| ENGLISH | $\text { W/c } 7^{\text {th }} \text { Sept }$ | W/c 14 ${ }^{\text {th }}$ Sept | W/c 21 ${ }^{\text {st }}$ Sept | W/c $28^{\text {th }}$ Sept | W/c 5 ${ }^{\text {th }}$ Oct | W/c 12 ${ }^{\text {th }}$ Oct | W/c 19 ${ }^{\text {th }}$ Oct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPAG focus | Commas | Commas | Simple and compound settings. Verbs and Adverbs. | Adjectives, verbs, adverbs and prepositions. | Complex sentences | Complex sentences | Suffixes |
| Main writing | Use authors technique to create a character. Consider characters thoughts and actions. | Use authors techniques to create a character. Write from the characters perspective in the Lighthouse. | Use imaginative description to create vocabulary about the setting. | Use imaginative description to write the opener to How to Train Your Dragon. | Use imaginative description to generate vocabulary to describe characters and plan the build up to a scene. | Use imaginative description to write the second part of a build up to a scene and edit our writing. | Write a final version of a build-up and present writing. |
| Spelling focus | Words ending in cious | Words ending in 'ious' | Words ending in 'cious.' If the root word ends in -ce the sound is usually spelt '-cious.' | Words ending in 'ant.' '-ant' Is used if there is an ' $a$ ' or 'ay' sound in the right place. | Words ending in 'ance'. '-ance' Is used if there is an 'a' or 'ay' sound in the right place. | Year 5 Statutory spellings. | Year 5 Statutory spellings. |


| MATHS | $\text { W/c } 7^{\text {th }} \text { Sept }$ | W/c 14 ${ }^{\text {th }}$ Sept | W/c 21 ${ }^{\text {st }}$ Sept | W/c 28 ${ }^{\text {th }}$ Sept | W/c 5 ${ }^{\text {th }}$ Oct | W/c 12 ${ }^{\text {th }}$ Oct | W/c 19 ${ }^{\text {th }}$ Oct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Starters | Flashback 4 | Flashback 4 | Flashback 4 | Flashback 4 | Flashback 4 | Flashback 4 | Flashback 4 |
| Main teaching | Place Value <br> Numbers to 10,000 <br> Rounding to 10 , $100,1000$ | Place Value <br> Numbers to 100,000 <br> / million <br> Compare and order numbers <br> Counting in 10, 100, 1000, 10,000 | Place Value <br> Compare and order numbers <br> Round to a million Negative numbers Roman Numerals | Add two 4 digit numbers -1 exchange/ +1 exchange Subtract two 4 digit numbers -1 exchange/ +1 exchange | Subtract whole numbers +4 digits Round to estimate Inverse (+/-) Multi-step +/problems | Interpret charts <br> Comparison, sum, <br> difference <br> Line graphs <br> Read/interpret line graphs <br> Draw line graphs | Solve problems with line graphs Read/interpret tables Two-way tables Timetables |

