



Olive Class  
Year 5  
Long Term Plan  
2023-2024



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drama & Danger	Epic Adventures	Space Heroes	Ambition & Desire	Migration & Movement	Forest Explorers
<b>Writing Core Books</b>					
					
<p><b>Lizzie &amp; the Belle mysteries</b> Posters, diary entries, case notes, letters, dialogue (quotations), character descriptions, fact files, persuasive speeches</p>	<p><b>Own version legends/ missing chapters</b> Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries</p>	<p><b>Expanded explanations</b> NASA Proposals, information labels, short explanations, NASA logs, news reports</p>	<p><b>Science-fiction narratives</b> Discussions, debates, dialogue, character comparisons, reviews</p>	<p><b>Newspaper articles</b> Letters, short descriptions, extended diary entries, obituaries, opinion pieces</p>	<p><b>Alternative perspective prequels</b> Newspaper reports, extended responses to a text</p>
					
<p><b>Memoirs</b> Reports, formal and informal letters, diaries, character descriptions, journalistic writing</p>	<p><b>Poem with similar structure</b> Summaries, analysis and performances</p>	<p><b>Biographies/ autobiographies</b> Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speech</p>	<p><b>Discussion texts</b> Instructions, persuasion, diaries</p>	<p><b>Extended own version narratives</b> Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides</p>	<p><b>Fairytale reworkings</b> Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives</p>

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**Writing Composition**

**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
- précisising 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.

<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>Taught across the year</p>	<p><b>Word</b></p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p><b>Sentence</b></p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p><b>Text</b></p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p><b>Punctuation</b></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Terminology</b></p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
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**CLASS READING - Core books**

					
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**Reading taught across the year**

**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.

**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

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- 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
- 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, 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.

**Spelling across the year:**

- use 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
- 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

**Handwriting**

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

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<b>Maths</b>		<b>Maths</b>		<b>Maths</b>	
<b>WRM Blocks</b> Place Value Addition and subtraction Position and direction	<b>WRM Blocks</b> Multiplication and division Fractions A	<b>WRM Blocks</b> Multiplication and Division Fractions B	<b>WRM Blocks</b> Decimals and Percentages Perimeter and Area Statistics	<b>WRM Blocks</b> Shape Decimals	<b>WRM Blocks</b> Negative numbers Converting units Volume
<b>Science</b>		<b>Science</b>		<b>Science</b>	

**Working scientifically ongoing:**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>- give reasons, based on evidence from comparative and fair tests, for the particular uses of</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>- describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>- describe the movement of the moon relative to the Earth</li> <li>- describe the sun, Earth and moon as approximately spherical bodies</li> <li>- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><b>Changes of materials</b></p> <ul style="list-style-type: none"> <li>- demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>- 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</li> <li>- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul>	<p><b>Living Things and Habitats</b></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- describe the life process of reproduction in some plants and animals</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- describe the changes as humans develop to old age</li> </ul>
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	everyday materials, including metals, wood and plastic				
Humanities- History/Geography		Humanities- History/Geography		Humanities- History/Geography	
<p style="text-align: center;"><b>Mountains</b></p> <p><b>End of Year 5, expected:</b> Can identify most of the UK's highest peaks and mountain ranges. Demonstrates an understanding of the physical processes that shape different types of mountains, and/or mountain climate. Describe the landscape of a mountain, covering a broad range of aspects, such as the weather, vegetation and terrain. Demonstrate understanding of the challenges faced by people living in mountain environments, such as the Himalayas.</p>	<p><b>Was the Anglo-Saxon period really a Dark Age?</b></p> <p><b>End of Year 5, expected:</b> Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p>	<p style="text-align: center;"><b>The UK</b></p> <p><b>Comparing the countries of the UK.</b></p> <p><b>End of Year 5, expected:</b> Can demonstrate locational knowledge of the UK, locating (some) counties and cities, plus a range of physical and human features across its four countries. Is able to make basic comparative statements about how the UK's countries differ. Demonstrates a basic understanding of how human activities (different land uses and economic activities) have changed the landscape of the UK.</p>	<p><b>Would the Vikings do anything for money?</b></p> <p><b>End of Year 5, expected:</b> Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</p>	<p><b>What makes people go on a journey?</b></p> <p><b>End of Year 5, expected:</b> Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.</p>	<p style="text-align: center;"><b>The Amazon Basin</b></p> <p><b>End of Year 5, expected:</b> Demonstrates knowledge of the geography of South America, can name its significant physical and human features. Is able to link their knowledge of the river and rainforest Is beginning to use more complex ideas, such as scale and biodiversity, to describe the key characteristics of the Amazon basin. Is able to explain why the Amazon rainforest is important for people and the planet. Able to make comparisons between the Amazon basin and the region where they live.</p>

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Art & Design/DT		Art & Design/DT		Art & Design/DT	
<p><b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><b>Mechanical systems: Pop-up book</b> Create a functional four-page pop-up storybook design, using levers, sliders, layers and spacers to create paper-based mechanisms.</p>	<p><b>Drawing: I need space</b> Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	<p><b>Electrical systems: Doodlers</b> Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>	<p><b>Sculpture and 3D: Interactive installation</b> Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p>	<p><b>Cooking and nutrition: What could be healthier?</b> Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>
Music		Music		Music	
<p><b>Singing: Young Voices</b> Learn to sing a wide range of songs and actions ready for the concert in January. Sing as part of a group.</p>	<p><b>Singing: Carols</b> Learn Carols for the Christmas Carol concert.</p> <p><b>Singing: Young Voices</b> Learn to sing a wide range of songs and actions ready for the concert in January. Sing as part of a group.</p>	<p><b>Blues</b> Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p><b>Composition to represent the festival of colour</b> (Theme: Holi festival) Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p><b>South and West Africa</b> Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p>	<p><b>Composition notation</b> (Theme: Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>

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<b>RE</b>		<b>RE</b>		<b>RE</b>	
Creation or science conflicting or complementary?	Incarnation: Was Jesus the messiah?	What does the Qur'an reveal about Allah and his guidance?	Salvation: What did Jesus do to save human beings?	How did Buddha teach his followers to find enlightenment?	Gospel: What would Jesus do?
<b>PSHE</b>		<b>PSHE</b>		<b>PSHE</b>	
<b>Wellbeing Unit</b> Explain the difference between a fixed mindset and a growth mindset. Identify the key values of how to work well in a team. Suggest ways to offer support to others. Identify how kindness can benefit mental health and wellbeing. Understand how their actions impact others. Infer the feelings and emotions of others. Explain ways to support others.	<b>Family &amp; relationships</b> <i>Anti Bullying Week</i> Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.	<b>Health &amp; wellbeing</b> Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	<b>Safety &amp; changing body</b> Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	<b>Citizenship</b> An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	<b>Economic well being</b> Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
<b>Computing</b> - Online safety lessons taught throughout the year					



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<p><b>Computing systems and networks: Search engines</b></p> <p>Learning what a search engine is and understanding why keywords and phrases are important, identifying inaccurate information and recognising the terms 'copyright and 'fair use'. Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.</p>	<p><b>Programming 1: Music</b></p> <p>Applying programming skills to create sounds and melodies leading to a battle of the bands performance.</p>	<p><b>Data handling: Mars Rover 1</b></p> <p>Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth. Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.</p>	<p><b>Skills showcase: Mars Rover 2</b></p> <p>Learning about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications while beginning to use 3D design tools.</p>	<p><b>Programming 2: Micro:bit</b></p> <p>Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.</p>	<p><b>Creating media: Stop motion animation</b></p> <p>Storyboarding ideas, taking photographs and editing to create a video animation.</p>
<b>PE</b>		<b>PE - Mr Heneghan</b>		<b>PE</b>	
football Basketball	Badminton Gymnastics	Hockey Tennis	Cricket OAA	Athletics Swimming	Rounders Maypole
<b>FRENCH</b>		<b>FRENCH</b>		<b>FRENCH</b>	
<p><b>Pleased to meet you</b></p> <p>demonstrate their prior learning from previous units; say a simple future sentence; give an intention for the immediate future; use body language or gesture to help understand; say how they are feeling; follow a simple story and recognise key vocabulary; present information about themselves with support.</p>	<p><b>All About Ourselves</b></p> <p>name some parts of the body; give a simple description of their eyes and hair; make simple statements using the 3rd person; match emotions/health words with their pictures.</p>	<p><b>That's Tasty</b></p> <p>demonstrate their prior learning from previous units; say a simple future sentence; give an intention for the immediate future; use body language or gesture to help understand; say how they are feeling; follow a simple story and recognise key vocabulary; present information about themselves with support.</p>	<p><b>Family and Friends</b></p> <p>join in traditional songs and rhymes; recognise rhyming sounds; use 1st person possessive adjectives confidently and recognise that third person is different; introduce family members; say what sort of home they live in and name items inside; give a simple opinion about a named animal or object; construct a simple sentence about a variety of topics.</p>	<p><b>School Life</b></p> <p>listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; answer questions in writing using the topic vocabulary; take part in a conversation with a partner and show it to an audience.</p>	<p><b>Time Travelling</b></p> <p>recognise number words in spoken sentences; say numbers larger than 100; match the subject and verb for high-frequency verbs; recognise when someone is saying a date.</p>

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Enrichment		Enrichment		Enrichment	
Harvest Festival Don Rae Dance Day Mellow Yellow Day Family Fun Day	Pantomime Trip Christmas Jumper Day Carol Concert KS2 Children in Need day	Young Voices 17.1.24 Don Rae Dance	Space Event Science Week World Book Day Red Nose Day	Don Rae Dance Maypole Dancing Sports Day Numeracy Day	Arts Week Summer Fayre Performance KS2 Anti-Bullying Concert