

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Relative Clauses			3. Modal Verbs		4. Adverbs			Assessments
Spring	1. Parenthesis			2. Expanded Noun Phrases			3. Tenses					Assessments
Summer	1. Commas		2. Cohesion						3. Prefixes	4. Suffixes	Assessments	

*Opportunities to consolidate previously taught Y5 objectives in red.
 *Links to previous year group's objectives in green

Year 5 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	1. Ready to Write (4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (4G3.2) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (4G5.6b) Using fronted adverbials (4G5.6b) Using commas after fronted adverbials (4G5.8) The grammatical difference between plural and possessive -s (4G5.7) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]			2. Relative Clauses (5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Terminology for pupils: • (5G1.5b) relative pronoun • (5G3.1a) relative clause <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">*Links to pronouns</div>			3. Modal Verbs (5G4.1c) Using modal verbs to indicate degrees of possibility (5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must] Terminology for pupils: • (5G4.1c) modal verb <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">*Links to verbs.</div>		4. Adverbs (5G1.6) Using adverbs to indicate degrees of possibility (5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely] <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">*Links to Y3 adverbs, Y4 fronted adverbials</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">*modal verbs</div>			Assessments		
	<div style="border: 1px solid black; padding: 5px;">*Links to all Y4 objectives.</div>													

Year 5 – Long Term Plan – Spring

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Spring	<p>1. Parenthesis</p> <p>(5G5.9) <u>Using brackets, dashes or commas to indicate parenthesis</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G5.9) <u>parenthesis</u> • (5G5.9) <u>bracket</u> • (5G5.9) <u>dash</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Y2 sentence types</p> <p>*relative clauses</p> <p>*modal verbs</p> <p>*adverbs</p> </div>			<p>2. Expanded Noun Phrases</p> <p>(5G3.2) <u>Using expanded noun phrases to convey complicated information concisely</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y4 noun phrases and Y3 determiners</p> <p>*relative clauses</p> </div>			<p>3. Tenses</p> <p>(5G4.1b) <u>Using the perfect form of verbs to mark relationships of time and cause</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y3 tenses</p> <p>*adverbs</p> </div>			Assessments					

Year 5 – Long Term Plan – Summer

*Opportunities to consolidate previously taught Y5 objectives in red. *Links to previous year group's objectives in green

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<p>1. Commas</p> <p>(5G5.6a) <u>Using commas to clarify meaning or avoid ambiguity in writing</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G5.6a) <u>ambiguity</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links Y2 commas in lists</p> <p>*relative clauses</p> <p>*parentheses</p> </div>		<p>2. Cohesion</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link 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>Terminology for pupils:</p> <ul style="list-style-type: none"> • (5G1.5) <u>cohesion</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y4 adverbs, Y4 paragraphs</p> <p>*Adverbs</p> </div>							<p>3. Prefixes</p> <p>(5G6.2) <u>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y4 Suffixes 1, 2. Y3 prefixes and word families</p> </div>	<p>4. Suffixes</p> <p>(5G6.3) <u>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y4 Suffixes 1, 2. Y3 prefixes and word families</p> <p>*prefixes</p> </div>	Assessments