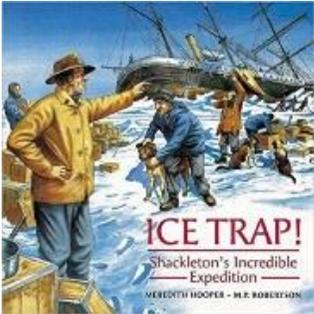
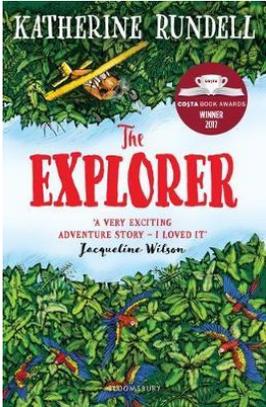


English Curriculum Long Term Plan Year 5

Year 5			
Term			
Autumn 1		Driver Text: Ice Trap! Shackleton's Incredible expedition by Meridith Hooper	
	Fiction <u>Writing Focus</u> Diary entry- write a diary entry as one of the crew from the Endurance. *Rising Stars Vocabulary Activity- Page 6- Can we explore words associated with speed? *	Non Fiction <u>Writing Focus</u> Information text – Shackleton's expedition. Biographies *Rising Stars Vocabulary Activity- Page 8- Can we use prefixes to change meaning? *	
	Poetry <u>Writing Focus</u> The Ant Explorer- C.J. Dennis Form a short poem in the style of the Ant Explorer describing his journey to Antarctica. *Rising Stars Vocabulary Activity- Page 10- Can we talk about hope? *		
<u>Vocabulary, grammar and punctuation for Year 5</u>		Word Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're') Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Text Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	

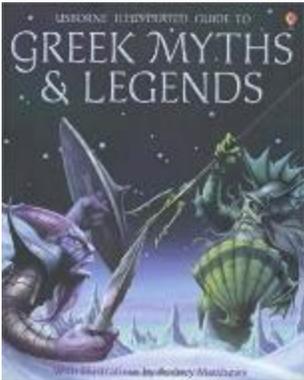
English Curriculum Long Term Plan Year 5

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<p>Autumn 2</p> 	<p>Driver Text: The Explorer Katherine Rundell</p>																													
	<p>Fiction</p> <p><u>Writing Focus</u> Survival Narrative- write an adventure story of wild camping.</p> <p>*Rising Stars Vocabulary Activity- Page 20- How can words bring a place to life? *</p>	<p>Non Fiction</p> <p><u>Writing Focus</u> Instructions- How to... based on instructions from the text e.g. How to build a shelter, how to build a fire.</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Explorer- Unknown</p> <p>Write similes and metaphors linked to movement. Generate ideas for a stanza poem focusing on movement of each. 1st -The explorer.... 2nd- The river 3rd- Animals Include similes and metaphors</p> <p>*Rising Stars Vocabulary Activity- Page 12- How can we use friend to create new phrases? *</p>																											
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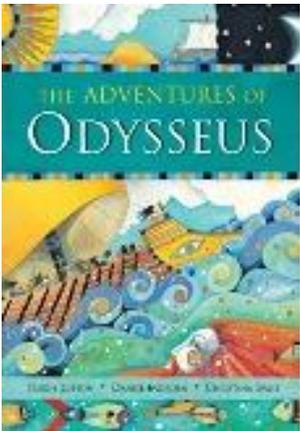
English Curriculum Long Term Plan Year 5

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	<p>Driver Text: Greek Myths and Legends (e.g. Theseus and the Minotaur, Perseus and the Gorgons Head)</p> <table border="1" data-bbox="472 1034 2074 1078"> <tr> <td data-bbox="472 1034 1039 1078">Fiction</td> <td data-bbox="1039 1034 1585 1078">Non-Fiction</td> <td data-bbox="1585 1034 2074 1078">Poetry</td> </tr> </table>			Fiction	Non-Fiction	Poetry															
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English Curriculum Long Term Plan Year 5

<p>Spring 1</p> 	<p>Writing Focus Write an alternative ending to a myth. Use the traditional structure of a myth.</p> <p>*Rising Stars Vocabulary Activity- Page 28- Can we talk about courage? *</p>	<p>Writing Focus To write a Newspaper Report.</p> <p>*Rising Stars Vocabulary Activity- Page 38- Can we describe ancient ruins? *</p>	<p>Writing Focus Mercury Rising- King of Limericks</p> <p>Children to choose a Greek God or Goddess. Generate ideas and vocabulary associated with their chosen God.</p> <p>Children to form a Limerick about their chosen Greek God or Goddess.</p> <p>*Rising Stars Vocabulary Activity- Page 26- Can we use prefixes to change meaning? *</p>
<p><u>Vocabulary, grammar and punctuation for Year 5</u></p>	<p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		

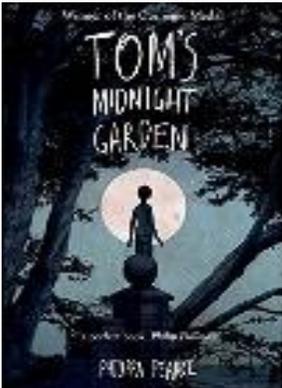
English Curriculum Long Term Plan Year 5

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<p>Spring 2</p> 	<p>Driver Text: The Adventures of Odysseus by Hugh Lupton</p>																				
	<p>Fiction</p> <p><u>Writing Focus</u> Write a scene for a play script based on one of the adventures.</p> <p>*Rising Stars Vocabulary Activity- Page 32- Can we explore vocabulary in fiction? *</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Information -create a leaflet on the benefits of a Mediterranean diet.</p>	<p>Poetry</p> <p><u>Writing Focus</u> Homer- Unknown</p> <p>Explore the poem ‘Homer’ with the children- ask the children to write a short poem explaining what the Odyssey told us about Odysseus and his journey.</p> <p>*Rising Stars Vocabulary Activity- Page 24- Can we analyse words in poetry? *</p>																		
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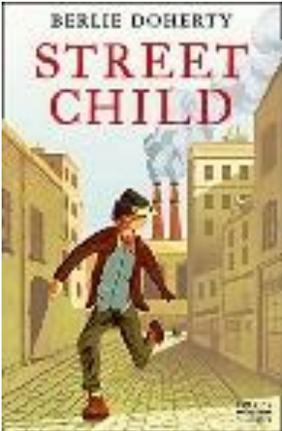
English Curriculum Long Term Plan Year 5

	<p>Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p>Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Text Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>																				
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<p>Summer 1</p> 	<p>Writing Focus Write a detailed setting description of the garden.</p> <p>*Rising Stars Vocabulary Activity- Page 2- Can we talk about feelings? *</p>	<p>Writing Focus Writing a persuasive argument -Should we have a Royal family? Should the queen be head of state in the Commonwealth countries.</p>	<p>Writing Focus Do you have fairies in the bottom of your garden? – Betsy Williams</p> <p>Children to write a 3-stanza poem describing what the fairies might do at morning, noon and night in Tom's Midnight garden.</p> <p>*Rising Stars Vocabulary Activity- Page 30- Can we use whisper to create phrases? *</p>
<p><u>Vocabulary, grammar and punctuation for Year 5</u></p>	<p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		

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<p>Summer 2</p> 	<p>Driver Text: Street Child by Berlie Doherty</p>																				
	<p>Fiction</p> <p><u>Writing Focus</u> Character study. Questioning and hot seating. Write a character description.</p> <p>*Rising Stars Vocabulary Activity- Page 14- Can we describe emotions and conflict? *</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Non-chronological report – Life in the Victorian workhouse</p> <p>*Rising Stars Vocabulary Activity- Page 16- Can we describe disappointment and sadness? *</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Street Child Poem</p> <p>Using first person, form a short poem about the conditions and how you feel as a street child. e.g. lonely, cold, hungry, sad, hopeless.</p> <p>*Rising Stars Vocabulary Activity- Page 18- How do co, com and cor words work? *</p>																		
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