Termly Planning Overview: 2026-27 Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
School events			Year 5 Class Assembly 17th November	Science Oxford Trip Yr 5 25th November			Final week of term Christmas Church service 15th December	
Outdoor Learning	PE, geography starter, brain breaks,							
Zones of Regulation	The Zones in me, Understanding different perspectives, My zones across the day, Triggers ahead,							
Growth Mindset	Too old to… & Wellbeing Unit Lesson 2							
ENGLISH	***Text:***	***Text:***	***Text:***	***Text:***	***Text:***	***Text:***	***Text:***	***Text:***
Phonics/Spelling	Silent letter words	Modal verbs	Words ending in 'ment'	Adverbs of frequency/possibility	Statutory spelling words	Statutory spelling words	Spelling revision and recap	
Reading	**The Land of Neverbelieve – Norman Messenger** Children will look at non fiction writing linked to animals, habitats and analyse style, structure, presentation and word meaning.	**The Land of Neverbelieve – Norman Messenger** Children will look at nonfiction writing linked to animals, habitats and analyse style, structure, presentation and word meaning. Children will retrieve, record and present information and will participate in discussions about	**The Land of Neverbelieve – Norman Messenger** Children will look at nonfiction writing linked to animals, habitats and analyse style, structure, presentation and word meaning.	**British Traditional tales – King Herla** Children will look at various versions of traditional British tales. They will identify key themes and recurring symbols making links with the wider context and time period. They will discuss	**British Traditional tales – King Herla** Children will look at various versions of traditional British tales. They will identify key themes and recurring symbols making links with the wider context	**British Traditional tales – King Herla** Children will look at various versions of traditional British tales. They will identify key themes and recurring symbols making links with the wider context and time period. They will discuss	Black out poems Children will explore an extract from Ray Bradbury's The sound of Thunder. Children will discuss the author's use of figurative language to affect the reader; make	

		the text justifying answers from the text.		author's use of figurative language to affect the reader.	and time period. They will discuss author's use of figurative language to affect the reader.	author's use of figurative language to affect the reader.	inferences about characters' thoughts, actions and motives using evidence from the text to justify ideas.	
Composition	Children will create a non-chronological report about their own invented creature or animal.			Children will retell or create their own traditional tale inspired by British tales.			Children will use parts of various texts to create their own black-out poems.	
Handwriting	**Focus: Forming and joining the letter s.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined	**Focus: Practising break letters.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.	**Focus: Practising writing a play script.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined	**Focus: Practising printing.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.	**Focus: Forming ascenders** correctly. Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.	**Focus: Practising presentation.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.	**Focus: More practise with presentation.** Practise the difficult joins. Choose the correct style of writing for different purposes. Begin to develop an individual style that is legible, clear and fluent. Continue to reinforce clear, legible, joined handwriting in all subjects.	

	handwriting in all subjects.		handwriting in all subjects.					
Vocabulary, Grammar & Punctuation	Vocabulary linked to non-fiction descriptions of animals & habitats e.g. gills, bioluminescent, hind-legs Children will learn to use parentheses punctuated by brackets, dashes or commas.			Vocabulary linked to traditional tales and older English words and phrases. Children will learn to use cohesive devices within and across paragraphs. E.g. adverbials of time, place, number or tense as well as words such as 'then', 'this', 'those',			Children will understand free-verse discussing and using vocabulary that emerges from their 'found-text' compositions.	
MATHS								
Fluency	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	Fluent in 5 – mixed revision formal methods Mastering Number	
Main Learning Focus	Negative Numbers: read, write, identify, interpret in grids, graphs and a range of contexts.	Negative Numbers: read, write, identify, interpret in grids, graphs and a range of contexts.	Short Multiplication: multiply a 2-digit number by a single digit number, partitioning, representations, expanded multiplication, short multiplication.	Short Multiplication: multiply a 2-digit number by a single digit number, partitioning, representations, expanded multiplication, short multiplication.	Short Multiplication: multiply a 3-digit number by a single digit number, expanded multiplication, short multiplication.	Short Division: Divide a 2-digit and a 3-digit number by a single-digit, partitioning, representations, divide a 2-digit number by a single-digit number by using short division.	Short Division: Divide a 2-digit and a 3-digit number by a single-digit, partitioning, representations, divide a 2-digit number by a single-digit number by using short division.	

Computing:	Programming 1 – Music – Children will use Scratch to explore musical compositions.
Science:	Materials: properties & change Pupils will broaden their experience of the properties of materials by investigating hardness, transparency and conductivity and consider how these properties influence the uses of materials.
Geography:	What is it like in the Alps? Investigating tourism in mountain environments by learning about the climate and human/physical features of the Alps with a focus on Innsbruck.
Design Technology:	Wobble Bots – Electrical systems. Children will build on existing knowledge of circuits by introducing motors and explaining how they create movement in products.
Music:	Instrumental lessons: India – children will learn about history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practicing staff notation and performing a film sequence using instruments and movement.
French:	Shopping in France: Children will learn to construct high numbers in French, develop food-related vocabulary through games, stories and role play.
PSHE:	PSHE: Celebrating Differences
RE:	RE: Reality & Truth. Does Wisdom look the same for every Christian?
PE:	Dance Rounders