



# Mandale Mill Primary Long Term Planning

## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<b><u>Pharaohs</u></b> Day 1 of Autumn Term will be Engage activities.		<b><u>Stargazers</u></b> Day 1 of Spring Term will be Engage activities.		<b><u>Off with her Head!</u></b> Day 1 of Summer Term will be Engage activities.	
English	<b>Key Performance Indicators</b>					
	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. (Word Reading)</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her 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. (Comprehension)</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices. (Comprehension)</li> <li>• Understand what he/she reads by checking that the books make sense to him/her by discussing his/her understanding and exploring the meaning of words in context. (Comprehension)</li> <li>• Retrieve, record and present information from non-fiction. (Comprehension)</li> </ul>					
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Plan his/her writing by identifying the audience for and the purpose of the writing, and using other similar writing as models for their own. (Composition)</li> <li>• Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. (Composition)</li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader E.g. headings, bullet points, underlining. (Composition)</li> <li>• Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)</li> <li>• Proof-read for punctuation errors, including brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. (Composition)</li> <li>• Convert nouns or adjectives into verbs using suffixes E.g. -ate; -ise; -ify (Vocabulary, Grammar and Punctuation)</li> <li>• Indicate degrees of possibility using adverbs E.g. perhaps, surely or modal verbs E.g. might, should will, must (Vocabulary, Grammar and Punctuation)</li> <li>• Use devices to build cohesion within a paragraph E.g. then, after, that, this, firstly (Vocabulary, Grammar and Punctuation)</li> <li>• Use commas to clarify meaning and avoid ambiguity. (Vocabulary, Grammar and Punctuation)</li> </ul>					

	<p><b><u>Spoken Language</u></b> Express ideas and opinions, justifying points of view. Show understanding of the main points, significant details and implied meanings in a discussion. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views. Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear.</p>	<p><b><u>Spoken language</u></b> Adapt spoken language to the audience, purpose and context. Begin to use Standard English in formal situations. Begin to use hypothetical language to consider more than one possible outcome. Explain the effect of using different language for different purposes. Develop ideas and opinions with relevant detail.</p>	<p><b><u>Spoken language</u></b> Express ideas and opinions, justifying points of view. Develop ideas and opinions with relevant detail. Adapt spoken language to the audience, purpose and context. Engage the interest of the listener by varying expression and vocabulary. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.</p>	<p><b><u>Spoken language</u></b> Explain the effect of using different language for different purposes. Express ideas and opinions, justifying points of view. Develop ideas and opinions with relevant detail. Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear. Provide reasoned justifications for their views.</p>	<p><b><u>Spoken language</u></b> Express ideas and opinions, justifying points of view. Provide reasoned justifications for their views. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views. Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear.</p>	<p><b><u>Spoken language</u></b> Express ideas and opinions, justifying points of view. Provide reasoned justifications for their views. Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear. Engage the interest of the listener by varying expression and vocabulary. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.</p>
	<p><b><u>Reading</u></b> Maintain fluency and accuracy when reading complex sentences with subordinate clauses and work out unfamiliar words. Discuss themes in a story and recognise thematic links with other texts. Discuss authors' techniques for</p>	<p><b><u>Reading</u></b> Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference material. Checking what they read makes sense to them. Focus on accurate reading of individual words. Recognise and use language features of a range of nonfiction</p>	<p><b><u>Reading</u></b> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. Increase their familiarity with a wide range of books. Recommend books they have read to peers, giving reasons for choices.</p>	<p><b><u>Reading</u></b> Identify and discuss themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Read books that are structured in different ways and</p>	<p><b><u>Reading</u></b> Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. Draw inferences and justify these with evidence. Predict what might happen from details stated and implied.</p>	<p><b><u>Reading</u></b> Draw inferences and justify these with evidence. Predict what might happen from details stated and implied. Summarise from more than one paragraph, identifying key details that support the main ideas. Recommend books they have read to</p>

	<p>describing characters, settings and actions. Recognise ways in which writers' present issues and points of views in fiction and non-fiction texts. Identify and describe the styles of individual writers and poets. Identify and describe the styles of individual writers and poets.</p>	<p>text types to support understanding. Retrieve, record and present information from non-fiction</p>	<p>Retrieve, record and present information from non-fiction. Distinguish between facts and opinion. Identify how language, structure and presentation contribute to meaning. Summarise the main ideas drawn from more than one paragraph, identifying the key points.</p>	<p>reading for a range of purposes. Draw inferences and justify these with evidence.</p>	<p>Summarise from more than one paragraph, identifying key details that support the main ideas. Recommend books they have read to peers, giving reasons for choices.</p>	<p>peers, giving reasons for choices.</p>
	<p><b><u>Texts: Fiction</u></b> There's a Pharaoh in the bath - Jeremy Strong The Egyptian Cinderella - Shirley Clime The Time Travelling Cat and the Egyptian Goddess - Julia Jarman The Red Pyramid - Rick Riordan Flat Stanley - The Great Egyptian Grave Robbery Phoenix Code - Helen Moss</p>	<p><b><u>Texts: Non-Fiction</u></b> Ancient Egypt - Tales of the Gods - Marica Williams Egyptian Things to Make and do - Emily Bones The Pharaohs of Ancient Egypt - E Payne</p>	<p><b><u>Texts: Fiction</u></b> Charlie and the Glass Elevator Cosmic - Frank Cottrell Explorers of the Moon - Herge Northern Light - Philip Pullman The King of Space - Jonny Duddle The Time Travelling Cat - J Jarman Alone on a Wide, Wide Sea - Michael Morpurgo</p>	<p><b><u>Texts: Non-Fiction</u></b> Astronomy - Rachel Firth Space - Bloomsbury Space - DK See Inside the Universe - Alex Frith Solar System - Collins Books Astronauts Handbook</p>	<p><b><u>Texts: Fiction</u></b> Terrible Tudors - Terry Deary River Daughter - Jane Hardstaff The Executioners Daughter Jane Hardstaff The Devil and his Boy Michael Morpurgo The Thief, the fool and the Fat King - Terry Deary Eliza Rose - Lucy Worsley Treason - Berlie Doherty</p>	<p><b><u>Texts: Non-Fiction</u></b> Tudor and Stuarts - Fiona Patchett Elizabeth 1 - Geoffrey Tease Henry VIII - Kay Barnham In Tudor Times - Jane Bingham</p>
	<p><b><u>Key Author</u></b> David Walliams</p>		<p><b><u>Key Author</u></b> David Almond</p>		<p><b><u>Key Author</u></b> Terry Pratchett</p>	

	<b><u>Writing Purpose</u></b> To entertain	<b><u>Writing Purpose</u></b> To inform	<b><u>Writing Purpose</u></b> To persuade	<b><u>Writing Purpose</u></b> To inform	<b><u>Writing Purpose</u></b> To entertain	<b><u>Writing Purpose</u></b> To discuss	
	<b><u>Text Types</u></b> Narrative Descriptions Poetry Character/settings	<b><u>Text Types</u></b> Report Recount Biography Newspaper Article Essay	<b><u>Text Types</u></b> Advertising Letter Speech Campaign	<b><u>Text Types</u></b> Report Recount Biography Newspaper Article Essay	<b><u>Text Types</u></b> Narrative Descriptions Poetry Character/settings	<b><u>Text Types</u></b> Balanced argument Newspaper article Review	
	<b><u>Writing Composition</u></b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Assess the effectiveness of their own and others' writing.	<b><u>Writing Composition</u></b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing.	<b><u>Writing Composition</u></b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining).	<b><u>Writing Composition</u></b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and vocabulary, understand how choices can change and enhance meaning. Precis longer passages. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors.	<b><u>Writing Composition</u></b> 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. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Ensure consistent and correct use of tense. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to	<b><u>Writing Composition</u></b> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Precis longer passages. Use further organisational and presentational devices to structure text. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	

			<p>Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors.</p>		<p>enhance effects and clarify meaning.</p>	
	<p><b><u>SPaG</u></b> <b>Spelling</b> Revise spelling rules from Y3 &amp; Y4. Use further suffixes and prefixes. Homophones and other words that are often confused: their/there/they're and were/where/wear. Endings which are spelt - cious or -tious and exceptions. Start to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Use expanded noun phrases to convey complicated information concisely. Use relative clauses</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Homophones and other words that are often confused: are/our. Words ending in -ant, -ance/-ancy, -ent, -ence/- ency. Endings which are spelt - cial and- tial and exceptions. Continue to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Use a wide range of conjunctions to create compound and complex sentences. Speech punctuation.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Words with the /i:/ sound spelt ei after c. Endings which sound like /jəs/ spelt - cious or -tious. Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Write increasingly legibly, fluently and with increasing speed.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Endings which sound like /ʃəl/ which are spelt - cial and- tial and exceptions. Words ending in -able and -ible. Words ending in -ably and -ibly. Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Use a wide range of conjunctions to create compound and complex sentences. Speech punctuation.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Convert nouns or adjectives into verbs using suffixes e.g. - ate; -ise; -ify. Use relative clauses.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list. Use dictionaries to check spellings of words.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Use a thesaurus to extend vocabulary. Use commas to clarify meaning or avoid ambiguity. Use brackets, dashes or commas</p>

	<p>beginning with who, which, where, when whose, that, or with an implied (i.e. omitted) relative pronoun.          Use modal verbs or adverbs to indicate degrees of possibility. Use adverbs to modify verbs.          Use fronted adverbials.          Use conjunctions within a paragraph to link the sentences.          Use commas before and after phrases and clauses.          Pronouns to avoid repetition and ambiguity.</p>	<p>Direct and indirect speech.          Commas, parenthesis to avoid ambiguity.          Apostrophes for contractions.          Adverbials of time, place and number.</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.          Use relative clauses.          Use modal verbs or adverbs to indicate degrees of possibility.          Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Direct and indirect speech.          Commas, parenthesis to avoid ambiguity.          Apostrophes for contractions.          Adverbials of time, place and number.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility.          Use devices to build cohesion within a paragraph.          Link ideas across paragraphs using adverbials of time, place and number or tense choices.</p>	<p>to indicate parenthesis.          Indicate degrees of possibility using adverbs and modal verbs.</p>
	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose the writing implement that is best suited to the task.</p>	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose the writing implement that is best suited to the task.</p>	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose which shape of letter to use when given choices.          Decide whether or not to join specific letters.</p>	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose which shape of letter to use when given choices.          Choose the writing implement that is best suited to the task.</p>	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose which shape of letter to use when given choices.          Choose the writing implement that is best suited to the task.</p>	<p><b><u>Handwriting</u></b>          Write increasingly legibly, fluently and with increasing speed.          Choose which shape of letter to use when given choices.          Choose the writing implement that is best suited to the task.</p>

Number and Place Value

- Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Compare and order fractions whose denominators are all multiples of the same number.
- Read and write decimal numbers as fractions e.g.  $0.71 = 71/100$ .
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ), and estimate the area of irregular shapes.

Geometry

- Draw given angles and measure them in degrees ( $^\circ$ ).
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Statistics

- Complete, read and interpret information in tables, including timetables.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1 Place value	1 Multiplication and division, Factors & multiples	3 Place value. Roman numerals, and negative numbers	5 Multiplication & Division	4 Place value	5 Place value
	2 Place value Decimals	2 Multiplication & Division, including problems	3 Addition and subtraction, including problems	4 Geometry 2D and 3D shape	3 Fractions	5 Addition & Subtraction
	1 Addition and Subtraction, including problems	1 Fractions compare, order, equivalence	4 Multiplication and Division	2 Fractions	4 Measures Time	5 Fractions
	1 Geometry Angles	3 Multiplication & Division	2 Measures Area	3 Measures, including area and volume	4 Fractions	5 Measures Mass, volume & capacity
	1 Measures Perimeter and Area	1 Statistics and measures, including time	2 Geometry Reflection and Translation	2 Statistics and measures	4 Addition & Subtraction	5 Geometry Area and volume of shapes
	2 Addition and Subtraction, including Statistics	Consolidate and assess	3 Geometry	Consolidate and assess	6 Multiplication and division	Consolidate and assess

Science (See Science LTP - links to topic)	Y5 Living things and their habitats - different life cycles/reproduction Y5 Animals including humans - changes in humans to old age		Y5 Earth and Space - movement of the Earth and planets relative to the Sun/moon to Earth/Sun, Earth and Moon/day and night Y5 Forces - gravity/air resistance/water resistance/friction/levers, pulleys, gears and how they affect forces		Y5 Properties and changes of materials Dissolving/separation/reversible/irreversible Compare and group materials based on properties	
	*NB Please refer to National Curriculum for investigative skills which will be an ongoing foci for each year group. Children are expected to complete at least <u>ONE</u> investigation per half term as part of their Science provision.					
Computing (See Computing LTP)	We are game developers (Programming)	We are cryptographers (Computational thinking)	We are artists (Creativity)	We are web developers (Computer networks)	We are bloggers (Communication/collaboration)	We are architects (Productivity)
	E-Safety - Online Research Objectives Link to PSHE		E-Safety - Communication and Collaboration Objectives		E-Safety - Awareness Objectives Link to PSHE	
History (See History LTP - links to topic)	The achievements of the earliest civilizations - Ancient Egyptians		Moon landing Link to English (newspaper article/biography)		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs.	
Geography	Where was Ancient Egypt? Locate on maps, atlases and globes. What are the human and physical characteristics, key topographical features and land-use patterns? Compare then and now - how has the land and land use changed?		Does everyone on Earth see the same stars? Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Where are the Dark Sky places in the UK? Time zones.		Co-ordinates work linked to maps.	
Art & Design (See Art & Design LTP - links to topic)	No known artists - use internet for historical artefacts. Drawing/Printing		Don Davis/ Mark A Garlick/ Chesley Knight Bonestell Jr Digital art/Replicating art using different effects		Hans_Holbein (1497-1543)/ Lucas Horenbout (1490-1544) Shading/Figures and forms in movement/Express emotions	

Design & Technology (See D&T LTP - some links to topic)	Design - Make a mask (choose correct materials, use a combination of materials to create a product) Food - Make bread by hand Make a loaf/spoon liquids into the mixture/measure using a jug/scales/mix/stir ingredients together/grate lemon and orange as an ingredient.Look at the production of honey - can be used as an ingredient and a link to the topic		Design - Make a moving car with a vertical moving part (e.g. a pirate ship car that has a flag that bobs up and down as it moves) (Using cams to change rotary movement into linear/reciprocating movement) Food - Look at astronaut food - make it! Measure the ingredients		Design - Make a kite (reinforcing and strengthening framework structures/relating strength to shape) Food - Make a vegetable kabab Cut vegetables/ grill the kabab/ thread the vegetables onto a kabab stick	
	Music (See Music LTP -some links to topic)	Our Community Performance Link to History	Solar System Listening Link to Science	Life Cycles Structure Link to PSHE	Keeping Healthy Beat Link to PE	At the Movies Composition. Link to English
Liberty Bell		Troika	Londonderry Air	1812 Overture	Moonlight Sonata	Pomp and Circumstance March
Physical Education (See PE LTP)	Netball	Dance	Gym and Outdoor and Adventurous	Football	Outdoor and Adventurous Basket Ball	Athletics
Personal, Social, Health and Economic	Introducing Yasmine and Tom Online Technology Link to Computing	Keeping safe Gender Stereotypes Link to Computing	Life cycles	My body	Feelings	Relationships
Religious Education	Sikh Gurdwara	Christmas Christianity	Islam Food and drink	Christianity Easter Why do we think of others?	Faith in everyday life Founders and leaders	Religion and faith in our local community.
Languages (French) Salut!	On Holiday	Eating out	Hobbies	A School Trip Link to residential	Seasons	The Environment

LIFE SKILLS						
HEALTHY LIFESTYLES						
MENTAL HEALTH AND WELLBEING						
ECO AWARENESS						
SAFETY						