

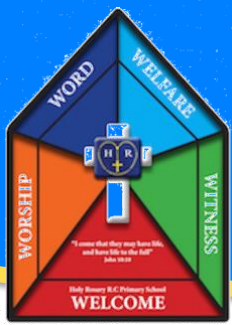
Year 5 - Autumn Term



Key Learning

| Unit | Legends of the British Isles | Persuasion |
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| Outcome | Plan and write a legend of their own based on a model. Tell their story to an identified audience. | Persuasive Film/TV broadcast about a country within the British Isles. A formal presentation. |
| Duration | 3-4 weeks. | 3-4 weeks. |
| Key Learning Reading | <ul style="list-style-type: none"> Explore themes within and across texts e.g. heroism, friend or foe. Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. | <ul style="list-style-type: none"> Analyse the conventions of different types of writing e.g. formal presentations, persuasion. Scanning for key words and text marking to locate key information. Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech. Explaining the effect on the reader of the authors' choice of language. Preparing formal presentation individually or in groups. Using notes to support presentation of information. Responding to questions generated by a presentation. |
| Key Learning Writing | <ul style="list-style-type: none"> Create and punctuate complex sentences using '-ed' openers. Identify the audience and purpose. Blending action, dialogue and description within and across paragraphs. Assessing the effectiveness of own and others' writing in relation to audience and purpose. | <ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Select the appropriate language and structures for audience and purpose Note and develop ideas. Draw on reading and research. Select appropriate grammar and vocabulary. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| Suggested Texts | <ul style="list-style-type: none"> Outlaw by Michael Morpurgo. Beowulf by Michael Morpurgo. Beowulf (Graphic Novel) by Gareth Hinds. The Fairies of Merlin's Craig - Storynory website (here). Finn McCool and the Giant's Causeway - Youtube (here). | <ul style="list-style-type: none"> Junior Dragons' Den BBC Children in Need - Youtube (here). |

Year 5 - Autumn Term



| Key Learning | | | |
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| Unit | Science Fiction Stories | Information Booklets | Poems with a Structure |
| Outcome | A science fiction story to entertain an identified audience. | An information booklet which includes more than one non-fiction text type, | A new poem drawing on the structure(s) of those studied. |
| Duration | 3-4 weeks. | 2-3 weeks. | 1-2 weeks. |
| Key Learning Reading | <ul style="list-style-type: none"> Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices Express preferences about a wider range of books including modern fiction. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). | <ul style="list-style-type: none"> Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal. Scan for key words and text mark to locate key information. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact or opinion within a text. Use knowledge of root words to understand meanings of words. | <ul style="list-style-type: none"> Listen to and discuss a range of poetry which they might not choose to read themselves. Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Learn a wider range of poems by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explore meaning of words in context. |
| Key Learning Writing | <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i> Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i>. Identify the audience and purpose. Select the appropriate language and structures. Think how authors develop characters and settings (in books, films and performances). Perform own compositions for different audiences using appropriate intonation and volume. | <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ...</i> and numbers, e.g. <i>Secondly, ...</i> Selecting the appropriate language and structures. Using similar writing models. Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes. Proofread for spelling and punctuation errors. | <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to vocabulary and to enhance effects. Perform own compositions for different audiences. |



Year 5 - Autumn Term

Key Learning (cont)

Suggested Texts

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| <ul style="list-style-type: none"> ▪ Time Spinner by Roy Aps. ▪ The Fun They Had by Isaac Asimov: available on the Visual Memory website (here). ▪ The Portal by Andrew Norriss. ▪ Aquila by Andrew Norriss. ▪ Dr Xargle's book of Earthlets by Jean Willis and Tony Ross. ▪ Blast Off! by Tom Bradman. ▪ Crash Course by Tom Bradman. ▪ Bug Wars by Tom Bradman. ▪ Ice Breaker by Tom Bradman. ▪ Space Pirates and Other Sci-fi Stories by Tony Bradman. ▪ Stanley in Space by Jeff Brown. ▪ George's Secret Key to the Universe by Lucy Hawking. | <ul style="list-style-type: none"> ▪ Explanation: Story of the Universe from the European Space Agency website ▪ Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website ▪ Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website (here). ▪ Instructions: Making a Gingerbread Spacecraft from the NASA website ▪ Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website ▪ Persuasion: SMASH instant mashed potato advert YouTube clip ▪ Playing through the Seasons from the Nature Detectives (Woodland Trust) website ▪ Recycling from the Energy Quest website | <ul style="list-style-type: none"> ▪ Haiku poems on the Word Wizard website ▪ Limerick poems on the Kidzone website <ul style="list-style-type: none"> - Limericks read aloud on the Children's Poetry Archive website |
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