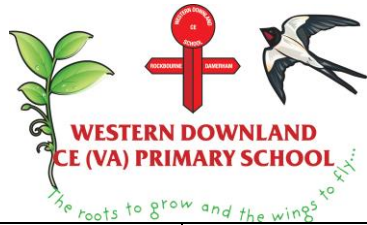
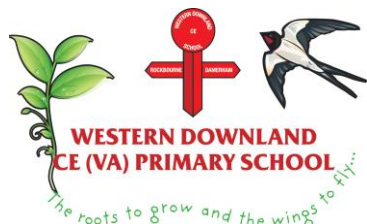


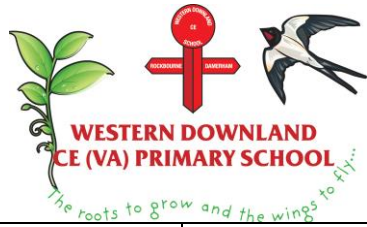
| Overview Yr 5 | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|--|---|--|--|
| Stimulus themes /topics | Pole to Pole | Being Human | Out of Africa | Earth in Space | Animations/Great British Bake Off | Crime and punishment through the ages. |
| Reading for pleasure and reading independence | Willard Price | | Kensuke Kingdom | | Kensuke Kingdom | |
| Reading range and focus: whole class | | WWI poetry- For the Fallen The Arrival- Shaun Tan | The warning | Farther | The Piano | The Highway Man http://cookit.e2bn.org/historycookbook/34-344-georgians-regency-Food-facts.html |
| Writing Purpose and range | To recount: Write a letter applying for a post on Shackleton's ship. | To express emotions inform -Poetry To inform -a response to an alien To explain -how the human body works To instruct -how to prolong the life of a human body | To entertain -Narrative warning stories | To explain: How we have day and night. Why we have a solar eclipse. How father's flying machine works. To recount: letter to Father from son (vice versa) To | To entertain: Write a flashback story based on the animation. To instruct: How to make soup. | To entertain: Re-telling from character's point of view. To persuade: Letter from Bess to father to ask for blessing./ poster for fashion. To instruct: How to make welsh rarebit for the highway man. To discuss: Was the Highway man good or bad? |



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| | | | | entertain: Poem (flying) | | |
| Sentence grammar and punctuation skills linked to reading models and writing journeys | <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>commas to indicate parenthesis</p> <p>SS:Relative clauses beginning with <i>who, which, where, why, whose, that,</i> or an omitted relative pronoun (Unit 1 narrative)</p> <p>*TS: Use of paragraphs to organise ideas around a theme</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that,</i></p> | <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>TS: Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Converting nouns or adjectives into verbs using</p> | <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> | <p>SS: Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) (Unit 3 Non fiction)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>: Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> | |



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|---|---|---|---|--|---|--|
| | <i>this, firstly</i> | | suffixes (e.g. -ate; -ise; - ify) | | | |
| Talk/Spoken Language: skills, opportunities and outcomes | Give verbal instructions during orienteering unit. | Discussion-should we allow the aliens to come? | | | Retell story to the sound track | Children recite poem. Discussion-Who is the hero in the poem? (Conscience ally. What should Bess do?) Tiny texts-making deductions. Coal to diamonds. Role play as characters. |
| Special Events | Visit to Bently Wood to develop map work skills. | | Natural History Museum | | | Variety show-perform poem. |
| Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching) | Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ | Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible | Words ending in -able and -ible Adding suffixes beginning with vowel letters to words ending in -fer Words | Endings which sound like /ʃəl/ Use of the hyphen Words containing the letter-string ough | Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Homophones and other words that are often confused Homophones and other words that are often confused |



| | | | | | | |
|---------------------------------|-----------------|--|--|-----------------|---|-----------------|
| | | | containing the letter- string ough | | | |
| Site of Application opps. | <u>Autumn 1</u> | <u>Autumn 2</u> <u>To instruct- how to prolong the life of a human body</u> | <u>Spring 1</u> <u>To inform- diary entry</u> | <u>Spring 2</u> | <u>Summer 1</u> Narrative- 1 st person To persuade- Letter to father from Bess. | <u>Summer 2</u> |

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)