a Template Ll: To introduce children to templates Success Criteria Children can use a Word template and edit it appropriately.	Word Processing with Microsoft Word - Tablet Version Children to type up their NCR written in English and use what they have learnt to create a piece of media.
ART & DESIGN	Dragon's eyes -linked to Beowulf LI To sketch a dragon eye. D1 work on sustained, independent, detailed drawings	Dragon's eyes -linked to Beowulf LI To create detail using oil pastels. D1 work on sustained, independent, detailed drawings	Winter art for hall display	Winter art for hall display	Christmas art	Christmas art		
DESIGN TECHNOLOGY			Winter hoops Corridor displays Hall displays	Winter hoops Corridor displays Hall displays				
MUSIC	Music Ukuleles and singing LI To understand how to position and hold a ukulele.	Music Ukuleles and singing LI To know the different components of a ukulele.	Music Ukuleles and singing LI To understand what chords are.	Music Ukuleles and singing LI To understand what chords are.	Music Ukuleles and singing LI To know the different chords on a ukulele.	Music Ukuleles and singing LI To know the different chords on a ukulele.	Music Ukuleles and singing LI To play a short tune using three chords.	



PE	GYMNASTICS- LI- To use Perseverance to combine balance and travel FOOTBALL/HANDBA LL LI- To use Perseverance in passing using accuracy	GYMNASTICS - LI- To use Perseverance to explore a range of jumps and rolls FOOTTBALL/HANDB ALL LI- To Show Perseverance to improve ball control when aiming at a target	GYMNASTICS- LI- To use Aspiration to perform a range of movements on an obstacle course FOOTBALL/HANDBA LL LI- To use Teamwork to play a game	DANCE- LI- To use Perseverance to copy simple movement patterns FOOTBALL/HANDBA LL LI- To use Perseverance in passing using accuracy	DANCE- LI- To use Teamwork to add on your own choreography FOOTTBALL/HAN DBALL LI- To Show Perseverance to improve ball control when aiming at a target	DANCE- LI- To use Aspiration to perform in your groups FOOTBALL/HANDBA LL LI- To use Teamwork to play a game	DANCE- LI- To use Aspiration to perform in your groups FOOTBALL/HANDBA LL LI- To use Teamwork to play a game	FUN GAMES
RE	Unit: Green religion? How and why should religious communities do more to care for the Earth? Does Earth belong to God, Humanity or every living thing? To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world. LI To make connections between beliefs about the Earth and religion.	Unit: Green religion? How and why should religious communities do more to care for the Earth? Does Earth belong to God, Humanity or every living thing? To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world. LI To make connections between beliefs about the Earth and religion.	Unit: Green religion? How and why should religious communities do more to care for the Earth? Why do some people believe God exists? To learn the Islamic ideas about the natural world. LI To understand the challenges facing the planet and responses from Islam.	Unit: Green religion? How and why should religious communities do more to care for the Earth? Why do some people believe God exists? To learn the Christian ideas about the natural world. LI To understand the challenges facing the planet and responses from Christians.	Unit: Green religion? How and why should religious communities do more to care for the Earth? Why do some people believe God exists? To learn the Hindu ideas about the natural world. LI To understand the challenges facing the planet and responses from Hindu.	The Christmas story LI To understand the Christmas story.	The Christmas story (Art) LI To understand the Christmas story.	



PSHE Articles 9,12,24,25,27,29 and 30	Health and Wellbeing L.I. To use yoga and breathing for relaxation https://www.kapowprimary.com/subjects/rse -pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-1-relaxation-yoga/ https://www.youtube.com/watch?v=-Ts01MC2mlo Assessment quiz link: https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/assessment-rse-pshe-health-and-wellbeing-ks2-y5/	Health and Wellbeing L.I. To understand the benefit of sleep https://www.kapowpri mary.com/subjects/rse -pshe/upper-key- stage-2/year-5/health- and-wellbeing/lesson- 2-the-importance-of- rest-2/	Health and Wellbeing L.I. To understand the purpose of failure https://www.kapowpri mary.com/subjects/rse -pshe/upper-key- stage-2/year-5/health- and-wellbeing/lesson- 3-resilience- embracing-failure/	Health and Wellbeing L.I. To learn how to set short-term, medium-term and long-term goals. https://www.kapowpri mary.com/subjects/rse -pshe/upper-key- stage-2/year-5/health- and-wellbeing/lesson- 4-going-for-goals/	Health and Wellbeing L.I. To take responsibility for their own feelings and actions and to use vocabulary to describe these https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-5-taking-responsibility-for-my-feelings-2/	Health and Wellbeing L.I. To understand and be able to plan healthy meals https://www.kapowpri mary.com/subjects/rse -pshe/upper-key- stage-2/year-5/health- and-wellbeing/lesson- 6-healthy-meals/	Health and Wellbeing L.I. To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection https://www.kapowpri mary.com/subjects/rse -pshe/upper-key- stage-2/year-5/health- and-wellbeing/lesson- 7-sun-safety/	
PMFL Article 29	Eating Out Lesson 1: I'm ordering a drink	Eating Out Lesson 2: At the ice-cream shop	Eating Out Lesson 3: At the market	Eating Out Lesson 4:	Eating Out Lesson 5: At the restaurant	Eating Out Lesson 6:	Eating Out Lesson 7: A fly in the orange	Joyeux Noel

LOTC to be indicated on Planning RRSA to be indicated on planning with articles ECO to be indicated on planning