

Year 5 Long Term Overview (Cycle B)

Autumn 1: On our Doorstep <i>Is belonging really important?</i>	Autumn 2: Seven Wonders of the World <i>How do you become a wonder in the world?</i>	Spring 1: Earth and Space <i>What is out there and where did it come from?</i>	Spring 2: Ancient Greeks <i>Were the Greeks actually great?</i>	Summer 1: From Source to Sea <i>Does Adversity always make us stronger?</i>	Summer 2: Islam Study <i>How do you know what to believe?</i>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book, Several Outcomes
<p>Poetry: Environmental Goodnight Stroud by Pi Corbett/ City Jungle by Pi Corbett/ Take Two by Pi Corbett</p>  <p>Audience: Theme display board Purpose: To describe Outcome: A poem describing environments</p>	<p>The Land of never Believe by Norman Messenger WAGGOLL: Sea Fever by John Macefield</p>  <p>Audience: Special Friends Purpose: To describe Outcome: Description to input into their narrative <i>(Sight of Application: To inform – information leaflet about a made up animal from Never-Believe)</i></p>	<p>Spaced Out by Brian Moses and James Carter (Poems)</p>  <p>Audience: Other children in class worship Purpose: To entertain Outcome: A poem to be performed in Class workshops <i>(Sight of Application: Balanced Argument – should we be exploring space when the world is in crisis?)</i></p>	<p>The Adventures of Odysseus by Hugh Lupton</p>  <p>Audience: locals Purpose: To describe Outcome: A description/information of a new mythical creature <i>(Sight of application: to report the sighting of the creature to locals)</i></p>	<p>I Asked the River by Valerie Bloom (Poetry) https://clpe.org.uk/poetry/poems/i-asked-river</p>  <p>Audience: Year 6 performance Purpose: To Entertain Outcome: Narrative Poetry (Dialogue) <i>Site of Application: To entertain – narrative)</i></p>	<p>Special Friends Letters</p>  <p>Outcome 1 Audience: Special Friends Purpose: To inform them about life at St. Matthew's. Outcome: A letter</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>Year 4: Use figurative language such as similes, alliteration to build a picture in the readers head (recap)</p> <p>Year 5: Reading: To prepare poems to read out loud and perform. (new)</p> <p>Year 5: To use expanded noun phrases to convey complicated information concisely (new)</p>	<p>Year 5: Use expanded noun phrases to convey complicated information concisely (recap)</p> <p>Year 5: Make deliberate choices of sentence length and structure for impact on the reader (new)</p> <p>Year 5: To use brackets, dashes or commas to indicate parenthesis (new)</p>	<p>Year 5: Reading: To prepare poems to read out loud and perform. (recap)</p> <p>Year 5: Use figurative language such as similes, alliteration, metaphors and personification in poetry (recap)</p> <p>Year 5: Use relative clauses beginning with who, which, where, when, whose, that (recap)</p>	<p>Year 5: To use expanded noun phrases to convey complicated information concisely (recap)</p> <p>Year 5: To use brackets, dashes or commas to indicate parenthesis (recap)</p> <p>Year 5: To make deliberate choices of sentence length and structure for impact on the reader. (recap)</p>	<p>Year 5: To use commas to clarify meaning and avoid ambiguity. (recap)</p> <p>Year 5: To edit sentences by expanding or reducing for meaning or effect. (new)</p> <p>Year 5: To use passive verbs to affect the presentation of information in a sentence (recap)</p>	

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Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book, Several Outcomes
<p>Window by Jeanne Baker</p>  <p>Audience: Attending 150th event / Wilson Homes Purpose: To persuade Outcome: Letters to Wilson homes persuading them not to build on Hogmoor Enclosure</p> <p>(Site of Application: To Describe)</p>	<p>WonderScape by Jennifer Bell</p>  <p>Audience: Special Friends Purpose: To entertain Outcome: Stories written about a disastrous event in another land</p> <p>(Sight of application: To describe)</p>	<p>24 Hours in Space by Rob Lloyd Jones (Graphic Novel)</p>  <p>Audience: Scientists Purpose: To recount Outcome: Diary entry to be shared with scientists recounting the 24 hours</p> <p>(Site of Application: To entertain)</p>	<p>The Adventures of Odysseus by Hugh Lupton</p>  <p>Audience: Parents Purpose: To entertain Outcome: Write a new adventure for Adyssiuss using their new mythical creature from previous unit.</p>	<p>River Story by Meredith Hooper / A River by Max Martin</p>  <p>Audience: Visitors to the giant River Purpose: To explain Outcome: Innovate the poetic language to be more scientific- Explanation of journey of a river.</p> <p>(Sight of Application: To entertain - poem)</p>	<p>The Barnabus Project by The Fan Brothers</p>  <p>Outcome 1 Purpose: To describe Outcome: Character Description Audience:</p> <p>Outcome 2 Purpose: To entertain Outcome: An Adventure Story Audience:</p> <p>Outcome 3: Purpose: To report Outcome: Newspaper report Audience:</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Produce internally coherent paragraphs in logical sequence e.g. topic sentences. (recap)</p> <p>Year 4: Extend sentences with more than one clause using a range of conjunctions including when, if, because, although. (recap)</p> <p>Year 5: To use modal verbs or adverbs to indicate degrees of possibility (new)</p>	<p>Year 5: To use and punctuate dialogue within a narrative (new)</p> <p>Year 5: 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 (new)</p> <p>Year 5: Choose the appropriate register for the audience and purpose (formal or informal) (new)</p>	<p>Year 5: To convert nouns or adjectives into verbs using –ate, -ise, or -ify. (new)</p> <p>Year 5: To use the perfect form of verbs to mark relationships of time and cause (new)</p> <p>Year 5: To ensure the consistent use of past tense within a piece of writing. (new)</p> <p>Year 5: To use a colon to introduce a list (new)</p>	<p>Year 5: In narratives, describe settings, characters and atmosphere. (recap)</p> <p>Year 5: Use the perfect form of verbs to mark relationships of time and cause (new)</p> <p>Year 5: Use a wide range of clause structures, sometimes varying their position within the sentence (new)</p> <p>Year 5: To link ideas across paragraphs through tense choice (recap)</p>	<p>Year 5: Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... (new)</p> <p>Year 5: Use brackets, dashes or commas to indicate parenthesis (new)</p> <p>Year 5: Ensure correct subject and verb agreement when using singular and plural (new)</p>	

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Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>The Majestic Plastic Bag (Digital Media) (https://www.youtube.com/watch?v=GLgh9h2ePYw)</p>  <p>Audience: Bordon Residents Purpose: To inform Outcome: Children to create their own mockumentary for the people of Blackmoor about another item of rubbish that has been found around school. (Sight of Application: To persuade people not to buy plastic bags)</p>	<p>How to Live Forever by Colin Thompson</p>  <p>Audience: Parents to see the balanced argument/debate to end the unit Purpose: Balanced Argument Outcome: A balanced argument to share with parents. (Site of Application: To entertain)</p>	<p>24 Hours in Space by Rob Lloyd Jones (Graphic Novel)</p>  <p>Audience: People of Earth Purpose: To report Outcome: A news report to be filmed to report the discovery of a new planet in space. (Site of Application: To recount)</p>	<p>A Visitors Guide To Ancient Greece</p>  <p>Audience: Local Estate Agent Purpose: To inform Outcome: An information leaflet describing Greece to visitors who would like to visit. (Sight of application: To entertain)</p>	<p>The Tempest by William Shakespeare</p>  <p>Audience: Book to be displayed in the reception area in January Purpose: To entertain Outcome: A sequel of The Tempest telling what happens next to the characters (Sight of Application: Persuasive writing) https://www.bbc.co.uk/teach/class-clips-video/english-ks2-the-tempest-home/zfskxyc</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Use fronted adverbials followed by a comma. (recap)</p> <p>Year 5: To use fronted prepositional phrases for greater effect. (new)</p> <p>Year 5: To use organisational features to structure the text and guide the reader. (new)</p> <p>Year 5: To use relative clauses beginning with who, which, where, when, whose, that or with or with an implied relative pronoun (new).</p>	<p>Year 5: To use commas to clarify meaning or avoid ambiguity in writing (new).</p> <p>Year 5: To use a range of devices to build cohesion within and across paragraphs. (new)</p> <p>Year 5: to use passive verbs to affect the presentation of information in a sentence (new)</p> <p>Year 5: To use modal verbs or adverbs to indicate degrees of possibility (recap)</p>	<p>Year 5: To use relative clauses beginning with who, which, where, when, whose, and that (recap)</p> <p>Year 5: To use expanded noun phrases to convey complicated information concisely (recap)</p> <p>Year %: To use the appropriate register for the language of speech when writing quotes within reports. (new)</p> <p>Year 5: To link ideas across paragraphs through tense choice (new)</p>	<p>Year 5: To use organisational and presentational devices to structure the text and guide the reader. (recap)</p> <p>Year 5: Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) (new)</p> <p>Year 5: Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports (recap)</p>	<p>Year 5: Linking ideas across paragraphs through tense choice (he had seen her before) (recap)</p> <p>Year 5: To recognise vocabulary and structures that are appropriate for speech and dialogue (recap)</p> <p>Year 5: Use brackets, dashes or commas to indicate parenthesis (recap)</p> <p>Year 5: Ensure the consistent and correct use of tense throughout a piece of writing (recap)</p>

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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.*

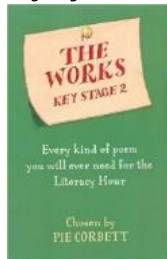
Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.

Handwriting to be taught through 'Penpals'.

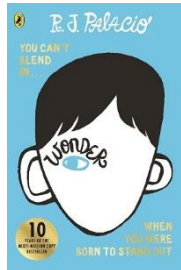
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Guided Reading Texts

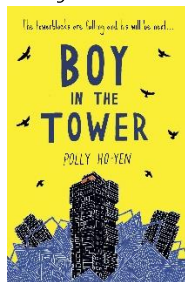
Poetry: I ASKED THE LITTLE BOY WHO CANNOT SEE by Pi Corbett
A Poem to be Spoken Silently...
Wings by Pi Corbett



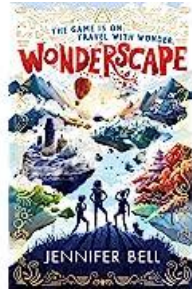
Wonder by R.J. Palacio



The Boy in the Tower by Polly – Ho- Yen



Wonderscape by Jennifer Bell



Kensuke's Kingdom by Michael Morpurgo



Clockwork by Philip Pullman
Springheeled Jack
Clockwork by Philip Pullman

Spaced Out by Brian Moses and James Carter (Poems)

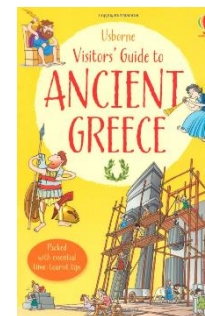
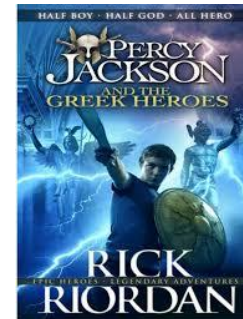
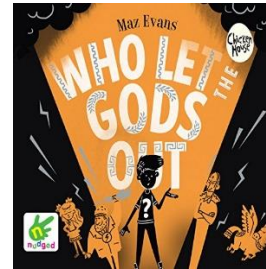


Champions of Our Planet



Oxford Reading Buddy (Dark Blue Book Band)

Who Let the Gods' Out? By Maz Evans



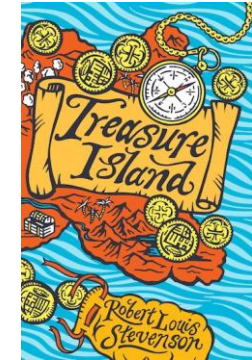
The Huntress by Sarah Driver



The Wind in the Willows by Kenneth Grahame



Treasure Island by Robert Louis Stevenson



Brilliant Resilience



Oxford Reading Buddy (Dark Red Book Bank)