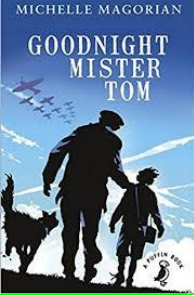
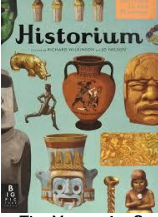





# Year 5 Long Term Overview (Cycle A)

<b>Autumn 1: Who do you think you are kidding Mr Hitler?</b> <i>Should children have a say in what happens to them?</i>	<b>Autumn 2: In Memory of Mr Adlam</b> <i>Why is it important to remember?</i>  <b>Food For Thought:</b> <i>Why is important to remember?</i>	<b>Spring 1: Were the Mayan civilization civilized?</b> <i>What does being civilised mean?</i>	<b>Spring 2: Fabulous France!</b> <i>What does it mean to be a neighbour?</i>  <b>Easter: What did Jesus do to Save Human Beings?</b>	<b>Summer 1: Go Bananas in St. Lucia!</b> <i>Does the place you live in define who you are?</i>	<b>Summer 2: Clashing Climates</b> <i>What do you need to be resilient?</i>  <b>Islam Study: How do you know what to believe?</b>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book Several Outcomes
<p>Nobody speaks to Samantha-Jayne. The silent child with the fancy name. Who comes to school with hair a mess. And milk stains down her dirty dress. Who wears a coat that's far too small. And stents alone by the playground wall.</p> <p>Nobody plays with Samantha-Jayne. Who lives with her mum down Leadmill Lane. In a run-down flat that's dark and smelly. Who spends her nights glued to the telly. And sleeps in a bed that's damp and cold. In a dark little room that's full of mould.</p> <p><b>Poetry: Samantha Jayne by Gervase Phinn. (Characters)</b>  <b>Be Very Afraid by Carol Anne Duffy</b></p> <p><b>Purpose:</b> To describe  <b>Outcome:</b> Narrative poem linked to fictional character  <b>Audience:</b> Children in Samantha Jayne's Class</p>	 <p><b>Warboy by Michael Foreman/ linked to War Game</b>  <b>Digital Literacy Link:</b>  <a href="https://www.literacyshed.com/the-christmas-truce.html">https://www.literacyshed.com/the-christmas-truce.html</a> ('War Game' extracts)  'Beyond the Lines' WW2 - <a href="https://www.literacyshed.com/beyondthelines.html">https://www.literacyshed.com/beyondthelines.html</a></p> <p><b>Purpose:</b> To persuade  <b>Outcome:</b> Writing to persuade soldiers to join the football match  <b>Audience:</b> Soldiers</p> <p><b>Site of Application:</b> To entertain</p>	 <p><b>The Hero Twins by Dan Jolley and Dan Witt</b></p> <p><b>Purpose:</b> To entertain  <b>Outcome:</b> Write a new section of the myth, introducing a new house.  <b>Audience:</b> Year 5/6 children to read their myths to each other</p> <p><b>Site Of Application:</b> To inform</p>	 <p><b>Poetry: Personification poetry linked to weather</b></p> <p><b>Purpose:</b> To describe  <b>Outcome:</b> Poems to go into travel agency/travel brochures or performance poetry to be displayed at the agency  <b>Audience:</b> Year 6</p> <p><b>Site of Application:</b> To inform</p>	 <p><b>The Great Kapok Tree</b></p> <p><b>Purpose:</b> To report  <b>Outcome:</b> News report about the destruction of the rainforest  <b>Audience:</b> The rainforest tribes</p> <p><b>Site of Application:</b> To recount (change the viewpoint – man, animals, tree?)</p>	 <p><b>The Flood by Alvaro F Villa</b>  Links to digital media: BBC weather reports – WAGOLL ideas – scripted weather reports.</p> <p>To incorporate the key End of Year Learning Objectives:</p> <p><b>Outcome 1:</b></p> <p><b>Purpose:</b> To report  The Flood – weather reports  <b>Outcome:</b> Weather report about an extreme weather descending.  <b>Audience:</b> The people of Bordon</p> <p><b>Outcome 2:</b></p> <p><b>Purpose:</b> To entertain  <b>Outcome:</b> Narrative about a flood happening  <b>Audience:</b></p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p><b>Year 4</b>  To use figurative language such as similes and alliteration to build a picture in the reader's head. (recap)</p> <p>Place the possessive apostrophe accurately in words with regular plurals and irregular plurals. (recap).</p> <p><b>Year 5</b>  Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence (Reading)</p> <p>Make deliberate choices of sentence length and structure for impact on the reader. (new)</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing. (New – C, E, R)</p>	<p><b>Year 4</b>  Use an increasing range of sentence length and structure (recap)</p> <p>To use the present perfect form of verbs in contrast to the past tense (recap)</p> <p><b>Year 5</b>  To use relative clauses beginning with who, which, where, when, whose and that. (new)</p> <p>To use commas to clarify meaning or avoid ambiguity. (new)</p> <p>To use hyphens to avoid ambiguity (new)</p>	<p><b>Year 5</b>  In narratives, describe settings, characters and atmosphere (new)</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) (new)</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue (new)</p> <p>To integrate dialogue to convey a character and advance the action (new)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing (new)</p> <p>To use the perfect form of verbs to mark relationships between time and cause. (new)</p>	<p><b>Year 5</b>  Discuss and evaluate the intended impact of the language used with reference to the text (reading)</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (reading)</p> <p>Convert nouns or adjectives into verbs using 'ate', 'ise', or '-fy' (new)</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry (new)</p> <p>Viewpoint is established and generally maintained (new)</p> <p>Editing sentences by either expanding or reducing for meaning and effect (new)</p>	<p><b>Year 5</b>  Discuss and evaluate the intended impact of the language used with reference to the text (reading)</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports (recap)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing. (recap)</p> <p>Editing sentences by either expanding or reducing for meaning and effect (recap)</p> <p>To use semi-colons, colons and dashes to mark boundaries between independent clauses (recap)</p>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
 <p><b>Goodnight Mr Tom</b> by Michelle Magorian</p> <p><a href="#">Links to digital media – Goodnight Mr Tom film extracts</a></p> <p><b>Purpose:</b> To recount  <b>Outcome:</b> A letter to aunt in the country to tell her your experiences of being in the country.  <b>Site of Application:</b> To describe – The Blitz</p>	 <p>Usborne Introduction to the Second World War.</p> <p><a href="#">Links to digital media 'The Piano'</a>  <a href="https://www.literacysshed.com/war-and-peace-shed.html">https://www.literacysshed.com/war-and-peace-shed.html</a></p> <p><b>Purpose:</b> To inform  <b>Outcome:</b> Information as part of a museum display  <b>Audience:</b> WW2 banquet and museum  <b>Site of Application:</b> To persuade</p>	 <p><b>Middleworld</b> by J&amp;P Voelkel</p> <p><b>Purpose:</b> To instruct  <b>Outcome:</b> To write instructions for own video game  <b>Audience:</b> New players  <b>Site of Application:</b> To entertain</p>	 <p><b>The arrival</b> by Shaun Tan (Migration)</p> <p><b>Purpose:</b> To recount  <b>Outcome:</b> Letters to family members at home at different points of the journey  <b>Audience:</b> Family of the character  <b>Site of Application:</b> To describe</p>	 <p><b>The Wizard of Oz</b> by Frank L. Baum</p> <p><b>Purpose:</b> To entertain  <b>Outcome:</b> Story about escaping from a natural disaster  <b>Audience:</b> Visitors to the school  <b>Site of Application:</b> To report about the hurricane - munchkins</p>	 <p>Zahra – Literacy Shed clip (Stories from other cultures)</p> <p><a href="#">To incorporate the key End of Year Learning Objectives:</a></p> <p><b>Outcome 1:</b></p> <p><b>Purpose:</b> To recount  <b>Outcome:</b> 'A day in the life...' from the little girl's point of view.  <b>Audience:</b> children in a different country</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements		
<p><b>Year 4</b>  Use conjunctions, adverbs and prepositions to express time and cause for cohesion (recap)</p> <p>Use fronted adverbials followed by a comma. (recap)</p> <p>To spell plural nouns of words ending in 'o'. (recap)</p> <p><b>Year 5</b>  To use expanded noun phrases to convey complicated information concisely. (new)</p>	<p><b>Year 5</b>  To use further organisational and presentational devices to structure text and to guide the reader e.g. headings; bullet points and underlining. (new)</p> <p>Use brackets, dashes or commas to indicate parenthesis. (new)</p> <p>Produce internally coherent paragraphs in logical sequence. (new)</p> <p>To punctuate bullet points precisely (new)</p> <p>To use passive verbs to affect the presentation of information in a sentence (new)</p>	<p><b>Year 5</b>  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic (reading)</p> <p>Identify and explain the author's point of view with reference to the text (reading)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before) (new)</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence (new)</p> <p>Use a colon to introduce a list (new)</p> <p>To punctuate bullet point accurately (recap)</p>	<p><b>Year 5</b>  To use the perfect form of verbs to mark relationships of time and cause (new)</p> <p>Viewpoint is established and generally maintained (recap)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that (recap)</p> <p>Use commas to clarify meaning or avoid ambiguity in writing (recap)</p> <p>Use brackets, dashes and commas to indicate parenthesis (recap)</p> <p>To use passive verbs to affect the presentation of information in a sentence. (recap)</p> <p>To use the perfect form of verbs to mark relationships between time and cause (recap)</p>	<p><b>Year 5</b>  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (reading)</p> <p>To discuss and evaluate the intended impact of the language used with reference to the text (reading)</p> <p>In narratives, describe settings, characters and atmosphere (recap)</p> <p>Choose appropriate registers for the language of speech within writing e.g. colloquial language within dialogue (recap)</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence. (recap)</p> <p>To use a wide range of devices to build cohesion within paragraphs (new)</p> <p>To use passive verbs to affect the presentation of information in a sentence. (recap)</p>	<p><b>Outcome 2:</b></p> <p><b>Purpose:</b> To persuade  <b>Outcome:</b> Write a persuasive letter to the government to support funding water supplies in Africa  <b>Audience:</b> The government or Adverts for 'Water aid' type charities.</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
 <p><b>Goodnight Mr Tom</b> by Michelle Magorian Links to digital media – Goodnight Mr Tom film extracts</p> <p><b>Purpose:</b> To entertain <b>Outcome:</b> The opening sequence of a story of the journey of an evacuee <b>Audience:</b> Army Friend</p> <p><b>Site of Application:</b> To recount</p>		 <p><b>Historium The Viewer</b> by Simon Crew</p> <p><b>Purpose:</b> To inform <b>Outcome:</b> Writing to inform parents about life in Mayan Times <b>Audience:</b> Parents</p> <p><b>Site of Application:</b> To instruct</p>	 <p><b>The arrival</b> by Shaun Tan (Migration)</p> <p><b>Purpose:</b> To persuade <b>Outcome:</b> Letters to governments about refugees <b>Audience:</b> To council/government</p> <p><b>Site of Application:</b> To entertain</p>	 <p><b>The Wizard of Oz</b> by L. Frank Baum/ <b>Hurricane</b> by David Wiesner</p> <p>Links to digital media: The Wizard of Oz film</p> <p><b>Purpose:</b> To explain <b>Outcome:</b> Explanation of how the hurricane developed to the people of Munchkin Land. <b>Audience:</b> People of Munchkinland</p> <p><b>Site of Application:</b> To recount – viewpoints – witch, munchkins, Dorothy, Toto?</p>	 <p>The Three Pigs (The Guardian) <a href="https://www.youtube.com/watch?v=cnnmc9nBeOY">https://www.youtube.com/watch?v=cnnmc9nBeOY</a></p> <p>To incorporate the key End of Year Learning Objectives:</p> <p><b>Outcome 1:</b></p> <p><b>Purpose:</b> To describe <b>Outcome:</b> Character witness statement describing the pigs/wolf from the other POV <b>Audience:</b> police</p> <p><b>Outcome 2:</b></p> <p><b>Purpose:</b> To persuade <b>Outcome:</b> Court statement persuading them not to jail the pigs. <b>Audience:</b> jury</p> <p><b>Outcome 3:</b></p> <p><b>Purpose:</b> To report <b>Outcome:</b> News/paper report about the court case. <b>Audience:</b> reader's of the newspaper.</p>
<p><b>NC Statements</b></p>		<p><b>NC Statements</b></p>	<p><b>NC Statements</b></p>	<p><b>Key NC Statements</b></p>	
<p><b>Year 4</b> Use inverted commas and other punctuation to indicate direct speech (recap)</p> <p>To understand the difference between plural and possessive. (recap)</p> <p>Indicate possession by using possessive apostrophe with plural nouns (recap)</p> <p><b>Year 5</b> To use fronted prepositional phrases for greater effect e.g. Throughout the stormy winter (new).</p> <p>To recognise vocabulary and structures that are appropriate to formal speech and writing including subjunctive forms. (new)</p>		<p><b>Year 5</b> Retrieve, record and present information from non-fiction (reading)</p> <p>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 (reading – recap)</p> <p>To use further organisational and presentational devices to structure text and to guide the reader e.g. headings; bullet points and underlining. (recap)</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences (recap)</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Use brackets, dashes or commas to indicate parenthesis. (recap)</p> <p>To use passive verbs to affect the presentation of information in a sentence. (new)</p>	<p><b>Year 5</b> Use modal verbs to mark relationships of time and cause. (new)</p> <p>Editing sentences by either expanding or reducing for meaning and effect (recap)</p> <p>Content is balanced e.g. between action/description/ dialogue, fact and comment (new)</p> <p>Linking ideas across paragraphs using adverbials of time (recap)</p> <p>Choose the appropriate register for the audience and purpose (formal or informal) (recap)</p> <p>Viewpoint is established and generally maintained (recap)</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses (new)</p>	<p><b>Year 5</b> To use modal verbs or adverbs to indicate degrees of possibility (recap)</p> <p>Use the perfect form of verb to mark relationships of time and cause (recap)</p> <p>To link ideas across paragraphs through adverbials of time and number (recap)</p> <p>To use a colon to introduce a list (recap)</p> <p>To use colons, semicolons and dashes to mark boundaries between independent clauses. (recap)</p>	

***Objectives to be taught through all learning journeys:***

***Composition:***

***plan their writing by:***

- *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary*

***draft and write by:***

- *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action*
- *precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]*

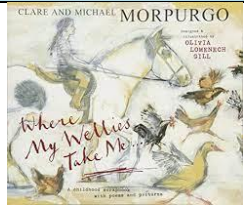
***evaluate and edit by:***

- *assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- *ensuring the consistent and correct use of tense throughout a piece of writing*
- *ensuring correct subject and verb agreement when using singular and plural*
- *proof-read for spelling and punctuation errors*
- *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.*

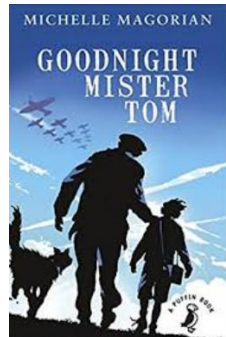
***Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.***

***Handwriting to be taught through 'Penpals'.***

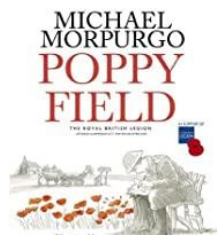
**Guided Reading**



Where My Wellies Take Me by Michael Morpurgo (poetry – countryside)

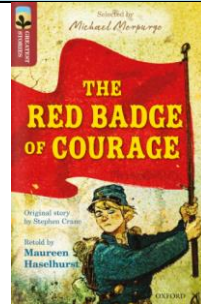


Goodnight Mr Tom by Michelle Magorian (fiction)

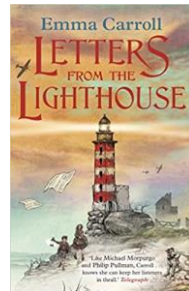


Poppy Field by Michael Morpurgo

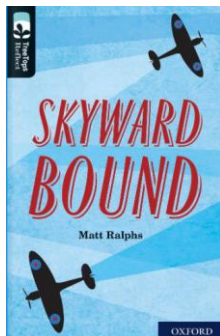
**Guided Reading**



The Red Badge of Courage by Michael Morpurgo (fiction) Oxford Owl – Dark Blue

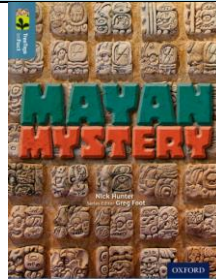


Letters from the Lighthouse by Emma Carroll



Skyward Bound by Matt Ralphs (Oxford Owl Dark Red)

**Guided Reading**

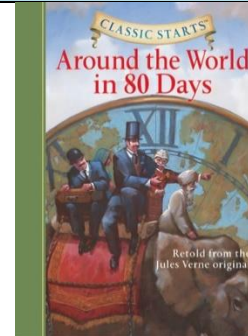


Mayan Mystery Oxford Owl – Dark Red



Middleworld by J&P Voelkel

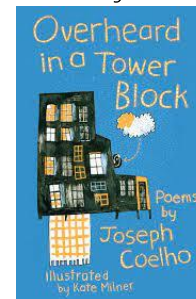
**Guided Reading**



Around the World in 80 Days by Jules Verne



The Highwayman by Alfred Noyes



Joseph Coelho: Overheard in a tower block (poetry)

**Guided Reading:**



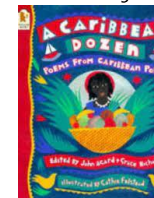
Beetle Boy MG Leonard Love Reading 4 kids



The Wonder Garden by Jenny Broon Love Reading 4 kids

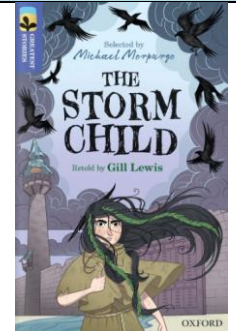


The Girl Who Stole an Elephant by Nizrana Farook Love Reading 4 kids

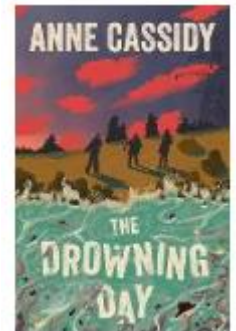


A Caribbean Dozen by John Agard (poetry)

**Guided Reading**



The Storm Child by Michael Morpurgo Oxford Owl – Dark Red



The Drowning Day by Anne Cassidy Love Reading 4 Kids