

Year 5	Autumn		Spring		Summer	
	Pharaohs	<i>Off With her Head!</i>	<i>Beast Creator</i>	<i>Stargazers</i>	<i>Allotment</i>	<i>Fallen Fields</i>
Trip/Workshop	<a href="#">Virtual Visit BM British Museum Workshop</a>	<i>Tudor Day Workshop</i> <i>Barnet Museum – Battle of Barnet</i> <a href="#">The Charterhouse</a>	<i>Avenue House Local Visit</i>	<i>Science Museum</i> <a href="#">Online Session</a> <i>Mission to Mars NHM</i>	<i>Local Allotment – Totteridge Academy Farm</i>	<i>Imperial War Museum</i>
Text	<i>The Phoenix Code</i>	<i>Treason</i>	<i>Charlotte’s Web</i>	<i>Northern Lights</i>	The Tin Forest	<a href="#">1918: Coming Home</a>
Literacy ( <i>opportunities for writing link to topic</i> )	Playscript Non- Chronological Report Mystery Story Narrative	Poetry – Riddles Newspaper Reports Persuasive Letters	<b>Instructions</b> <b>Persuasive Brochures</b> <b>Letters of Complaint</b>	<b>Free Verse Poetry</b> <b>Myths and Legends</b> <b>Descriptive Writing</b>	<a href="#">Tin Forest Writing Unit</a> <b>Poetry</b> <b>Recipes</b>	<b>Diary Writing</b> <b>Short Story Narratives</b> <b>Speeches/ balanced argument</b>
SPAG	Proper Nouns Adverbs of Possibility Converting nouns and adjectives into Verbs Tenses – Past and Progressive Possessive Plural apostrophes Expanded Noun Phrases	Adverbs Degrees of Possibility- Modal Verbs Verb Prefixes dis- de-, Mis-, over-, re- Verb inflections and standard English Using Inverted Commas	Prepositions Prefixes Coordinating Conjunctions Using Inverted Commas Parenthesis (Brackets) Commas for Meaning and Clarity	Determiners Suffixes Subordinating Conjunctions Linking paragraphs with adverbials Direct and Indirect Speech	Pronouns and possessive Pronouns Word Families Subordinate Clauses Writing Cohesive Paragraphs Parenthesis – Commas Homophones	Adverbials/Fronted Adverbials Dictionary Work Relative Clause Editing and Evaluating Parenthesis – Dashes
Geography	<a href="#">Where is Egypt?</a> Locate Egypt on a world map. Use online maps and other information sources to describe Egypt’s landscape, surrounding countries and seas, climate, and significant geographical features, such as the River Nile. Locate important places, such as Cairo, Giza and the Valley of the Kings, where Tutankhamun’s tomb was found. Make a sketch or digital map of Egypt, mark its significant features and add a key for reference.	<a href="#">Remnants of Tudor London:</a> Compare maps from both Tudor and modern London to discover where most Tudor people settled. Find out whether any features from Tudor London still remain today.  <a href="#">Tower of London:</a> Look at maps and plans of the Tower of London. Make simplified copies of these, labelling the different parts of the Tower and other local landmarks, such as the River Thames and Tower Hill. Plot Anne Boleyn’s journey along the river, past London Bridge (maybe seeing the heads of beheaded traitors on spikes) through Traitor’s Gate and onto Tower Green. Locate her tomb in the Chapel of St	<a href="#">Minibeast Hunt:</a> Take part in a minibeast hunt in the school grounds, collecting specimens by tree beating, log turning and net sweeping. Make maps and plans to show the route taken, creating a key to show where minibeasts were found.  <a href="#">Mapping Minibeasts:</a> Match a range of minibeasts to places they can be found around the world. Use the web and a range of reading materials to find out information, then mark on a map of the world where they can be found.  <a href="#">Locating on a World Map:</a> Locate on a world map	<a href="#">Pictures from Space:</a> Use a range of aerial images of the Earth to identify geographical features, such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications. Share their findings with the class.	<a href="#">Local Allotments:</a> Use a local council website to identify the locations of other allotments in the area. Search for these on an Ordnance Survey or online map. Use the map and the data provided to find out the size of each allotment plot and the key geographical or human features nearby.  <a href="#">Food Origins:</a> Visit the local supermarket, shop, market or greengrocer to talk about where they source their fruit and vegetables and where they originate. Annotate world maps to show the origins of some fruits and vegetables.	<a href="#">Warring Nations:</a> Ask the children to use the Fallen Fields <a href="#">Knowledge organiser</a> and other sources of information, including books and the internet, to confirm which countries were the Central Powers, which were the Allied Powers and which were the neutral countries. Provide children with a copy of the <a href="#">Europe 1914 map</a> , and ask them to draw the location of the countries that were part of the Allied and Central Powers, paying attention to country borders and positioning. Children can use online maps and atlases to help them complete the task.

	<p><a href="#">The Importance of the Nile:</a> Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course.</p> <p><b>Note:</b> Daily life in ancient Egypt revolved around the Nile and the fertile land on its banks, which forms a green valley across the desert to this day. The ancient Egyptians lived and farmed along the Nile, using the soil to produce food for their families and animals.</p> <p><a href="#">Tourist Guide:</a> Write a tourist's guide to Egypt, detailing key monuments and locations that they would recommend</p>	<p>Peter ad Vincula, inside the Tower.</p>	<p>where the deadliest minibeast live, identifying the continents in which they live. Find out how the environment supports each creature's needs and how it has adapted to suit the habitat. Create a shared large scale world map, pinpointing where these beasts live.</p>		<p>Establish which foods are grown in which hemispheres and explain what this means about the conditions that they need for their growth. Discuss which foods cannot be grown in the UK due to our climate. Collect food labels and display on a wall map to show where our foods originate from.</p> <p><a href="#">Farming in the UK:</a> Find out how many different types of farming are in the UK, using web based maps to identify which regions support each type. Draw a sketch map of the UK showing the different regions and plot their village, town or city on the map to see which region they are nearest to.</p> <p><a href="#">Case Studies:</a> Carry out a case study into a specific farming practice in the UK, considering how geography can influence it. Include in their studies information about the crops or livestock grown or kept there, climatic and geographical features that support and promote farming type, trade links and challenges. Compare and contrast their findings with similar farming practices in</p>	
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	<p>visiting. Include information about the climate, currency, leisure activities and language.</p> <p>Note: Show the children a range of travel maps and guides to major cities. The children could include a map with a key to show the main attractions. The guide could be presented using appropriate ICT tools.</p>				<p>North or South America. Discuss similarities and differences.</p> <p><u>Monitoring Suitbale Sites:</u> Use maps, plans and aerial photographs of the school grounds to agree on the best place to plant fruit trees or bushes. Monitor the conditions in suggested sites to see how many hours sunlight they receive, the aspect, drainage, soil type and other important growing factors.</p> <p><u>Flower Farms</u> Find out about the growth of the flower growing industry in the British Isles, in places such as Norfolk and Guernsey. Search the web to find out about the types of flowers grown, the soil types and climates in these areas and the sale and transportation of flowers. Present their findings using presentation software and include a combination of images and text.</p> <p><u>Plotting the Local Area:</u> Use suitable software to make a map showing the route from the school to the nearest farm, farmers market, allotments and 'pick your own' fields. Create a key to plot other important local features and</p>	
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History	<p><a href="#">Tutankhamun's Tomb</a>: Look at photos of, and information about, the contents of Tutankhamun's tomb. Generate questions about the contents and write them on sticky notes. Consider what these artefacts and objects might tell them about the ancient Egyptians and the boy pharaoh. Think about and articulate the information that the objects and artefacts cannot tell them.</p> <p><b>Note:</b> The mummified body of Tutankhamun tells us his age, height and even what diseases he had. Explain how ancient artefacts found in his tomb were viewed as treasures and were therefore vulnerable to tomb robbers.</p> <p><a href="#">Development of Civilization</a>: Create a timeline to show how ancient Egyptian civilisation developed. Add the following significant</p>	<p><a href="#">Tudor Timeline</a>: Use a range of source materials to sequence a Tudor timeline, from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit into our history. Use portraits to create a family tree for the Tudor dynasty. Work in groups to find out each monarch's, birth and death dates, length of reign and key events, writing these on information cards to add to their Tudor timeline.</p> <p><a href="#">Henry's Marriages</a>: Create a timeline of Henry VIII's marriages and generate research questions, such as 'Why did he marry six times?' and 'Which was his longest marriage?' Record these on a research wall for exploration. Create individual illustrated timelines using appropriate software.</p> <p><a href="#">Henry's Homes</a>: Use the web and other historical sources to find out where Henry VIII lived during his</p>		<p><a href="#">Galileo Galilei</a>: Meet Galileo Galilei, hailed as the father of modern observational astronomy. Find out about his life and work and, in particular, his discovery of sunspots on the Sun. Explain why this discovery was so significant and controversial at the time. Present information using a portrait of the man at the centre of a mind map.</p> <p><a href="#">Sir Isaac Newton</a>: Listen to the story of how Sir Isaac Newton described the concept of gravity and retell in their own words through a dramatic performance. Or, hot seat Sir Isaac himself to find out how his observations led to his theories on the universal force of gravity.</p> <p><a href="#">The race to space</a>: 'We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which</p>		<p><a href="#">Causes of War</a>: Show the children the <a href="#">Causes of the First World War presentation</a>. Ask them to make notes to record information they feel is significant before comparing their ideas. Ask 'What do you think were the short and long-term causes of war?' Using their notes and additional research, ask the children to produce a British newspaper report, about the events of 28th June 1914. Children can use the <a href="#">Newspaper report writing frame</a> to plan and draft their reports.</p> <p><a href="#">Significant Events</a>: Divide the children into groups and give each a set of the Significant events of the First World War timeline cards provided. Ask each group to discuss, then organise the cards chronologically, and consider if there are any significant dates or events missing from the timeline. Offer the children blank cards to create additional timeline cards as appropriate. Children should use both their developing knowledge and the</p>

	<p>events to their timeline: the reign of Tutankhamun (1332–1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). Research other important events and people, adding them to the timeline. Compare the chronology with other periods of history that they are familiar with.</p> <p><u>Famous Pharaohs:</u> Use information books and online resources to find out about famous pharaohs of ancient Egypt. Make a character profile of a favourite, describing their personality, how long they ruled for and any special achievements. Present their cases and compete in a 'Pharaoh Factor' or an 'Ancient Egypt's Got Talent' competition. Create a display about some of the most famous pharaohs and include information about each one.</p>	<p>lifetime and locate these places on a UK map. Look at one of these homes in detail, making a map and a plan for it and sketching detailed illustrations of the palace or house. Research the rooms and décor of each one and decide which of Henry VIII's homes was the grandest. Research which of his homes had the largest banqueting hall.</p> <p><u>Anne's Crimes:</u> Watch a digital presentation or listen to a summary detailing Anne Boleyn's alleged crimes, including the evidence given both for and against her. Discuss what happened to her and why they think she was accused of such terrible crimes.</p> <p><u>Tudor Punishments:</u> Work in teams to find out about Tudor crimes and punishments. Create illustrated mind maps to record their findings, adding facts, diagrams and illustrations, then share their findings with others to compare. Give their view of the punishments of the time.</p>		<p>we intend to win' – John F Kennedy, 1962. What does this tell us about America's attitude to the Space Race in the 1960s? Discuss why they were so determined to succeed?</p>		<p>Fallen Fields Knowledge organiser to decide whether to include additional information on their timeline. You can display the timeline and add to it as children gather more information throughout the project.</p> <p><u>Significant People:</u> Share the Significant people of the First World War presentation with the children. Offer them time to discuss and record any knowledge gained. Then, organise the children into pairs or small groups and challenge them to do further research about one of the significant individuals. Children should use the internet and information books to carry out their research and use what they have found out to answer the questions on the last slide of the presentation. Children could present their research using ICT. To conclude, discuss or debate the question 'Who was the most significant or influential figure of the Great War?'</p> <p><u>Weapons and Technology:</u> Show children the Weapons of the First World War presentation, which includes information about aircraft, battleships, tanks, submarines, chemical</p>
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	<p><b>Job Descriptions:</b> Learn about the role of an Egyptian pharaoh, including what he or she was expected to do and what they were responsible for. Find out what Egyptian people thought about pharaohs. Write a job description for the role of a pharaoh, describing the qualities and experience that they might need. Outline the roles and responsibilities of the position and ask for a reference. Role play going to an interview for the job of pharaoh.</p> <p><b>After Death:</b> Watch a presentation, search online or use a range of information books to find out what happened to a pharaoh when they died. Describe their findings using keywords and phrases, such as preserved, embalmer, the Beautiful House, canopic jar, afterlife, pyramid, ointment, natron, coffin, priest and sarcophagus. Decide how they</p>	<p><b>Treason:</b> Discuss the meaning of this quote by Anne Boleyn's uncle, the Duke of Norfolk, as he passed judgement on her in court: 'Because thou has offended our sovereign the King's grace in committing treason against his person and here attainted of the same, the law of the realm is this, thou hast deserved death, and thy judgement is this: that thou shalt be burned here within the Tower of London, on the Green, else to have thy head smitten off, as the King's pleasure shall be further known of the same.' Write a short response from Anne Boleyn, perhaps as a direct quote. Her actual speech can be found <a href="#">online here</a>.</p> <p><b>Anne's Life:</b> Find out, in detail, about significant dates and events of Anne Boleyn's life with Henry VIII. Order these chronologically. Discuss, as a group, the different emotions that Anne Boleyn might have felt as she lived through these life events.</p> <p><b>Role Play:</b> Use non-fiction books and the web to find out why</p>				<p>weapons and artillery. Ask the children to use the information given and a range of other source materials, to produce a fact file about a chosen aspect of weaponry. Model how they might set out a fact file using the headings: power, range, availability and effects. You can use the painting Gassed by John Singer Sargent, as a talking point for the effects of exposure to gas. A Gassed picture card is provided, but only use it if you feel it is appropriate for the children you teach.</p> <p><b>The Christmas Truce:</b> Ask the children to read the Christmas truce information sheet with a partner. After reading, show the children the Sainsbury's Christmas advert, which was made in association with The Royal British Legion. Ask the children to consider how the soldiers might feel as they return to their trenches. Prompt the children's thinking by asking questions such as 'What might the soldiers have been hoping for as the New Year loomed? Do you think they felt differently about their 'enemy' after meeting them?' Challenge the children to write a letter, in the role</p>
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	<p>would like to present the information.</p> <p><u><a href="#">Ancient Artefacts:</a></u> Discuss what we can learn about ancient Egypt from just one or a group of similar objects. Make detailed drawings of the artefact(s) and describe what they can see. Consider what each artefact tells them about life in ancient Egypt. Explain why it is important for historians to examine information from a wide range of sources before making a judgement on or drawing conclusions about the past.</p> <p><u><a href="#">Embalmer Instructions:</a></u> Watch a presentation about the process of mummification and ask questions to clarify their understanding. Refer back to their experience and discuss whether it was an accurate representation of what used to happen in ancient Egypt. Imagine that they are an embalmer and write a set of</p>	<p>Henry VIII broke away from the Catholic Church and explain his 'great matter'. Discuss the roles of Cardinal Thomas Wolsey, Thomas Cromwell and Thomas More. Use role play to act out conversations between Henry VIII and either Thomas Wolsey, Thomas Cromwell or Thomas More. Give a personal view of Henry VIII's actions.</p> <p><u><a href="#">Henry's Character</a></u> Find out how tall and how wide Henry VIII was by drawing a life sized outline of him. Work together to write his thoughts about his great matter inside his outlined head and the things that he might say to others on the outside of his body. Discuss what kind of character he was.</p> <p><u><a href="#">Henry's Children:</a></u> Make character profiles for all of Henry VIII's children. Draw an outline of each of his children and use historical source materials to find out about their characters and lives.</p>				<p>of a German or British soldier, to their government to appeal for an end to the war.</p> <p><u><a href="#">Wartime Food:</a></u> Direct the children to read the Food during the First World War non-chronological report. After reading, ask the children to share what they have found. Ask 'How was food on the home front different to food in the trenches?' Encourage them to discuss the similarities and differences. Divide the children into small groups of four or five and give them a daily amount of rationing from the home front such as meat, bread and butter. Ask the children to compare the rationed amounts to the amounts they typically eat. Challenge them to write an account of food during the First World War, reflecting on how the amounts compare to their typical food intake.</p>
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	<p>instructions to tell a new apprentice how to do it.</p> <p><u>Beliefs:</u> Use a range of historical source materials to find out what ancient Egyptians believed happened after they died. Discuss what they think about the Egyptians' beliefs and compare them with other religions and their own beliefs. Draw a picture to represent what Egyptians believed and use labels and captions to add informative points.</p> <p><u>Transformation Spells:</u> Find out about the Book of the Dead, then explain what it was and why it was important. Write their own transformation spell, which will transform them into a plant or animal and give them special powers and abilities in the afterlife.</p> <p><u>Egyptian Gods:</u> Learn about the ancient Egyptian gods, including what they looked like and what their roles were. Find</p>					
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	<p>images of the different gods in Egyptian tomb paintings and papyrus scrolls, then describe what the images show. Draw a favourite god or goddess and create an information sheet about them. Find out how the Egyptian people worshipped their deities.</p> <p><u><a href="#">Cleopatra's Death:</a></u> Find out about events leading up to the death of Cleopatra VII, the last Egyptian pharaoh. Look at different versions of events and draw conclusions about what the true story might have been. Work in groups to present a short talk about their findings and views.</p> <p><u><a href="#">Comparing Everyday Lives:</a></u> Work in two teams, one playing the part of a group of farmers and the other playing a nobleman and his family. Create freeze frames from each group's everyday life. Present their freeze frames to the other group and explain</p>					
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	<p>what they were showing.</p> <p><a href="#">Contribution of the ancient Egyptians</a>: Consider what the ancient Egyptians contributed to world history. Make posters and animated presentations using software, such as PowerPoint or Prezi, to document their ideas. Present their work to an invited audience.</p>					
Science	<p><a href="#">Material World</a></p>	<p><a href="#">Brilliant Scientists</a></p>	<p><a href="#">Circle of Life</a> <a href="#">Classifying Minibeasts</a>: Identify a range of minibeasts from images of a local habitat using identification keys. Learn the scientific categories for the minibeasts: arachnids (spiders), crustaceans (woodlice), myriapods (centipedes and millipedes), gastropods (slugs and snails), annelids (worms) and insects (beetles). Why are the minibeasts grouped in this way? Research whether the same categories are also found in aquatic habitats. <a href="#">Interpreting data</a>: Investigate ways of presenting minibeast data so that it could be interpreted accurately by others. Work in groups to decide what type of data could be shown, such as number of segments, number of legs or habitat. Work with a partner to</p>	<p><a href="#">Out of This World</a> <a href="#">Solar System Facts</a>: Use an assortment of scientific resources, such as books, websites, video clips and animations, to find out about the Solar System, including which planets are Jovian (gaseous) or terrestrial (rocky). Decide how to organise and record their findings, perhaps using bullet points, notes, lists, diagrams, drawings and mind maps. Share their findings with others in the class, working together to propose questions for further research. Record 10 facts about the Solar System.</p>	<p><a href="#">Growing up and Growing Old</a>: <a href="#">What affects Germination?</a> Follow a simple scientific method to explore the germination rate of seeds in four different conditions: at low temperature (4°C in a fridge), at room temperature (21°C), in the light and in the dark. Make predictions for which seeds will germinate quickest to slowest, then make regular observations, recording accurately and clearly. Can they explain their results? <a href="#">Propagators</a>: Work with a partner to build a simple propagator, using two clear plastic containers with holes in the bottom. Fill one container with compost then plant their seeds and cuttings. Turn the other container upside down to create a roof,</p>	<p><a href="#">Let's Get Moving</a></p>

			<p>gather and display minibeast data using tables or other appropriate graphical methods, such as bar charts. Create questions for another group to answer by reading and interpreting the completed table or chart.</p> <p><u>Choice Chambers:</u> Collect woodlice from the local habitat using pooters or plastic spoons and bring them safely back to the classroom. In a large, deep tray or tank, create a variety of different habitats, including damp wood, stones and gravel, a muddy puddle and dry wood. The habitats must be separate but the woodlice should be able to easily move between them. Put all of the woodlice in the middle of the tray or tank and leave them overnight. Predict which habitat they think the woodlice will choose. The next morning, see where the majority of woodlice have congregated, revealing how accurate their predictions were.</p> <p><u>Metamorphosis:</u> Find out about the life cycle of a chosen minibeast, researching the information using several non-fiction resources. Watch time lapse footage</p>	<p><u>Size and Scale:</u> Work in groups to explore the size and scale of the Solar System, including the Sun. Using a range of spherical items of different scales, research the size of each planet and then work out which item might best represent it. Compare their decisions with all other groups, giving reasons for their answers. Taking the items outside, measure out and place the planets at the correct distance from the Sun, following numerical data in a table supplied.</p> <p><u>Day and Night:</u> Use a bright light, such as an LED torch, to represent the Sun and a globe to demonstrate the cycle from night to day. Place a sticker on the UK and see what happens as the Earth spins on its axis. Use their model to make a stop motion video demonstrating an Earth day. Use the web to see live video footage from worldwide city locations, or have live</p>	<p>making sure that there is room inside for plants to grow. Label the propagator to show what they planted and when. Place temperature and light sensors both inside and outside the propagator. Attach the sensors to a data logger and record measurements throughout the day. Plot the data on a simple line graph.</p> <p><u>Caring for our Plants:</u> Observe and monitor new plant growth throughout the project, learning how to care for developing seeds, bulbs and saplings. Water, weed and feed plants to help them grow and take photographs to document the growing plants and how they care for them. Keep a class plant diary to document plant growth in which everyone can contribute. Remember to look out for signs of pests and disease.</p> <p><u>Dissecting Flowers:</u> Explore and dissect a flowering plant, identifying the structures and key features associated with sexual reproduction, such as the carpel, stigma,</p>	
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			<p>of minibeast life cycles, including stages of metamorphosis. Draw scientific diagrams to record the life cycles observed, labelling each stage and making simple annotations to describe what happens.</p> <p><u><a href="#">Comparing Life Cycles:</a></u> Search the web to find information and footage of the life cycle of a frog (amphibian), comparing this to the life cycle of a butterfly. Articulate the differences in discussion, diagrams and written work, or visit frogs in their natural habitat to search for clues, such as frogspawn or tadpoles, that demonstrate that metamorphosis is taking place.</p> <p><u><a href="#">Stick Insects:</a></u> Observe the hatching of stick insect eggs, investigating what conditions are optimal for the eggs to hatch. Find out why the majority of stick insects are female and how and why they reproduce predominantly asexually. What other animals can reproduce both</p>	<p>webchats with friends or family in other countries.</p> <p><u><a href="#">Facts about the Moon:</a></u> Explain what they think they know about the Moon by collecting their ideas on whiteboards, sticky notes or a mind map. Share ideas with the whole group and pose questions for further research, such as 'Why do we only see one face of the Moon? What might the dark side of the Moon look like? How does the Moon remain captured in the Earth's orbit?' Create a Moon information leaflet, which includes diagrams, photographs, information and captions.</p> <p><u><a href="#">Investigating Gravity:</a></u> Investigate the force of gravity (weight) of a range of objects, measuring in newtons and using force meters with different scales.</p>	<p>style, stamen, anthers, filament and pollen. Take photographs at different stages of the dissection. Draw diagrams or upload pictures and annotate with the names and functions of each part for sexual reproduction.</p> <p><u><a href="#">Sequencing Stages:</a></u> Watch film clips and animations which show the sexual reproduction of plants and the role played by pollinators, such as bees, butterflies and bats. Use drawings to sequence the key stages (pollination, fertilisation, seed production and dispersal, germination) in plant sexual reproduction and retell the process in their own words, using the correct terminology.</p> <p><u><a href="#">Pollinator Life Cycles:</a></u> Choose a pollinator and research its life cycle. Draw a diagram to illustrate the life cycle, ensuring that the correct scientific terminology is used. Discuss what they have found out,</p>	
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			<p>sexually and asexually?</p> <p><a href="#">MiniBeasts Shelter:</a> Look at pictures of shelters that minibeasts make and use, including a wasp's paper nest, a cased caddisfly's carefully constructed case, an ant's nest and a froghopper's cuckoo spit. Use picture cards to match the shelter to the minibeast before a reveal. Then find out more about each type of shelter using a range of non-fiction books and the web, presenting their findings using labelled diagrams, captions and short paragraphs.</p> <p><a href="#">Physical Food Chains:</a> Create food chains and webs, using themselves as an animal and string to link the chain. Be able to define the terms predator, prey, consumer and producer. Consider and discuss what would happen if one of the living things from the food chain or web was removed. What would happen if a new predator was</p>	<p>Hypothesise if weight affects the speed at which objects, such as an orange or a grape, drop, and consider what other forces oppose gravity and may be preventing objects from falling at the same rate. Video the two objects falling side by side; play back in slow motion and see if their predictions are correct.</p> <p><a href="#">Life in Space:</a> Watch film and documentary clips that show the effects of zero gravity in the International Space Station. Find out about the gravitational pull on Earth and how this differs from, for example, gravity on the Moon. Explain in their own words what determines the force</p>	<p>comparing and contrasting the life cycles of the different pollinators.</p> <p><a href="#">Friend or Foe?</a> Look at images of different minibeasts and larger creatures found in a common UK garden or allotment. Use a key or branching database to identify any unknown creatures. Sort the images into 'friend' or 'foe' and discuss why they have sorted the images this way. Explain their reasons to others in the group, drawing on their personal observations and other information that they have found out during the project.</p>	
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			<p>introduced to the habitat?</p> <p><u>Eradicate:</u> Imagine that they have invented a poison that would eradicate a certain minibeast forever, suggesting why this is necessary. Pass their reasons to another team, who then counteract their ideas using scientific reasoning. Consider 'What would happen to food chains and habitats? Would it affect humans if a minibeast disappeared? How?'</p>	<p>of gravity on our planet and others.</p> <p><u>Crater Formation:</u> Explore how craters are formed and why some planets have more than others. Investigate what happens when objects of different sizes and weights are dropped from different heights onto a planet, and measure the sizes of the craters that they create. Find out which combination of ball and height makes the biggest crater, recording their results systematically in a graph, chart or spreadsheet.</p> <p><u>Insulation Investigation:</u> Use digital thermometers to accurately measure temperature. Investigate the effect of insulation on the rate of cooling of two beakers of hot water, one uninsulated and one insulated in foil, bubble wrap, foam or a space blanket. Take measurements at regular intervals, recording the temperatures in degrees Celsius (°C) before plotting the</p>		
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				<p>results on a graph. How effective was the insulation at reducing heat loss to the air?</p> <p><b>Big Questions:</b> Discuss the big question: 'Why is there life on Earth? What must be present for life to exist?' Identify the characteristics of our planet that support life and consider whether there are any threats to those features. Present their ideas in a class or group discussion.</p>		
Art						
Computing	<a href="#">Computing Systems and networks – sharing information</a>	<a href="#">Creating media – Vector drawing</a>	<a href="#">Creating Media – Video editing</a>	<a href="#">Data and information – Flat- file databases</a>	<a href="#">Programming A – Selection in physical computing</a>	<a href="#">Programming B – Selection in quizzes</a>
Guided Reading Resources	<a href="#">Year 9 optional SATs Text</a>	<a href="#">Asha and the Spirit Bird</a>	<a href="#">An Alien in the Jam Factory</a>	<a href="#">Charlotte's Web</a>	<a href="#">Varmints</a>	<a href="#">1918: Coming Home</a>
French (Primary Languages)	Intercultural Understanding, Greetings How old are you and 1-12	Siblings Colours and pets The 2 frogs Intercultural Understanding	Body Parts Numbers 13 to 31 Months and festivals Days of the week	The very Hungry Caterpillar Intercultural Understanding Opinions and pets	Plastic Bags Dates and life cycles	Dates and Lifecycles Morocco
Music (Charanga)	<a href="#">Living on a Prayer</a>	<a href="#">Classroom Jazz 1</a>	<a href="#">Make you Feel my Love</a>	<a href="#">The Fresh Prince</a>	<a href="#">Dancing in the Street</a>	<a href="#">Reflect, Rewind and Replay</a>

<p>Year 5 Autumn 1</p> <ul style="list-style-type: none"> <li>Playscript of story of Osiris</li> </ul> <p><a href="#">Develpoing the Story:</a> <a href="#">Adding Details</a></p>
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<u>Performance Time</u>			
Text Structure	Sentence Structure	Planning	Evaluation
<p>Write own play script, applying conventions learned from reading; include production notes.</p> <p>☑ A detailed paragraph to set each scene.</p> <p>☑ Characters have clear function in script with lines allocated appropriately.</p> <p>☑ To evaluate the script and the performance for their dramatic interest and impact.</p> <p>☑ Characters personality inferred through choice of speech.</p>	<p>Stage directions clearly indicate to the actors how to portray characters feelings (action and reaction) through gesture, facial expressions and tone of voice. • How tension can be built up through pace, silences and delivery. • Precise choice of verbs, adverbs and adjectives to generate the desired effect.</p>	<p>Planning:</p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Planning frame – Story maps, story mountains, comic strip.</p>	<p>Evaluation:</p> <p>Assessing the effectiveness of their own and others’ writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proofread for spelling and punctuation errors.</p>
<ul style="list-style-type: none"> <li>• Non Chronological report on Pyramids</li> </ul>			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<p>Mystery Story Narrative</p> <p><a href="#">Plotting our Stories:</a></p> <p><a href="#">Adding Suspense:</a></p> <p><a href="#">Story Endings:</a></p> <p><a href="#">Completing our Stories</a></p>			

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Year 5 Autumn 2				
<p>Poetry – Riddles</p> <p><a href="#">Class Riddles:</a></p> <p><a href="#">Writing riddles</a></p> <p><a href="#">Tudor Handwriting</a></p>				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes

<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> <li>- Read books (poems) that are structured in different ways and for a range of purposes</li> <li>- Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions</li> <li>- Recommend books (poems) that they have read to their peers, giving reasons for their choices</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing (poetry)</li> <li>- Make comparisons within and across books (poems)</li> <li>- Learn a wider range of poetry by heart</li> <li>- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</li> <li>- Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Ask questions to improve understanding</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> <li>- Provide reasoned justifications for views.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> </ul> <p>Layout devices</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems.</p> <p>Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc.</p> <p>Free verse based on themes/issues etc.</p> <p>Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>
Newspaper Report of the execution of Anne	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation

<p>Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>
<p>Persuasive Writing: Letter as Anne Boyleyn to Henry</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to...</p>	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>

			Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
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**Year 5 Spring 1**

**Instructions – How to build a bug hotel**

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.	Don't forget to.. Be careful of.. Don't worry about.. Concentrate on... At this point...	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

**Persuasive Brochures for Bug hotels**

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to...	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can...	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

		For the rest of your life... Unbelievable Outrageous Incredible	Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
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Letters of Complaint to Bug Hotels				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Year 5 Spring 2				
<b>FREE Verse Poetry</b> <a href="#">Zero Gravity:</a> <a href="#">Free Falling:</a> <a href="#">Exploring Poems:</a> <a href="#">Gravity Rap:</a> <a href="#">Rap Performance</a>				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	

<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> <li>- Read books (poems) that are structured in different ways and for a range of purposes</li> <li>- Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions</li> <li>- Recommend books (poems) that they have read to their peers, giving reasons for their choices</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing (poetry)</li> <li>- Make comparisons within and across books (poems)</li> <li>- Learn a wider range of poetry by heart</li> <li>- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</li> <li>- Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Ask questions to improve understanding</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> <li>- Provide reasoned justifications for views.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> </ul> <p>Layout devices</p>	
<p><b>Myths and Legends</b></p> <p><a href="#">Inspired by the Moon:</a></p> <p><a href="#">Once in a Blue Moon:</a></p> <p><a href="#">Adding Detail</a></p> <p><a href="#">Reading our Myths:</a></p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

	Repetition is used for effect e.g. the boys ran and ran until they could run no more.		Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
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Descriptive writing of aliens and space stimulus

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Year 5 Summer 1

[Tin Forest Writing Unit](#)

Recipes writing – ingredients from allotment

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
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<p>Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.</p>	<p>Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Don't forget to.. Be careful of.. Don't worry about.. Concentrate on.. At this point...</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>
<p>Poetry – <a href="#">Descriptive Words:</a> <a href="#">Planning our Poems:</a> <a href="#">Poetry Performance:</a></p>				
<p>Listen, discuss, respond</p>	<p>Understanding</p>	<p>Composition</p>	<p>Vocabulary, grammar and punctuation</p>	

<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> <li>- Read books (poems) that are structured in different ways and for a range of purposes</li> <li>- Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions</li> <li>- Recommend books (poems) that they have read to their peers, giving reasons for their choices</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing (poetry)</li> <li>- Make comparisons within and across books (poems)</li> <li>- Learn a wider range of poetry by heart</li> <li>- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</li> <li>- Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Ask questions to improve understanding</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> <li>- Provide reasoned justifications for views.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> </ul> <p>Layout devices</p>
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Year 5 Summer 2			
Diary writing of a WW1 Soldier			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash..</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall..</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p>

			Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
Speeches, arguments about causes of WW1				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to...	It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	<b>Noun</b> Locate and identify expanded noun phrases. <b>Verbs</b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <b>Adjectives</b> Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. <b>Tense</b> Change tense according to features of the genre. <b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
Short Narrative based on WW1 Theme, descriptive writing				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback	Sentence length varied e.g short/long.	Year 5 ambitious vocabulary used	<b>Noun</b>	Consolidate all previous learning. Brackets

<p>Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>		<p>Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Dashes Colons Semi colons</p>
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