



English Long Term Planning Map - Year 5

Different religions have shared beliefs	Solids, liquids and gases have different properties and can behave in different ways.	Past civilizations shape present day systems and technologies (Greeks)	The human body has systems that work together to sustain life	People establish systems to sustain the earth's resources (Trade)	Rivers shape landscapes and the lives of people around them
Key Driver: The Wolves in the Walls	Key Driver: Radiant Child Enormous Smallness	Key Driver: Aesop's Fables Cautionary Tales	Key Driver: The Way We Work	Key Driver: Literacy shed: Rock Paper Scissors	Key Driver: A River by Marc Martin Support with The Dark to model personification
Genres: Narrative: setting, plot, dialogue Persuasive letter	Genres: Biography Poetry	Genres: Narrative: Fables (structure / paragraphing) Poetry	Genres: Information Text Explanation	Genres: Narrative: characterization Newspaper report	Genres: Descriptive recount Non-chronological report
Year 5 Obj: Word: use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an	Year 5 Obj: Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify Sentence: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Year 5 Obj: Word: Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Text: Linking ideas across paragraphs using adverbials of time [for	Year 5 Obj: Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify Sentence: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Year 5 Obj: Word: Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Text: Devices to build cohesion within a paragraph [for example,	Year 5 Obj: Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify Sentence: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]



English Long Term Planning Map - Year 5

<p>omitted relative pronoun Text: 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>Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<p>example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<p>then, after that, this, firstly</p>	<p>Text: 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>Reading: Kensuke's Kingdom</p>	<p>Reading: Tom's Midnight Garden</p>		<p>Reading: Boy in the Tower</p>		