



Morton Trentside Primary School
Long Term Planning 2026-2027
Year 5

Subject	Autumn Term		Spring Term		Summer Term	
Possible trips/visitors/events	Gainsborough Old Hall		Bikeability	Science Fair	Swimming PGL Trip Letter	
English Text(s)	<u>Class Reader</u> Wild Boy <u>Main Text</u> The Red Eye Th Tree Giant <u>Additional Texts</u> Room 13 extracts The Nightmare Man The Viewer	<u>Class Reader</u> Finish Wild Boy / The Sea is... Voices of The Wild <u>Main Text</u> The Sea is... Voices of The Wild Polar Express <u>Additional Texts</u> Various poems related to observance The train to impossible places Winter's Child The Night I met Father Christmas	<u>Class Reader</u> Malamander One Chance The Mirror of Wishes / Despair <u>Main Text</u> Beowolf Why Trolls are Dangerous? <u>Additional Texts</u> Various poems – Snow White, Aladdin, Various examples of different openings / endings as a toolkit Why dragons are a serious threat? Why Goblins should be avoided at all costs? Why unicorns are more powerful than you think?	<u>Class Reader</u> The Boy at the Back of the Class <u>Main Text</u> Visit Greece / Nowhere Emporium Clock Close <u>Additional Texts</u> Range of holiday leaflets	<u>Class Reader</u> Holes <u>Main Text</u> Holes <u>Additional Texts</u> Should trading cards be banned in schools? Should children wear school uniform? The Wrestling Game Maniac Magee	<u>Class Reader</u> Holes <u>Main Text</u> Stormzy <u>Additional Texts</u> Stories from boys who dare to be different Goodnight stories for rebel girls Boy Coming to England Jacky Daydream
English Spelling	Twinkl Y5 Term 1A	Twinkl Y5 Term 1B	Twinkl Y5 Term 2A	Twinkl Y5 Term 2B	Twinkl Y5 Term 3A	Twinkl Y5 Term 3B



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	*Words with endings that sound like /shuhs/ spelt with -cious *Words with endings that sound like /shuhs/ spelt with -tious or -ious *Words with the short vowel sound /i/ spelt with y *Words with the long vowel sound /i/ spelt with y *Homophones & near homophones (2 weeks)	*Words with silent letters (2 weeks) *Modal verbs *Words ending in 'ment' *Adverbs of possibility and frequency *Statutory spelling words challenge	*Creating nouns using -ity suffix *Creating nouns using -ness suffix *Creating nouns using -ship suffix *Homophones and near homophones (3 weeks)	*Words with an /or/ spelt 'or' *Words with /or/ spelt 'au' *Convert nouns or adjectives into verbs using the suffix -ate *Convert nouns or adjectives into verbs using the suffix -ise *Convert nouns or adjectives into verbs using the suffix -ify *Convert nouns or adjectives into verbs using the suffix -en	*Words containing the letter string 'ough' (2 weeks) *Adverbials of time *Adverbials of place *Words with an /ear/ sound spelt 'ere' *Statutory spelling word challenge	*Unstressed vowels in polysyllabic words *Adding verb prefixes de- and re- *Adding verb prefix over- *Convert nouns or verbs into adjectives using suffix -ful *Convert nouns or verbs into adjectives using suffix -ive *Convert nouns or verbs into adjectives using suffix -al
English Grammar and Punctuation See English units above	-Baseline assessment Recap: -Pronouns/possessive pronouns -Pronouns for cohesion -Singular/plural -Apostrophes (subordinating conjunctions) - Complex sentences - Fronted Adverbials - Both marked with commas - Suspense – empty words show not tell	-Relative clauses -Modal verbs/adverbs to indicate degrees of possibility -Cohesion – techniques so far. Varied sentences, paragraphs, adverbials, tense -Paragraph extension and development -Extension and development of sentences, particularly complex sentences - Parenthesis - Technical vocabulary (Aut 2)	— brackets, dashes, commas -Hyphens -Tenses -Dialogue -Address any gaps from assessment - Recap: -Pronouns/possessive pronouns -Pronouns for cohesion -Singular/plural -Apostrophes -Expanded noun phrases	- Personal pronouns -relative clauses /parenthesis (explanation) -Adverbs/adverbials of time	-cohesion – across paragraphs (using adverbials) -dialogue -Address any gaps from assessment	-Hyphens for exaggerated descriptions (persuasion) -Recap modal verbs and adverbs for frequency/possibility -Personal pronouns -Commas for clarity



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	-Paragraphing around a theme - commas for clarity - cohesion – within paragraphs -Expanded Noun Phrases -Commas in a list		- cohesion – within paragraphs Imperative voice			
Reading	Energy forces link (AB) • Baseline assessment • STAR Reader – AR book level • Retrieve, record and present information (difference between opinion and facts) • Checking book makes sense and finding meaning of words in context (find and copy) • Ask questions to improve understanding • Summarising/ ordering from more than one paragraph	Space AB 25/26 - Retrieval - • Inference – such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Prediction – from what is stated and implied. • Discuss and evaluate how author’s use language,	Changing Materials AB • Make comparisons within and across books • Identify and discuss themes and conventions • Identify how language, structure and presentation contribute to meaning	• Recommend books to peers, giving reasons for choices • Learn poetry off by heart – link to poetry competition • Prepare poems and plays to read aloud and to perform • Fact and opinion	• Revisit inference • Revisit summarising • Revisit the meaning of words in context • Test technique	Test technique – mixture of the reading skills that have been covered.



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		including figurative language				
Maths	Place value MyPath Place value Addition and subtraction MyPath Addition Subtraction	Multiplication and division MyPath Multiplication and division Fractions MyPath Fractions	Multiplication and division Fractions	Decimals and Percentages MyPath Decimals and percentages Measure – perimeter and area MyPath perimeter and area Graphs and Tables	Geometry – Shape MyPath Shape Geometry – Position and Direction MyPath Position and direction	Decimals MyPath Decimals Negative Numbers MyPath Negative numbers Measure – converting units MyPath Converting units Measure – volume MyPath Volume
Science topic	Forces MyPath Engineer *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms, including levers, pulleys and gears, allow a	Earth and Space MyPath Astrophysicist *describe the movement of the Earth, and other planets, relative to the Sun in the solar system *describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth's rotation to	Materials MyPath Quarry worker *Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. *Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. *Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		Living things and their habitats MyPath Marine Biologist *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Living things and their habitats/ Animals, including humans *describe the life processes of reproduction in plants and animals *describe the changes as humans develop to old age.



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	smaller force to have a greater effect.	explain day and night and the apparent movement of the sun across the sky	<i>*Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i> <i>*Demonstrate that dissolving, mixing and changes of state are reversible changes.</i> <i>*Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</i>		
Science – working scientifically	<i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</i> <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i>	<i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and</i>	<i>Using test results to make predictions to set up further comparative and fair tests.</i> <i>Deciding on equipment</i>	<i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i>	<i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i>



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	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	written forms such as displays and other presentations				
Science - starting point questions for investigations	What shape/material parachute takes the longest to fall?	Which cupcake case falls the fastest?	Skittles investigation Which paper daisy opens the fastest? Which type of sugar dissolves the fastest? At what temperature?			How does age affect reaction time?
PE	Netball OAA MyPath Skills leadership 1	Dance Cricket MyPath skills Leadership 2	Gymnastics Hockey/fitness MyPath Sales Rep	Gymnastics Volleyball 5/6	Swimming Athletics Guided Running	Swimming Rounders MyPath skills Leadership 3
RE <i>Expression, Experience & the Senses</i>	How do people express their beliefs through worship and caring for others? How do people use their senses in worship? Christianity Islam Sikh MyPath Vicar		What do we mean by religious and spiritual experiences? Christianity Islam Sikh		School Designed Unit <i>Influential Women</i>	
PSHE/RSE Jigsaw	Being me in my World	Celebrating Difference	Dreams and Goals MyPath Accountant	Healthy Me MyPath Energy Consultant	Relationships BIG TALK	Changing Me



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MFL (French)	French Monster Pets (5)	Shopping in France (5)		Verbs in a week (5) MyPath Air Traffic Controller		Meeting my French Family (5)
Computing	Computing systems and networks: Search engines	Data Handling: Mars Rover 1	Programming: Programming music (Headphones needed) MyPath Games Developer	Online Safety find out when online safety week is / health wellbeing or bullying		
History	What was life like in the Tudor times?		What did the Greeks do for us?		How were the Mayans different to the Anglo-Saxons? MyPath Archaeologist	
Geography		What was life like in the Alps?		Why do Oceans Matter? MyPath Marine Biologist		Would you like to live in the desert?
Art		I need Space (5)		Portraits (5)		Sculpture and 3D (5) MyPath Architect
DT	Electrical Systems: Wobble Bots (5) MyPath Energy Consultant		Food: What could be healthier (4) MyPath Nutritionist		Digital world: Monitoring devices (4) MyPath Computer Scientist	
Music	Melody and Harmony in Music	Violin (Lincolnshire Music Service)		Enjoying Musical Styles MyPath DJ	Sing and Play in Different Styles	Composing and Chords