

Year 5 - Spring Term



Key Learning			
Unit	Stories with Historical Settings	Film and Play Scripts	Classic Narrative Poetry
Outcome	New chapter or scene linked to novel/story with historical setting. Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i>	Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).	An oral performance of a poem. A new poem, or verse for a poem, based on a model.
Duration	3-4 weeks.	2-3 weeks.	1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. 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. Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. 	<ul style="list-style-type: none"> Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<ul style="list-style-type: none"> Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. Explain the effect on the reader of the authors' choice of language.
Key Learning Writing	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>-ing</i> openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Demarcate complex sentences using commas and explore ambiguity of meaning. Identify and use brackets and dashes. Identifying the audience and purpose. Select the appropriate language and structures. Note and developing ideas. Think how authors develop characters and settings in films and performances. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Create and punctuate sentences using simile starters. Select the appropriate language and structures. Use similar writing models Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

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Key Learning

Suggested Texts

- Oliver Twist by Charles Dickens.
- Oliver Twist retold by Gill Tavner.
- The Lion the Witch and Wardrobe by CS Lewis.
- Alice in Wonderland by Lewis Carroll.
- A Christmas Carol by Charles Dickens.
- A Christmas Carol retold by Gill Tavner.

Films:

- Oliver! (1968).
- The Chronicles of Narnia: the Lion the Witch and the Wardrobe (2005).
- Alice in Wonderland (2010, 1951).
- Scrooge (1970, 1951).
- Ratatouille (2007).
- Cloudy with a Chance of Meatballs (2009).

Scripts:

- Inkheart script extracts from the Scholastic website ([here](#)).
- Oliver Twist scene from the Film Education website ([here](#)).

- Timothy Winters by Charles Causley.
- Chip the glasses and crack the plates, JRR Tolkien YouTube clip ([here](#)).
- King John's Christmas by AA Milne.
- A Visit from St Nicholas by Clement Clarke Moore.

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Key Learning		
Unit	Stories from Other Cultures	Debate
Outcome	A story set in the rainforest.	A persuasive speech. A debate.
Duration	3-4 weeks.	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. Explore themes within and across texts e.g. <i>other cultures, nature</i>. Make comparisons within a text e.g. characters' viewpoints of same events. Express preferences about a wider range of books including modern fiction and traditional stories. Explore meaning of words in context. Explain the effect on the reader of the authors' choice of language. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade. 	<ul style="list-style-type: none"> 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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text (<i>Point + Evidence + Explanation</i>).
Key Learning Writing	<ul style="list-style-type: none"> Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Create and punctuate complex sentences using <i>-ed</i> openers. Create and punctuate complex sentences using <i>-ing</i> openers Plan their writing by noting and developing ideas. Draw on reading and research. Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. 	<ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>. Select appropriate grammar and vocabulary. Perform own compositions for different audiences: <ul style="list-style-type: none"> Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear
Suggested Texts	<ul style="list-style-type: none"> Journey to the River Sea by Eva Ibbotson. The Great Kapok Tree; a Tale of the Amazon Rainforest by Lynne Cherry. Hymn to the Rainforest - short film on YouTube The Wings of the Butterfly; A Tale of the Amazon Rainforest available on the Aaron Shepherd website The Tree of Life on the Story Museum website 	<ul style="list-style-type: none"> The Vanishing Rainforest by Richard Platt. The Shaman's Apprentice by Lynne Cherry and Mark Plotkin. Hymn to the Rainforest - short film on YouTube The Deforestation Debate on the Scholastic website Threats to the Rainforest from Businesses and Farming - BBC