



Myton Park Primary Long Term Planning

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Pharaohs		Ground breaking Greeks	Sow Grow and Farm	Time Traveller	Alchemy Island
English	Key Performance Indicators					
	<p><u>Reading</u> WORD READING: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>COMPREHENSION: Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading books that are structured in different ways and reading for a range of purposes. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. learning a wider range of poetry by heart. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p>					
	<p><u>Writing</u> Spell by using further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused</p>					

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#).

Use dictionaries to check the spelling and meaning of words

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spoken Language

Listen and respond appropriately to adults and their peers.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Talk confidently in a group or whole class scenario in a range of different contexts.

Ask relevant questions to extend their understanding and knowledge.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Use relevant strategies to build their vocabulary.

Spoken language

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Select and use appropriate registers for effective communication.

Gain, maintain and monitor the interest of the listener(s)

Spoken language

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Practise writing longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors.</p>	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use further organisational and presentational devices to structure text and to guide the reader. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use further organisational and presentational devices to structure text and to guide the reader. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Practise writing longer passages. Use a wide range of devices to build cohesion within and across paragraphs. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Practise writing longer passages. Use a wide range of devices to build cohesion within and across paragraphs. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors. Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use further organisational and presentational devices to structure text and to guide the reader. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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				Proofread for spelling and punctuation errors.		
	<p><u>SPaG</u> Spelling Words containing letter string 'ough' Words with silent letters. Words from statutory spelling list. Words ending in 'able' and 'ible' Homophones. Previous years plurals (adding -s, -es, -ies) Use of the hyphen. Using a dictionary to learning root words, derivations and spelling patterns. Building new words from known morphemes.</p> <p>Vocabulary, Grammar and Punctuation Word Level: -Verb prefixes (for example, <i>dis- de- mis- over-re-</i>) - Indicate degree of possibility using modal verbs and adverbs. Sentence Level: -Use devices to build cohesion within a paragraph (e.g. <i>first, then, after that, this, firstly</i>)</p>		<p><u>SPaG</u> Spelling Recap Year 3 /4 apostrophes for possession. Rare GPCs. Words ending 'ibly' 'ably' Homophones. Building words from root words. Words with the 'igh' sound spelt 'ei' and 'ie'</p> <p>Vocabulary, Grammar and Punctuation Word Level: -Convert nouns or adjectives into verbs using suffixes (for example, <i>-ate, -ise, -ify</i>). Punctuation: -Use of brackets, dashes and commas to indicate parenthesis. Sentence Level: -Use of relative clauses to demarcate parenthesis, using the relative pronouns <i>who, which, were, when, whose, that</i>).</p>		<p><u>SPaG</u> Spelling Using etymological and morphological strategies for spelling. Proof reading for words on statutory spelling list. Dictionary work. Problem suffixes.</p> <p>Vocabulary, Grammar and Punctuation Sentence Level: -Link ideas across paragraphs using adverbials of time, place and number of tense choices. Punctuation: -Use of commas to avoid ambiguity.</p>	
	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement</p>	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that</p>	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that</p>	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><u>Handwriting</u> Pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>

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Maths	Number Place value Addition and Subtraction Statistics	Statistics Number Multiplication and Division Measurement Area and Perimeter	Number- Multiplication and Division Fractions	Number Fractions Decimals and percentages	Number Decimals Geometry Properties of shape	Geometry Position and Direction Measurement Converting units Volume
Science	Working Scientifically; animals inc humans; Living things and their habitats; Evolution and inheritance; investigate materials; movement, force and magnets; Light and seeing; sound and hearing; electrical circuits; Earth in space.		Working Scientifically; animals inc humans; Living things and their habitats; Evolution and inheritance; investigate materials; movement, force and magnets; Light and seeing; sound and hearing.		Working Scientifically; animals inc humans; Living things and their habitats; Evolution and inheritance; investigate materials; movement, force and magnets; Light and seeing; electrical circuits; Earth in space.	
Computing	Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.	Discern where web content might originate from and recognise that this gives clues to its authenticity, reliability and security. - Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult. - Create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members.	Compare the way in which work can be shared on a school network with the way work is shared at home or in the wider world. - Create, select and combine a range of texts, images, sound clips and videos for given purposes.	Apply computing skills using unfamiliar hardware to solve a problem successfully. Use sensing tools or apps for an investigation and interpret the findings.	Design simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false.	Design simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false. Use a range of sensors to control a physical system
History	Describe the significance, impact and legacy of power in ancient civilisations.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Describe the achievements and influence of the ancient Greeks on the wider world.	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.

	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Sequence and make connections between periods of world history on a timeline.	Find evidence from different sources, identify bias and form balanced arguments	#Study a feature of a past civilisation or society. Compare and contrast an aspect of history across two or more periods studied. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.	Create an in-depth study of an aspect of British history beyond 1066. Explain why an aspect of world history is significant.
Geography	World's biomes, climate zones and vegetation belts. Similarities and differences between continents (physical and human geography)	Major world cities UK – cities or counties location in relation to geographical features	North and South America – physical features and environmental regions Settlement hierarchy	Transport networks – UK and other parts of the world Agricultural land use in the UK How climate affects land use How soil fertility, drainage and climate affect land use Agricultural regions Farming in a developing country	Prime or Greenwich Meridian Different time zones Compass points Grid references OS maps	Aerial photographs Summarise Geographical data Draw conclusions Geographical enquiry – range of sources
Art & Design	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black,	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Traditional crafting techniques using paper include, casting,	Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.

	prototypes of the finished piece.	which increases darkness.	decoupage, collage, marbling, origami and paper making.	angles and a range of subjects. Some artists use text or photographic images to add interest or meaning to a print.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Visual elements include line, light, shape, colour, pattern, tone, space and form.	
Design & Technology	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Music	Maintain a part within an ensemble when singing in a round or in harmony. Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.	Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics. Use musical notation to perform and write music.	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener. A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener.	Describe the lives and music of famous Baroque composers.
Physical Education	Gym – Abstract Angles	Dance Science – Space	Gym – Abstract Angles	Accuracy and rallies – net games	Exploring striking and fielding	Olympic Training

	<p>To link movements into a sequence</p> <p>use various body positions to form different angles</p>	<p>to demonstrate light and floaty dynamics.</p> <p>to demonstrate realistic gestures to represent an astronaut.</p>	<p>taught the importance of having rules within a game and how these rules are supposed to facilitate a game's flow. Pupils will be shown what it means to 'invade' from an individual and team based context.</p>	<p>Pupils should be given the opportunity to explore a variety of different strokes and techniques in tennis, badminton & volleyball as well as develop acceleration & speed.</p>	<p>Choose appropriate positioning when fielding.</p> <p>To strike a ball/object using both hands and feet.</p>	<p>Pupils should be taught to: use running (long & short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate.</p>
<p>Personal, Social, Health and Economic</p>	<p>What makes up our identity?</p> <p>Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>	<p>What decisions can people make with money?</p> <p>Living in the wider world Money; making decisions; spending and saving</p>	<p>How can we help in an accident or emergency?</p> <p>Health and wellbeing Basic first aid, accidents, dealing with emergencies</p>	<p>How can friends communicate safely?</p> <p>Relationships Friendships; relationships; becoming independent; online safety</p>	<p>How can drugs common to everyday life affect health?</p> <p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits</p>	<p>What jobs would we like?</p> <p>Living in the wider world Careers; aspirations; role models; the future</p>
<p>Religious Education</p>	<p>Food and drink: What are religious rules for? Offer a view as to the purpose of religious rules Show connection between the Islamic idea of 'submission' and religious rules</p>	<p>Is Christmas too commercial? Compare a moral meaning of Christmas to a commercial meaning of Christmas. Show understanding of why Jesus' birth starts the Christian 'Big Story'.</p>	<p>The Gurdwara Explain why Sikhs and Hindus celebrate Diwali and their differences Offer a supported view as to the purpose of a place of worship</p>	<p>Who is responsible for Jesus' death? Suggest a reason why Judas thought he was doing the right thing suggest an answer to the question: how far is Jesus' death necessary to Christian belief?</p>	<p>What is Worship? What is it for? Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy Respond to the question <i>what is worship? What is it for?</i> with reference to the subjects studied</p>	
<p>Languages (French) Language Angels</p> <p>To ensure all of the above skills</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival</p>	<p>Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to</p>

progression points are covered we recommend the following units are taught (as a minimum) in each year group: Phonics lesson 3, Pets, Dates and Clothes.	the decoding skills we have developed.		phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	agreement and possessive adjectives.		manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.
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