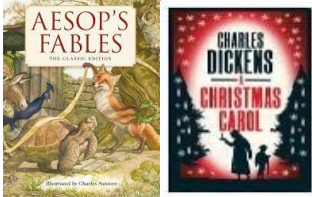
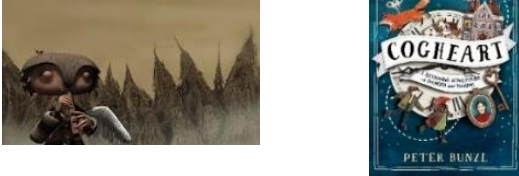
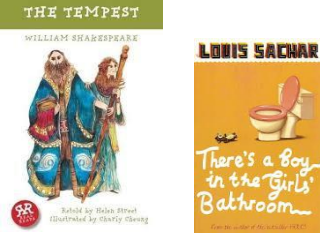


# Eltham Church of England School

Act Justly, Love Mercy, Walk Humbly with Your God

Micah 6v8

| Year 5 2025 26                         | Autumn   | Spring   | Summer   |
|--|--|--|--|
| <p><b>Maths Units</b></p>              | <p>Place Value (3)<br/>Addition and subtraction (2)<br/>Multiplication and division (3)<br/>Fractions A (4)<br/>Consolidation (1)</p>  | <p>Multiplication and division (3)<br/>Fractions B (2)<br/>Decimals and percentages (3)</p>  | <p>Shape (3) Perimeter and area (2)<br/>Position and direction (2)<br/>Decimals (3) Statistics (2)<br/>Negative numbers (1)<br/>Converting units (2) Volume (1)</p>  |
| <p><b>English Writing Outcomes</b></p> | <p><b>Aesop's Fables</b><br/>Purpose: writing to entertain (narrative own fable)<br/>Purpose: writing to inform (persuasive travel leaflet)<br/><b>A Christmas Carol</b><br/>Purpose: writing to inform (contrasting diary entries)</p>  | <p><b>Wing</b><br/>Purpose: writing to entertain (negative character description)<br/><b>Cogheart</b><br/>Purpose: writing to inform (non-chronological report on a mechanical)<br/>Purpose: writing to inform (newspaper report)</p>  | <p><b>There's a Boy in the Girl's Bathroom</b><br/>Purpose: writing to entertain (emails in role)<br/>Purpose: writing to inform (balanced argument)<br/><b>The Tempest</b><br/>Purpose: writing to entertain (playscript)</p>   |
| <p><b>Our Key English Text</b></p>     | <p><b>Aesop's Fables</b><br/><b>A Christmas Carol</b></p>   | <p><b>The Lost Happy Endings</b><br/><b>Wing Animation</b><br/><b>Cogheart</b></p>    | <p><b>There's a girl in the boy's bathroom</b><br/><b>The Tempest</b></p>   |
| <p><b>English Grammar</b></p>          | <ul style="list-style-type: none"> <li>- Use conjunctions to link clauses-coordinating and subordinating</li> <li>- Use relative clauses after the noun/noun phrase beginning with 'who' or which'</li> <li>- Write a dialogue using the correct punctuation marks</li> <li>- Generate expanded noun phrases</li> <li>- Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Build cohesion within and across a paragraph-conjunctions, fronted adverbials, pronouns</li> </ul> | <ul style="list-style-type: none"> <li>- Balance dialogue with description</li> <li>- Express strong emotions through verb choice</li> <li>- Link ideas across paragraphs using a range of different adverbials</li> <li>- Use adverbials to aid cohesion</li> <li>- Use a range of clauses that add extra information.</li> <li>- Use direct and reported speech</li> <li>- Understand and use formal and technical language</li> <li>- Identify and know the difference between the active and passive voice.</li> </ul> | <ul style="list-style-type: none"> <li>- Identify and use apostrophes for omission and possession.</li> <li>- Use a range of subordinate clauses to add detail and interest</li> <li>- Indicate degrees of possibility using adverbs or modal verbs</li> <li>- Use conditional sentences.</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> <li>- Use of the present perfect form of verbs instead of the simple past</li> <li>- Express time, place and cause using conjunctions</li> </ul> |

|                              |   |  |   |
|------------------------------|---|--|---|
|                              |   | <ul style="list-style-type: none"> <li>- Use modifying adjectives, nouns and preposition phrases to expand a noun phrase.</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> </ul>                                       | <ul style="list-style-type: none"> <li>- Write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase</li> <li>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> </ul>     |
| <b>Science</b>               | Properties of and changes of materials<br>Life cycles of animals  | Forces<br>Earth and Space  | Living things and their habitats<br>Forces  |
| <b>History</b>               | Ancient Greece  | Ancient Greece<br>Comparison Study – Mayan and Anglo Saxons  | Comparison Study – Mayan and Anglo Saxons   |
| <b>Geography</b>             | World countries – biomes and environmental regions  | 4 and 6 figure grid references   | OS maps and fieldwork   |
| <b>RE</b>                    | Who are the fearless women of God?<br>How can people of faith serve God?  | What does it mean to be a Buddhist?<br>How do Christian communities live out the Easter story?   | What is the Buddhist way of life?<br>How did the church begin?<br>What does faith and belief teach us about the journey of life and death? (Judaism)  |
| <b>Computing</b>             | Online Safety Introduction: Digital Citizenship<br>Programming: Scratch – Maze game   | Search Engines-strategic searching online<br>Programming: Micro:bit  | Internet Safety   |
| <b>Languages - French</b>    | Directions and location of where you live, types of house & area, in, there is/is not, rooms of the house, Christmas traditions.                                  | My dream house, activities in rooms of the house, comparisons - more/less, planets, pos & neg adjectives, justifications.  | Write about what there is/ is not in your town. weather phrases, opinions and reasons   |
| <b>Music</b>                 | What shall we do with the drunken sailor?<br>Why we sing  | Building a groove<br>Medina tun Nabi   | Four-part singing in a round, creating an arrangement with accompaniment & melody.  |
| <b>Art and Design</b>        | Drawing and Painting – subtractive drawing<br>Reduction Printmaking   | Textiles and collage - weaving<br>Creative Response-Art Week   | Creative response drawing, painting and printmaking<br>3D – clay sculpture with armature  |
| <b>Design and Technology</b> | Textiles – what fabric can we reuse to make a functional lunch box?   | Food and Nutrition – vegetable pasta   | Systems – how do you keep safe on the roads?  |
| <b>PE</b>                    | Gymnastics      Fitness<br>Dance              Athletics   | Netball (coached)<br>Dodgeball   | Judo (coached)      Tennis<br>Tag rugby   |
| <b>RHE</b>                   | Identity and peer pressure off- and online.<br>Positive emotional health and wellbeing.<br>Celebrating strengths, setting goals and keeping ourselves safe online | How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.<br>The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. | Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.<br>How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |
| <b>Enrichment</b>            | Greek workshop (History)<br>Visit to Charlton Athletic Football Club (PE)<br>Cinema @ the O2 (RHE)  | Deptford Creekside (Geography)<br>Skateboarding / scooter workshop (PE)<br>Charlton Athletic RHE workshops<br>Golf workshop (PE)   | French Theatre production      Earth Day<br>Visit to the Globe Theatre (English)<br>Road Safety Workshop (RHE)<br>Bike fixing workshop (DT)   |