

Long Term English Curriculum Year 5

Year Group 5	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
<b>Topic/theme</b>	<b>History</b> -Ancient Greece <b>Science</b> - humans (life cycles )	<b>History</b> -Ancient Greece <b>Science</b> -Earth+ Space	<b>Geography</b> -Mountains <b>Science</b> -Forces	<b>Geography</b> -London <b>Science</b> - humans (life cycles )	<b>Geography</b> -London <b>History</b> -Crime/Punishment <b>Science</b> - changes of materials	<b>History</b> -Crime/Punishment <b>Science</b> - light
<b>Class Reader and author</b>	<b>Who Lets the Gods Out</b> - Maz Evans		<b>Wolf Brother</b> -Michelle Paver		<b>Street child</b> - Berlie Doherty	
<b>Stimuli for writing</b> <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	<b>Theseus and the Minotaur</b> -	1960s Moon Landing Newspaper Extracts	<b>Wolf Brother</b>	Black Powder-Ally Sherrick <b>The Magic Box: Poems for Children</b> -by Kit Wright	<b>Dick Turpin: Legends and Lies</b> <b>Terry Deary &amp; Stefano Tambellini</b> (Hero or villain?)	<b>Performance poetry</b> <b>The works</b>
<b>Writing Model/ Outcome</b> <b>Approx. 200-250</b> entertain inform persuadediscuss  <i>Narrative/ Non-Fiction/ Poetry</i>	<b>Narrative</b> Settings description (2 weeks)-  <b>Narrative</b> Characters description (2 weeks)- (integrating dialogue to and action.)  <b>Narrative</b> Traditional Tales – legends/ Myths (3 weeks)	<b>Non-Fiction</b> Explanation-(2 weeks)- (Information booklet)  <b>Narrative Non-Fiction</b> Recount-(3 weeks)- (newspaper)  <b>Non-Fiction</b> (Information leaflet (2 weeks- headings, bullet points, underlining.)  <b>Poetry</b> Vocabulary building (1 weeks)- Read, write and perform free verse Structure – cinquain (1 week)	<b>Narrative</b> Characters description (2 weeks)- (integrating dialogue to and action.)  <b>Narrative</b> suspense and mystery( 4 weeks)	<b>Non-Fiction</b> Persuasive Writing – Letter (2 weeks)  <b>Non-Fiction</b> Fact file-London (2 weeks- headings, bullet points, underlining.)?  <b>Poetry</b> - Vocabulary building-(1 week) Take one poet – poetry appreciation- (2 weeks)	Discussion-(2 week) (Dick Turpin apprentice) <b>Narrative</b> Settings description (2 weeks)-  <b>Narrative</b> Traditional Tales – legends/ Myths (4 weeks)	<b>Poetry</b> - Vocabulary building-(1 week) Take one poet – poetry appreciation- (2 weeks)
<b>GPS to be focused on in model texts ( add selected to Unit Cover page)</b>						
<b>Word Structure</b>	<b>Sentence Structure</b>		<b>Text Structure</b>		<b>Punctuation</b>	<b>Terminology for children</b>
Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; ify)  Verb prefixes (e.g. dis-, de—, mis—, over— and re_)	Relative clauses beginning with who, which, where, why, or whose  Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)		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)		Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause pronoun, possessive pronoun, adverbial  relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity