



Heatherlands  
Primary School

# Year 5 Knowledge Organisers

Olympia!



We are conservationists!



Leave only footprints



**Curriculum Intent**

The intent of our curriculum is for pupils to have high aspirations, strive to be the best they can be and to make a positive contribution to the school community and beyond.

<p><b>Community</b></p> <p>At Heatherlands we want our children to develop a sense of self within the school community and the wider community.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>utilise our school environment, our local area, and its people in our curriculum</li> <li>participate in the local &amp; global community and be a beacon for others</li> <li>help and support community initiatives</li> <li>build links to other schools both locally &amp; globally</li> <li>promote cultural awareness and celebrate diversity</li> <li>relate learning to real life contexts</li> <li>investigating the impact of important individuals in our world</li> <li>consider the impact we have on our community</li> <li>promote environmental awareness</li> </ul>	<p><b>Communication</b></p> <p>At Heatherlands we want our children to develop the tools necessary to communicate their thoughts, ideas and feelings successfully in different ways.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>enable the children to listen and respond appropriately to adults and their peers, maintaining attention and participating actively</li> <li>ask relevant questions and use strategies (including modelling and knowledge organisers) to extend the children's understanding and knowledge and build their vocabulary</li> <li>enable the children to articulate and justify answers, speculate, hypothesise</li> <li>imagine and explore ideas and share opinions</li> <li>encourage participation in discussion, presentations, performances, improvisations and debates</li> <li>use high quality texts to support learning</li> </ul>	<p><b>Consolidation</b></p> <p>At Heatherlands we want our children to build schemas of knowledge that enable them to be curious and solve problems for themselves.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>make links to prior learning explicit</li> <li>plan across phases to ensure progression and consolidation</li> <li>provide knowledge organisers to enable pre-learning/inferencing</li> <li>develop metacognition and self-regulation approaches, helping the children think about their own learning more explicitly</li> <li>teach specific strategies for planning, monitoring and evaluating learning</li> <li>consolidate our school values to build 'foundational' citizens</li> <li>deepen and broaden learning experiences and understanding</li> </ul>
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Exploring  
Africa



Terrible Tudors



## Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

## Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

## Year group reminders

Please ensure children are always dressed appropriately wearing school uniform: Children in Key Stage 2 wear a school tie which needs to be worn with either a crested v-neck jumper or cardigan and white collared shirt with a grey skirt or trousers and black shoes.

**PE kit** - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

## Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

# Olympia Year 5

The focus of this topic is  
**History**



## Words I need to know and use:

<b>History</b>	Everything that has happened in the past to people or things, or a telling of these events.
<b>Acropolis</b>	An acropolis is a fortified citadel within a larger city. It is usually located on top of a hill and at the centre of the city.
<b>Architecture</b>	The art or science of designing buildings.
<b>Democracy</b>	A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.
<b>Legacy</b>	Something left behind from earlier events.
<b>Olympics</b>	An athletic event held by the Ancient Greeks every four years.
<b>Philosophy</b>	The study of knowledge, thinking and ideas.
<b>Politics</b>	The science of running a country.

## Key figures

<b>Socrates</b>	Socrates is a forerunner in classical Greek philosophy and has been credited as one of the most influential founders of Western philosophy.
<b>Homer</b>	Homer was the composer of the Iliad and Odyssey, arguably two of the greatest poems ever written.
<b>Archimedes</b>	Archimedes was the famous Greek mathematician who is said to have run down the streets of Syracuse naked yelling "Eureka! Eureka!" because he had just discovered the principle of buoyancy while taking a bath.

## Key knowledge:

**The 'Big Ideas' in History are: chronology, impact & innovation**

**Question:** What was the legacy of the Greek culture?

To understand that we can investigate Ancient Greece through what has been left behind.

To understand the differences in the lives of men, women and children in ancient Greece; to understand that women were considered second-class citizens to men.

To know that Athens and Sparta were two city-states that each had a government.

To understand that Greek soldiers used the phalanx formation to work as a unit and be successful in combat.

To know that warriors of Ancient Greece were called hoplites.

To understand that religion was extremely important to the Ancient Greeks.

To understand that the Ancient Greeks believed in multiple gods and goddesses.

To know that the Olympic Games began over 2700 years ago in Olympia, Greece.

To understand that democracy originated in Ancient Greece.

# Olympia Year 5

The focus of this topic is  
**History**

Timeline	
2000 BC	The Bronze Age when Early Aegean cultures start to emerge
2500 BC	The great Minoan civilisation
1200 BC	The Trojan War and the destruction of Troy
1050 - 750 BC	The Dark Ages of Greece
850 - 700 BC	Development of the first Greek Alphabet
776 BC	The First Olympic Games are staged
650 BC	The Rise of the Greek tyrants
600 BC	Greek Coin currency introduced
500 - 323 BC	The Greek Classical Period
490 BC	Greek/ Persian Wars led by Xerxes
333 BC	Alexander the Great defeats the Persians at Issus and is given Egypt by the Persian Satrap
86BC	The Roman General Sulla captures Athens

## The Legacy of Ancient Greece

The legacy of ancient Greece has played an important role in developing modern civilizations. Ancient Greek culture spread rapidly throughout the Mediterranean region and numerous ideas were copied by the ancient Romans.

### Government

One of the most important items of the legacy of ancient Greece was the development of democracy.

This type of government allowed citizens to vote for new laws and their leaders.

Today, almost every government in the world uses some form of democracy allowing citizens to freely choose for themselves which laws or leaders will guide their community.

### Sports

The ancient Greeks were fierce competitors. They enjoyed numerous competitions against each other. In 776 B.C. they invented the Olympic Games. City-states like Athens and Sparta would send a team of athletes to compete in a variety of events like wrestling, javelin throwing, running, and horseback riding. Even during time of war city-states would stop fighting to participate in the Olympic Games.

### Fun facts!

Marathons came from Ancient Greek times!

About one third of the Ancient Greeks were slaves.

They worshipped many Gods and Goddesses.

12 of the Gods and Goddesses lived on Mount Olympus.

Greeks called themselves 'Hellenes'.



# We are conservationists! Year 5

## Words I need to know and use:

<b>Topographical features</b>	Typically include contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes and valleys. Manmade features such as roads, dams, and cities may also be included.
<b>Legend</b>	(Key) is a visual explanation of the symbols used on a map.
<b>Climate</b>	Climate means the average weather conditions in a particular location based on the average weather experienced there over 30 years or more.
<b>Push factor</b>	The reasons why a person moves from a particular area. Very often this is due to factors such as: lack of services, safety, crime, crop failure, drought, flooding, poverty, war.
<b>Pull factor</b>	The reasons why a person moves to a particular area. Very often this is due to factors such as: higher employment, increased wealth, better services, good climate, more fertile land, lower risk from natural hazards.
<b>Biomes</b>	Biomes are 'biological climatic zones' and they are areas that share similar climate, and vegetation and animal species.
<b>Vegetation belts</b>	Regions of the world that are home to certain plant species determined by the climate.

## The focus of this topic is Geography

**The 'Big Ideas' in Geography are:** location, diversity & impact

### Key knowledge:

To use a world map, atlas and globe to locate all 7 continents and 5 oceans

To use maps and atlases to locate the continent of South America and the country Brazil.

To identify the countries bordering Brazil.

To know Brazil's environmental regions, key physical and human features, and major cities.

To locate the five principal ecosystems in Brazil: the Amazonian rain forest, Atlantic rain forest, the caatinga (semiarid land), the central cerrado (savanna) and the wetlands of the Pantanal.

To identify the key physical characteristics of the 5 principle ecosystems in Brazil.

To locate Rio de Janeiro identifying key physical and human characteristics related to urbanisation.

To locate the Amazon rainforest using maps and identify the key physical and human characteristics

# We are conservationists! Year 5

The focus of this topic is Geography

## Kensuke's Kingdom Knowledge Organiser



### Blurb:

*I heard the wind above me in the sails.*

*I remember thinking this is silly, you haven't got your safety harness on, you haven't got your lifejacket on. You shouldn't be doing this... I was in the cold of the sea before I could even open my mouth to scream.*

Washed up on an island in the Pacific, Michael struggles to survive on his own. With no food and no water, he curls up to die.

When he awakes, there is a plate beside him of fish, of fruit, and a bowl of fresh water. He is not alone...

### Key Information:

**Plot:** When Michael's parents lose their jobs, they buy a boat and decide to sail around the world. Michael is swept overboard. He's washed up on an island, where he struggles to survive. Then he discovers that he's not alone. His fellow-castaway, Kensuke, keeps his distance at first. But when Michael's life is threatened, he slowly lets the boy into his world. The two teach and learn from each other until, inevitably, they must part ways....

**Setting:** An island in the Pacific Ocean. The ship. Michael's home.

**Themes:** Nature and environmental issues, community and interdependence, and relationships between the old and the young, mutual respect for and tolerance of those with different faiths and beliefs

### Key Characters:

Michael	The protagonist of the story
Stella Artois	Michael's dog
Kensuke	Elderly Japanese man living on the island
Barnacle Bill	The old mariner who tutored the family to sail
Eddie	Michael's best friend
Michael's parents	His shipmates

### Author Voice:

When I was writing *Kensuke's Kingdom*, I was stuck for a name for a Japanese man. I couldn't think of one that was original or worked for my story. Then I got lucky, I was doing an event at a school in London when a tall Japanese boy came up to get his book signed. I asked him his name and he replied, "Kensuke." And I had the name of my character. Animal names are trickier. It was a boy who came to our farm in Devon with his school who told me the name of his own dog - Stella Artois - an Alsatian.

By Michael Morpurgo

### Key Vocabulary:

brackish	(of water) slightly salty, as in river estuaries
cacophony	a harsh discordant mixture of sounds
flotsam	the wreckage of a ship found floating on or washed up by the sea
gesticulate	use gestures, especially dramatic ones, instead of speaking
mellifluous	(of a sound) pleasingly smooth and musical to hear.
obstinate	stubbornly refusing to change one's opinion
outrigger	beam, spar, or framework projecting from or over a boat's side

### Key Quotes:

*Of course it was a madness. They knew it, even I knew it, but it simply didn't matter. Thinking back, it must have been a kind of inspiration driven by desperation.*

*There was no howling anymore, but something infinitely more sinister: the shiver of leaves, the cracking of twigs, sudden surreptitious rustlings, and they were near me, all around me. I knew, I was quite sure now, that eyes were watching us. We were being followed.*

*When I think of Tomodachi, I think of your mother. Your mother, she too lose her baby. She lose you. That very sad thing for her.*

### Discussion Points:

- Was Kensuke or Michael dangerous to the other?
- Why was Michael torn about leaving Kensuke?
- What comfort would the letter at the end bring?

# Leave only footprints Year 5

The focus of this topic is Geography

Words I need to know and use:

Antarctica
Longitude
Latitude
Prime Meridian
Equator
Northern Hemisphere
Southern Hemisphere
Tropic of Cancer/Capricorn
Landmass
Terrain
South Magnetic Pole
Time zones
Expedition
Continent
Explorer
Endurance
Seasons
Ice mass
Glaciers
Fauna
Mountains
Volcanoes
National Research Station

## Key knowledge:

*The 'Big Ideas' in Geography are: location, impact & diversity*

To locate Antarctica's place on the Earth and on a map

To know the route taken by Endurance Expedition

To locate Antarctica and identify its specific physical geography including Antarctica's size, makeup and surrounding oceans,

To study the Antarctic ice types and fauna

To understand the influence of the earth's orbit on climate zones,

To recognize the features of Antarctic geomorphology: the study of landforms, their processes, form and sediments at the surface of the Earth

To identify key environmental issues – climate change/global warming.

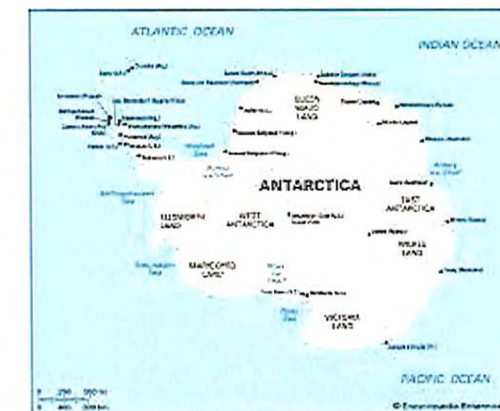
To know how to use map scales and how to measure distances between places.

To use an 8-point compass point to locate the directions between things.

To use maps and digital/computer mapping to locate urban and rural areas and describe features.

To use photos to analyse polar regions

To use a range of secondary data sources for geographical investigation including texts, maps, statistics, photographs or imagery, video or multimedia, databases, newspapers, telephone directories, and government publications.



# Leave only footprints Year 5

The focus of this topic is Geography

Definitions	
<b>Longitude</b>	The measurement east or west of the prime meridian. Longitude is measured by imaginary lines that run around the Earth vertically (up and down) and meet at the North and South Poles. These lines are known as meridians.
<b>Latitude</b>	A geographic coordinate that specifies the north-south position of a point on the Earth's surface. Latitude is an angle which ranges from 0° at the Equator to 90° at the poles. Lines of constant latitude, or parallels, run east-west as circles parallel to the equator.
<b>South Magnetic Pole</b>	The point on Earth's Southern Hemisphere where the geomagnetic field lines are directed vertically upwards.
<b>Landmass</b>	A landmass, is a large area of land. The term is often used to refer to lands surrounded by an ocean or sea, such as a continent or large island.
<b>Glaciers</b>	A glacier is a persistent body of dense ice that is constantly moving under its own weight.
<b>Terrain</b>	An area of land. Terrain may include, flat plains, mountains, forests.
<b>Expedition</b>	A journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.

**Climate change** is the process of our planet heating up. Scientists estimate that since the **Industrial Revolution**, human activity has caused the **Earth** to warm by approximately **1°C**. While that might not sound like much, it means big things for people and wildlife around the globe. Unfortunately, rising temperatures don't just mean that we'll get nicer weather – *if only!* The changing climate will actually make our weather more **extreme** and **unpredictable**. As temperatures rise, some areas will get wetter and lots of animals (and humans!) could find they're not able to adapt to their changing climate.



### Three things we can do to help minimise global warming:

1. Conserve energy in your everyday life—turn off the lights, shut the door, walk to school
2. Convince people around you to save energy—recycle or reuse items where you can
3. Keep learning—get the best education you can get, so that you can be a responsible citizen and continue making good decisions

BBC iPlayer: David  
Attenborough Wild Isles  
<https://www.bbc.co.uk/iplayer/episode/pOf0tcfq/wild-isles-series-1-1-our-precious-isles>



# Exploring Africa Year 5

The focus of this topic is  
Science, Art & Geography



## Words I need to know and use:

3 states of matter: solid, liquid, gas	Water Aid	Charity <a href="https://www.wateraid.org/">https://www.wateraid.org/</a>
Sanitation	Gravity Flow System	A system where water simply runs through a pipeline down a hill to be stored near the village. Gravity is the force that keeps us all stuck to the ground, not floating off into space, and so also causes water run downhill.
Hygiene	Rainwater Harvester	This is a large tank which is designed to collect and store rain water for future use.
Communities	Composting latrine	these are toilets which store human waste until it decomposes into a safe compost which can be used to grow vegetables.
Ethiopia		
Madagascar		
Accessible toilet		
United Nations		
Sustainability Development Goals		
Johannesburg		
Apartheid		
Nelson Mandela		

The 'Big Ideas' in Science are: Investigation, explanation & observation

### Key knowledge:

To understand that water evaporates into the air: the sun heats up water on land, and in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.

To understand that water vapour condenses into clouds: water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.

To recognise that water falls as precipitation: the clouds get heavy and water falls back to the earth in the form of rain or snow.

To understand that water returns to the sea: rainwater runs over the land and collects in lakes or rivers, which take it back to the sea.

To revise what is meant by the term materials

To know that materials can be grouped according to their properties

To understand the difference between reversible and irreversible change using filtering, sieving and evaporation (observation/explanation)

To understand the difference between soluble and insoluble substances

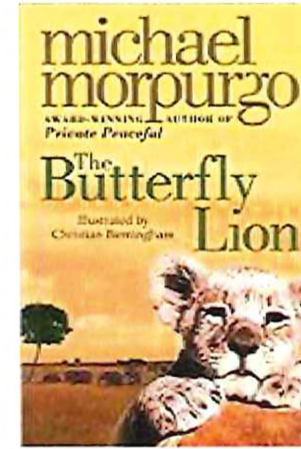
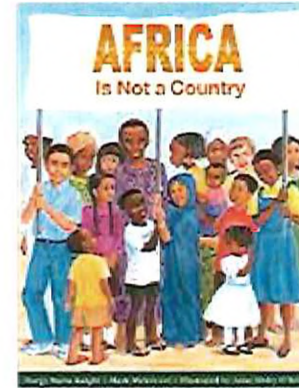
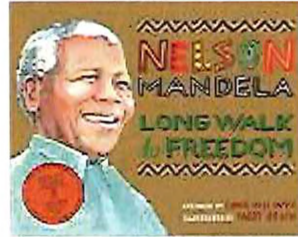
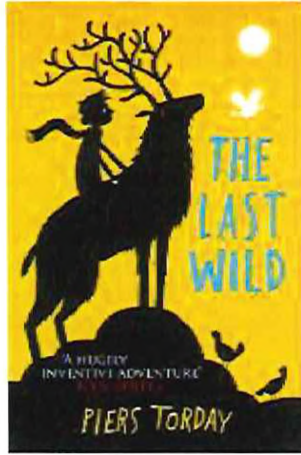
To understand the difference between filtration, evaporation and sieving to separate substances



# Exploring Africa Year 5

The focus of this topic is  
Science, Art & Geography

Read...



Africa is the second largest continent after **Asia**. It lies between the Atlantic and Indian Oceans. To the north is the Mediterranean Sea and to the south is the Southern Ocean. The northern part is covered by Earth's largest desert, the Sahara. To the east is the world's longest river, the Nile. Africa has 54 countries, more than any of the other continents. These countries are home to some of the most ancient cultures in the world. Most people still work in farming, producing their own food. Africa has large animal reserves (parks) like the Serengeti, Masai Mara, and Kruger. The reserves are home to wildlife, such as lions, rhinos, zebra, and elephants.

## Fascinating facts...

The longest river in the world is the River Nile which is 6,695 km (4,160 miles) long.

The highest mountain in the world is Mount Everest which is 8,850 meters (29,035 feet) high.

Mount Kilimanjaro is the highest mountain in Africa and the highest free standing mountain in the world at 5,895 m (19,341 ft).

<https://www.dkfindout.com/uk/search/africa/>

# Terrible Tudors Year 5

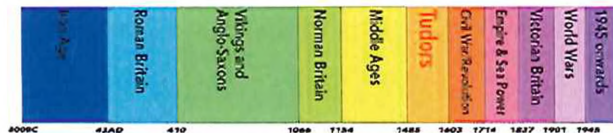
The focus of this topic is History

## Words I need to know and use:

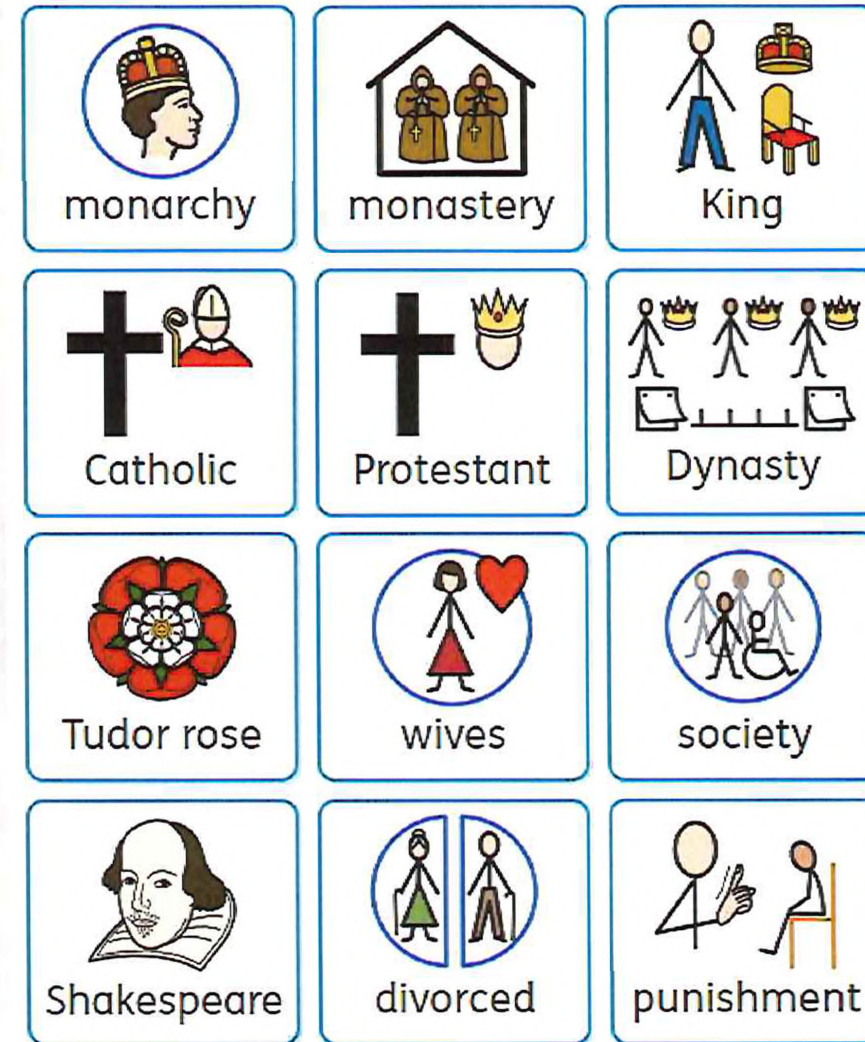
monarchy	A system of government that has a king or queen at its head.
dynasty	A family of rulers who rule over a country for a long time
successor	A person who inherits the throne after the death of the previous king or queen.
Catholic	The oldest and largest branch of Christianity ruled over by the Pope in Rome.
Protestant	The second largest branch Christianity that became separate from the Catholic church in the 16th century. Protestants don't have the Pope as their leader.
reformation	An attempt in the 16th century to change the Catholic church that resulted in the creation of Protestant churches.
dispensation	Permission to ignore or break a rule under special circumstances.
monastery	A building where people lived, worshiped and devoted their time to God. People who lived in a monastery were called monks
dissolution	A formal, legal ending of something

When was the Tudor period?

The Tudor period began on 22nd August 1485 and lasted until 24 March 1603. This means the Tudor period lasted for over 117 years.



## Terrible Tudors



# Terrible Tudors Year 5

The focus of this topic is History

## Wives of Henry VIII

Name	Length of marriage	Fate
1. Catherine of Aragon	23 years 11 months	Divorced
2. Anne Boleyn	2 years 11 months	Beheaded
3. Jane Seymour	1 year 4 months	Died
4. Anne of Cleves	6 months	Divorced
5. Catherine Howard	1 year 3 months	Beheaded
6. Catherine Parr	3 ½ years	Survived

## Mary I (Queen 1553 – 1558)

Mary I was a devout Catholic and soon after becoming queen she brought the Catholic faith back to England. Mary actively punished Protestants and many people were burned at the stake during her reign. As a result, she is known to history as 'Bloody Mary'. Mary married Phillip of Spain and hoped she would have an heir. However, after believing she was pregnant twice, no baby appeared and her husband abandoned her and returned to Spain. She died at the age of 42 after ruling for just 5 years.

## Edward VI (King 1547 – 1553)

Each of Henry VIII's children would become the ruler of England. After Henry VIII's death, his son Edward became king. He was only 9, so his uncle was appointed to help him rule the country. Edward was a devout protestant and he quickly introduced laws that banned many Catholic services.

Edward was not a healthy boy and in 1553 he became very ill. Terrified that his Catholic half-sister Mary would take over and bring back the Catholic faith, he named his protestant cousin, Lady Jane Grey as queen. He died at the age of 15.

## Who were the Tudors?

The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England's most successful and famous monarchs, Henry VIII and Elizabeth I.



## How did the Tudors come to power?

From 1154 – 1485, England was ruled by the Plantagenet family. In the 1450s, war broke out between two branches of this family, the House of York and the House of Lancaster. This war was named the Wars of the Roses after the symbols each side used (the white rose of York and the red rose of Lancaster). The war continued until 1485, when Henry Tudor, who was related to the House of Lancaster, killed King Richard III, the last Plantagenet king at the Battle of Bosworth Field.

## Lady Jane Grey (Queen 1553)

Lady Jane Grey became queen after her cousin, Edward VI. She was only queen for 9 days! In 1554, she was executed at the Tower of London.

## Key knowledge:

*The 'Big Ideas' in History are: chronology, impact & innovation*

To know that Tudor life in Britain was between 1485 and 1603.

To retell the story of the Battle of Bosworth (22<sup>nd</sup> August 1485).

To know that Henry Tudor defeated Richard III (War of the Roses) to become King of England.

To know that the White Rose of York and the Red Rose of Lancaster were joined to create the Tudor Rose.

To discuss the character of King Henry VIII (e.g. he started as good, sensible, reasonable, but later became intolerant, violent and tyrannical).

To know that Henry VIII established the Church of England.

To know that Henry VIII had six wives.

To list Henry VIII's wives' names and their fates.

To know that the society in Tudor England was a hierarchical system, with the King at the top.

To understand the difference in the life of the rich and poor in society.

To know some of the roles in Tudor society (monarch, pope, church, archbishop, bishops, clergymen; noblemen, gentry, yeomen, citizens, labourers, vagrants).

To know that crime and punishment in Tudor society was extremely harsh.

To discuss how punishments were different then and now.

To know that some reasons Tudors were punished for were treason, blasphemy, spying, murder, witchcraft.

To know that there were six Tudor monarchs.

## Heatherlands Primary School KS2 Curriculum Overview 2024-2025 Year 5

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Autumn Term		Spring Term	Summer Term	
RESPECT RESILIENCE		ASPIRATION MOTIVATION	INDEPENDENCE THE HEATHERLANDS WAY	
Olympia!	We are conservationists!	Leave only footprints	Exploring Africa	Terrible Tudors



These tests take place in Year 6 in May every year to measure the attainment of pupils in relation to the standards set out in the national curriculum, and help teachers and parents identify where pupils may need additional support in a certain subject area. There are papers in three subject areas: **Reading**, **Mathematics** and **English grammar, punctuation and spelling**.

In Year 5, the teachers ensure the children are ready for Year 6 and spend time ensuring the children have covered all of the National Curriculum objectives for Years 3, 4 and 5, giving the children the best chance to achieve well when they go into Year 6.

All information can be found on our school website:

<https://www.heatherlands.poole.sch.uk/>

<https://www.heatherlands.poole.sch.uk/year-5/>

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

[heatherlands.office@coastalpartnership.co.uk](mailto:heatherlands.office@coastalpartnership.co.uk)



Children in Year 5 will have outdoor PE on a **Tuesday** and indoor PE on a **Friday**.

Children need to come into school on Tuesdays and Fridays wearing their Heatherlands PE kit.



Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.