



Morton Trentside Primary School
Long Term Planning 2023-2024
Year 5

Subject	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
	6 weeks and 3 days	7 weeks + 3 days	5 weeks + 3 days	6 weeks	5 weeks + 4 days	7 weeks
Trips/visitors/ events - tbc		Bikeability National Space Centre	Big Talk	Walk to the Library	Swimming PGL Trip Letter Yorkshire Wildlife Park	
Speaking and Listening			Debate	Perform persuasive speeches	Debate	
English Text(s)	<u>Class Reader</u> Wild Boy <u>Main Text</u> The Red Eye / Tree Giants <u>Additional Texts</u> Harris Burkdock stimulus Leon and The Place	<u>Class Reader</u> Wonder <u>Main Text</u> Wonder <u>Additional Texts</u> Polar Express	<u>Class Reader</u> Malamander <u>Main Text</u> Beowulf <u>Additional Texts</u> Ancient Greek Myths – The Cyclops	<u>Class Reader</u> Wolf Brother <u>Main Text</u> Ice Forest/ Why trolls are dangerous <u>Additional Texts</u>	<u>Class Reader</u> The Nowhere Emporium <u>Main Text</u> Clock Close <u>Additional Texts</u> David Attenborough	<u>Class Reader</u> Holes <u>Main Text</u> Holes <u>Additional Texts</u>
English Genres	<u>T4W writing to entertain:</u> The Red Eye Fear Suspense Playful poetry – Red <u>Writing to inform:</u> Tree Giants – Non- Chronological Report	<u>Writing to entertain</u> Grammar focus – diary entry using Wonder Polar Express story rewrite <u>Writing to inform</u> Recipe linked to Christmas	<u>Writing to entertain</u> Beowulf Defeating the Monster Action bit of dialogue Diary entry <u>Writing to discuss</u> T4W- Debate/balanced argument – Should children wear school uniform?	<u>T4W writing to entertain:</u> Ice Forest Meeting Character <u>Writing to inform:</u> Why trolls are dangerous? –	<u>T4W writing to entertain:</u> Clock Close Portal Setting <u>Writing to inform:</u> Explanation Life Cycle <u>Writing to inform</u> Biography – David Attenborough	<u>Writing to entertain:</u> Missing chapter from Holes Dialogue <u>Writing to inform:</u> Biography – David Attenborough



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					<u>Writing to inform</u> Explanation texts – How do volcanoes erupt?	Autobiography (transition)
Poetry Unit	Playful Poetry		Observational Poetry		Haiku	
English Spelling	*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	-Baseline assessment Recap: -Pronouns/possessive pronouns -Pronouns for cohesion -Singular/plural -Apostrophes	-Dialogue -Relative clauses -Modal verbs/adverbs to indicate degrees of possibility -Cohesion – techniques so far. Varied	-Parenthesis – brackets, dashes, commas -Hyphens -Tenses -Address any gaps from assessment	-Expanded noun phrases -cohesion – within paragraphs - Personal pronouns -relative clauses /parenthesis (explanation)	-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



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	Complex sentences Fronted Adverbials Both marked with commas Suspense – empty words show not tell -Paragraphing around a theme -Technical vocabulary -Imperative voice -Expanded Noun Phrases -Commas in a list	sentences, paragraphs, adverbials, tense -Paragraph extension and development -Extension and development of sentences, particularly complex sentences (subordinating conjunctions)		-Adverbs/adverbials of time		-Commas for clarity
Reading	• 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)	• 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	• 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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	- Ask questions to improve understanding - Summarising/ ordering from more than one paragraph	language, including figurative language				
Maths	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Decimals and Percentages Measure – perimeter and area Graphs and Tables	Geometry – Shape Geometry – Position and Direction	Decimals Negative Numbers Measure – converting units Measure - volume
Science topic	Forces *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 smaller force to have a greater effect.	Earth and Space *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 explain day and night and the apparent	Materials *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. *Give reasons, based on evidence from comparative and fair tests, for the particular		Living things and their habitats *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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		movement of the sun across the sky	uses of everyday materials, including metals, wood and plastic. *Demonstrate that dissolving, mixing and changes of state are reversible changes. *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		
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 written forms such as</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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	<i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>	<i>displays and other presentations</i>				
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	Invasion Games Tag Rugby Outdoor/Adventurous Orienteering Cross Country Team Games	Gym Yoga Fitness Circuit Training/Boxercise	Dance Interpretive Net/Wall Badminton	Invasion Games Hockey Lacrosse Gym Flight	Swimming Athletics Throwing Jumping Running	Swimming Striking/Fielding Rounders
RE	LAS Compulsory Being Human – Hinduism Recap key beliefs (Trimurti, Rama and Sita). Satsung linked to Islam Shariah	LAS Compulsory Being Human – Islam Recap 5 pillars of Islam Link to beliefs and practices Shariah – focus on family life contributing to the straight path.	LAS Compulsory Being Human – Christianity The 10 Commandments		LAS Additional Expressing Beliefs through the Arts (<i>including Christianity</i>)	
PSHE/RSE	Introduction and assessment of prior understanding	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic Wellbeing	Economic wellbeing Transition



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	Families and Relationships					
MFL (French)	French Monster Pets	Shopping in France	Verbs in a week		Meeting my French Family	
Computing	Computing systems and networks: Search engines	Data Handling: Mars Rover 1	Programming: Programming music (Headphones needed)		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?	
Geography		What was life like in the Alps?		Why do Oceans Matter?		Would you like to live in the desert?
Art		Sculpture and 3D		I need Space		Portraits
DT	Electrical Systems: Doodlers		Mechanical Systems: Making a pop-up book		Food: What could be healthier	
Music	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Brass (Lincolnshire Music Service)	
50 Things	Make and fly a kite	Collect conkers	Make a snow angel (weather dependent) Go welly wandering	Visit the library	Bring up a butterfly	Build a den using natural resources