HARMONY Primary School

Year 5 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	**Instructions and explanations** Children use instructions for card games to recap on features of clear instructions. They then consider the use of adverbs to help them write instructions. **Grammar focus:** Adverbs for cohesion	**Instructions and explanations** Children learn how to use parentheses and other cohesive devices, reading an explanatory text about Twitter. They then plan and present a pitch to show how some wild and wacky inventions work, and then write this up as a formal explanation using cohesive features. **Grammar focus:** Adverbs to link ideas in a paragraph Parenthesis	**Classic fiction** The Jungle Book is introduced and set in its context (written in 1894). The characters are explored and then children study how to write dialogue correctly. **Grammar focus:** Composing dialogue	**Classic fiction** Children use the story of Rikki-Tikki-Tavi to develop their understanding of the features of this classic fiction, and how characters are portrayed and narrative developed through dialogue. **Grammar focus:** Punctuating Dialogue	**Observational poetry** This unit encourages children to think about how poetry can make the ordinary extraordinary. They enjoy a selection of modern and classic poems, exploring apt word choices and imagery **Grammar focus:** Similes Metaphors Personification	**Observational poetry** Children make careful observations, imagine winter as a person, examine observational art and produce paintings to inspire them to write their own poetry. **Grammar focus:** expanded noun phrases relative clauses

Maths	**Place Value** Children explore further the similarities and differences between the Roman number system and our number system, learning that the Roman system does not have a zero and does not use placeholders.	**Place value** children further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens needed to make 1,000 and then multiples of 1,000.	**Place value** Children make connections between the position of numbers on a number line and their value. They should recognise that when working on horizontal number lines, numbers further to the right have a greater value. Word problems involving real world examples, such as comparing populations, are also introduced	**Addition and Subtraction** children recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. Children unitise to help them complete a calculation. For example, if they know that 3 + 5 = 8, then 3 thousand + 5 thousand = 8 thousand and 3,000 + 5,000 = 8,000	**Addition and Subtraction** Children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step. Children choose the operations needed at each step and then perform the calculations using an appropriate mental or written method. Problems are presented in both word form and with models.	**Multiplication and division** Children find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations.
Science	**Forces and Mechanisms**					
	In the Forces and Mechanisms project, we will revisit prior learning about forces, identifying what a force is and discussing the two types, including contact and non-contact forces. They will learn that gravity is a force of attraction and follow instructions to observe gravity in			We will revisit learning about friction, discussing situations where it can be helpful or where we need to minimise its effects. We will learn about the frictional forces called air and water resistance in detail and conduct investigations to observe these frictional forces in action. They		

	action. We will learn the meanings of the terms 'mass' and 'weight' and their units of measurement, following instructions to record the mass and weight of various everyday objects using a piece of equipment called a force meter.	will learn about mechanisms, including gears, pulleys and levers and follow instructions to investigate how these simple machines use forces to make tasks easier. We will generate scientific questions they wish to study further on the theme of forces and mechanisms and research to find the answers. They will complete their learning by examining the forces involved in riding a bicycle and the parts that are gears, pulleys and levers.
Guided Reading	**The Journey**  In this unit, children explore The Journey by Francesca Sanna, a powerful picture book that follows a family's experience of displacement and migration. They begin by analyzing the illustrations and discussing how visual elements convey emotion and meaning. Through guided reading and discussion, they explore key themes such as fear, hope, and resilience, using inference skills to interpret the characters' experiences. Children also examine the author's use of language and structure, considering how these choices shape the reader's understanding. As the unit progresses, children engage in creative and reflective writing activities, including diary entries from the perspective of the main characters and descriptive writing inspired by key scenes	
Topic	**Firedamp and Davy Lamps**	

	Descend into the depths of Britain's coal mines and discover how coal miners brought the precious coal up to the surface that was needed to power industry. we'll find out about the many dangers of mining and why health and safety laws are important in the world today, and we'll use geological maps to identify coal seams in the UK. We'll also learn about the importance of coal during the Industrial Revolution, the process of the 'no choice' lottery and the miners' strikes. In our English lessons, we'll imagine we are child miners and give testimonies about the working conditions down the mines, and we'll read letters about the General Strike of 1926 to deduce what was happening at that time.	Using our science skills, we'll examine a range of rock samples and learn about how coal is formed. Getting creative, we'll study the work of the Pitmen Painters and recreate their style using a variety of art materials and techniques. Then, we'll act as curators, collecting and presenting information for an exhibition about mining in our local area. At the end of the project, we'll use the work of the Pitmen Painters to sketch scenes from the local community that show what life is like today. We'll also consider the future of coal mining and how a coal-free future would be better for the environment.
Art & DT	**Line, Light and Shadows**	
	In this project, children develop their understanding of the visual qualities of line, light, and shadow through an engaging exploration of different artistic techniques. They begin by studying the works of Pablo Picasso and Rembrandt, focusing on how these artists used contrast, shading, and expressive lines to create depth and emotion in their work. Building on this inspiration, children are introduced to a variety of shading techniques, including hatching, cross-hatching, stippling, and blending, using different drawing materials such as pencil, pen, and ink wash. Through guided exercises, they experiment with these techniques to gain confidence in controlling tone and texture.	To deepen their understanding of light and shadow, children take black and white photographs, carefully considering composition, contrast, and how light falls on their subject. These photographs serve as a foundation for their final artwork. Using their chosen photograph as a reference, they create a detailed shaded drawing, applying their knowledge of line and tone to bring their image to life. By working in monochrome, they focus on how shading and contrast can add realism and drama to an artwork, much like the artists they studied.
PSHE	**Be Yourself**	

	This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing.	.They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.
PE	**Football**	
	In this athletics unit, children develop their fundamental movement skills through activities that build speed, endurance, power, and coordination. They begin by focusing on the FUNdamentals of agility, balance, and control before refining their sprint start, learning how to generate explosive speed from the starting position. They also take part in endurance running, developing pacing strategies to maintain consistent effort over longer distances. The unit further develops jumping and throwing techniques. In jumping for height, children practice knee drive and arm swing to maximize lift, while in the fling throw, they experiment with grip and body movement to generate power. The unit culminates in a Throwing Gala, where they showcase their progress across different throwing techniques. Through these activities, children improve their athletic ability, build confidence, and develop a deeper understanding of key movement principles.	