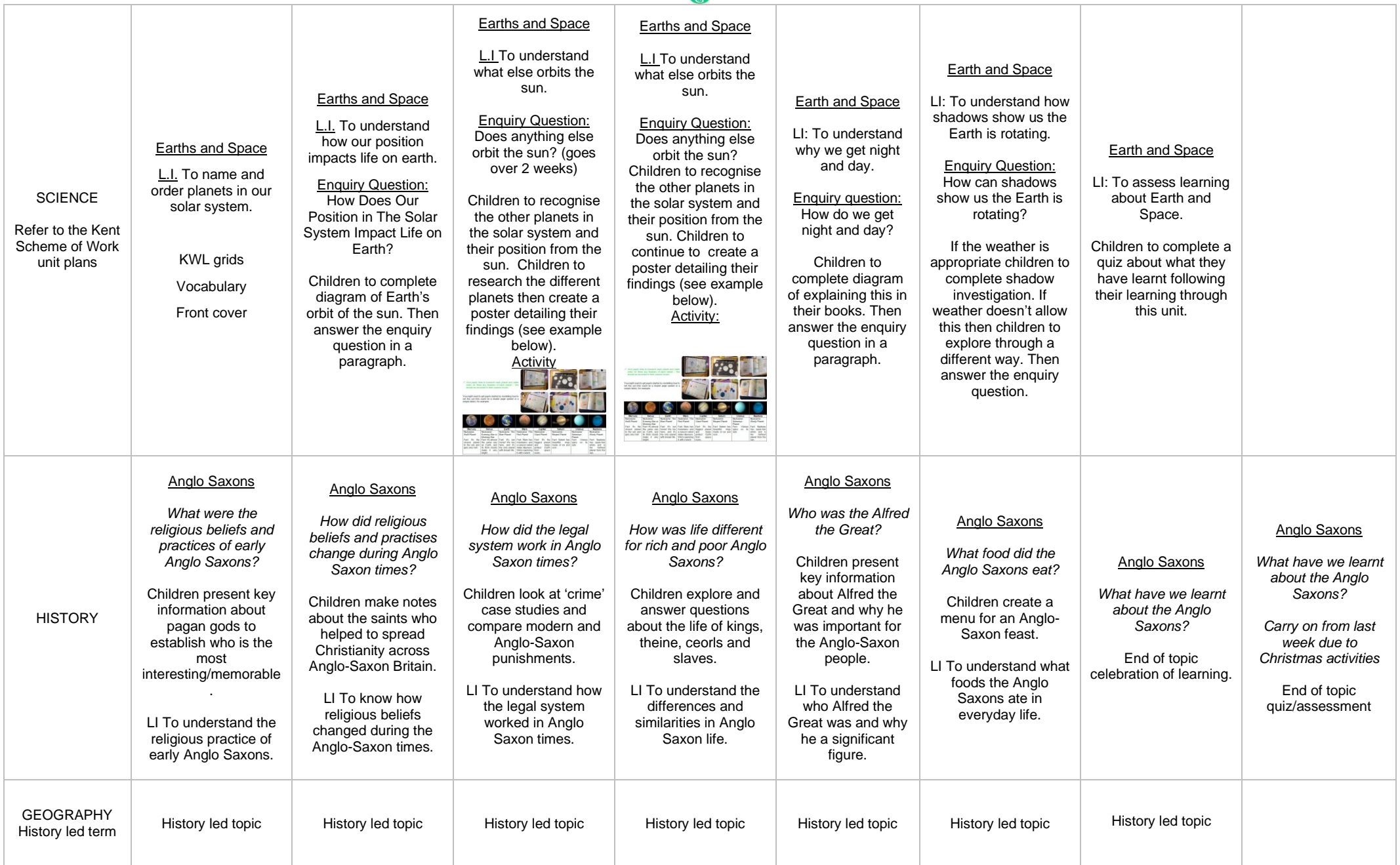




**Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 2 2025/2026**

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	<b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"> <li>• Multiply by 10, 100 and 1,000</li> <li>• Divide by 10, 100 and 1,000</li> <li>• Multiples of 10, 100 and 1,000</li> </ul> <b><u>Fractions</u></b> <ul style="list-style-type: none"> <li>• Find fractions equivalent to a unit fraction</li> </ul>	<b><u>Fractions</u></b> <ul style="list-style-type: none"> <li>• Find fractions equivalent to a non-unit fraction</li> <li>• Recognise equivalent fractions</li> <li>• Convert improper fractions to mixed numbers</li> </ul>	<b><u>Fractions</u></b> <ul style="list-style-type: none"> <li>• Convert mixed numbers to improper fractions</li> <li>• Compare and order fractions less than 1</li> <li>• Compare and order fractions greater than 1</li> <li>• Add and subtract fractions with the same denominator</li> </ul>	<b><u>Fractions</u></b> <ul style="list-style-type: none"> <li>• Add fractions within 1</li> <li>• Add fractions with total greater than 1</li> <li>• Add to a mixed number</li> <li>• Add two mixed numbers</li> </ul>	<b><u>Fractions</u></b> <ul style="list-style-type: none"> <li>• Subtract fractions</li> <li>• Subtract from a mixed number</li> <li>• Subtract from a mixed number - breaking the whole</li> <li>• Subtract two mixed numbers</li> </ul>	<b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"> <li>• Multiply up to a 4-digit number by a 1-digit number</li> <li>• Multiply a 2-digit number by a 2-digit number (area model)</li> <li>• Multiply a 2-digit number by a 2-digit number</li> <li>• Multiply a 3-digit number by a 2-digit number</li> </ul>	<b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"> <li>• Multiply a 4-digit number by a 2-digit number</li> <li>• Solve problems with multiplication</li> </ul> <b><u>Revision for remainder of the week/gap analysis</u></b>	<b><u>Revision for remainder of the week/gap analysis</u></b>





COMPUTING	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 1 – Creating a Document</u></b> LI: To know what a word processing tool is for</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children know what a word processing tool is for.</li> <li>Children will be able to create a word processing document altering the look of the text and navigating around the document.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 2 – Inserting Images: Considering Copyright</u></b> LI: To add and edit images to a word document.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children know how to add images to a word document</li> <li>Children know the correct way to search for images that they are permitted to reuse.</li> <li>Children know how to attribute the original artist of an image.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 3 – Editing Images</u></b> LI: To know how to edit images and use word wrap with images and text.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children can edit their images within Word to best present them alongside text</li> <li>Children understand wrapping of images and text.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 4 – Adding the Text</u></b> LI: To change the look of text within a document.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children can add appropriate text to their document, formatting in a suitable way.</li> <li>Children can style text.</li> <li>Children can use bullet points and numbering.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 5 – Finishing Touches</u></b> LI: To add features to a document to enhance its look and usability.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children can add text boxes and shapes.</li> <li>Children can add hyperlinks to an external website.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 6 - Using tables</u></b> LI: To use tables within MS Word to present information</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children can add tables to present information.</li> <li>Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.</li> <li>Children can add word art for a heading.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p><b><u>Lesson 7 - Writing a Letter Using a Template</u></b> LI: To introduce children to templates</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Children can use a Word template and edit it appropriately.</li> </ul>	<p><b>Word Processing with Microsoft Word – Tablet Version</b></p> <p>Children to type up their NCR written in English and use what they have learnt to create a piece of media.</p>
ART & DESIGN	<p>Dragon's eyes -linked to Beowulf</p> <p>LI To sketch a dragon eye.</p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Dragon's eyes -linked to Beowulf</p> <p>LI To create detail using oil pastels.</p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Winter art for hall display</p>	<p>Winter art for hall display</p>	<p>Christmas art</p>	<p>Christmas art</p>		
DESIGN TECHNOLOGY			<p>Winter hoops Corridor displays Hall displays</p>	<p>Winter hoops Corridor displays Hall displays</p>				
MUSIC	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To understand how to position and hold a ukulele.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To know the different components of a ukulele.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To understand what chords are.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To understand what chords are.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To know the different chords on a ukulele.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To know the different chords on a ukulele.</p>	<p><b><u>Music</u></b></p> <p>Ukuleles and singing</p> <p>LI To play a short tune using three chords.</p>	



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



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

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