**Year 5 English Medium-Term Plan 2021-2022**

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| **Term 1** | **Term 2** | **Term 3** |
| **Theme: Out of this World (science)**  *Cosmic by Frank Cottrell Boyce.*  *A selection of fact files and non-chronological reports about planets.*  *Real newspaper reports about Moon landing*  *Example biography on Neil Armstrong.*  Children find out about and discuss planets and space by reading stories and non-fiction books and use this knowledge in their writing. Children read ‘Cosmic’ by Frank Cottrell Boyce and write their own **space adventure stories.** They identify the key features of **non-chronological reports** in order to create their own fact files on planets. They will write **newspaper reports** about the moon landing. They will read biographies about astronauts before writing their own **astronaut biographies**.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * consolidating Year 3/4 spelling list. * Term 1 Set 1 -cious -tious -cial -tial (4 weeks) * Term 1 Set 2 -ant -ance -ent -ence (1st 2 weeks) * Y5/6 words – according achieve aggressive ancient attached available average awkward bargain bruise community competition   **Grammar and Punctuation**   * Using fronted adverbials * Using commas after fronted adverbials * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” * Choosing nouns or pronouns for clarity and cohesion and to avoid repetition * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * Using relative clauses beginning with who, which, where, when, whose, that or with an implied ( ie omitted) relative pronoun * using a colon to introduce a list * using hyphens to avoid ambiguity | **Theme: 20th Century Britain (history)**  Kasper prince of Cats by Michael Morpurgo Titanic historical fiction  WW1 Descriptive War Poetry – Siegfried Sassoon, John McCrae, Wilfred Owen  Real examples of WW1 letters  Real examples of Suffragette prison letter/diary accounts  Isaac Newton biography - Woolsthorpe Manor (linked to science)  Children find out about and discuss Titanic, WW1 and the Suffragette movement by reading stories and non-fiction books and use this knowledge in their writing. Children listen to Kasper prince of Cats by Michael Morpurgo and write their own setting descriptions and **Titanic historical fiction.** They identify the key features of **informal letters** in order to create their own letters from the trenches. They will read and write their own **descriptive poetry** about the trenches. They will read Suffragette prison letters before writing their own **letters**.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * Term 1 Set 2 -ant -ance -ent -ence (2nd 2 weeks) * Term 1 Set 3 -able -ably -ible -ibly (4 weeks) * Y5/6 words – determined develop dictionary disastrous equipment especially excellent existence explanation familiar forty government   **Grammar and Punctuation**:   * **-s** or **-‘s**? difference between plural and possessive s * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Time prepositions - to build cohesion within a paragraph [e.g., then, after that, this, firstly] * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * using modal verbs or adverbs to indicate degrees of possibility (e.g. should, could, will, wouldn’t, must * using the perfect form of verbs to mark relationships of time and cause * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses | **Theme: Extreme Earth (geography - natural features and related disasters)**  *Escape from Pompeii by Christina Balit*  *Just the beginning from Purple Mash*  *Real Newspaper Reports about Tsunami/Volcano eruption*  *Story Writing - Narrative*  *A selection of fact files and non-chronological reports on earthquakes/ volcanoes /tsunami*  Children talk and read about a volcanic eruption and then use their own ideas to write **recounts**. They will write **explanation texts** about how mountains, earthquakes and volcanoes form in their science work. They will read narrative about earthquake ‘Just the Beginning’ on Purple mash and write their own **narrative**.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * Term 2 Set 1 - Adding suffixes beginning with vowel letters to words ending in -fer, use of the hyphen with prefix co-, use of the hyphen with prefix co- (4 weeks) * Term 2 Set 2 - Words with the /i:/ sound spelt ie, Words with the /i:/ sound spelt ei after c (Exceptions to the **i** before **e** except after **c** rule) Exceptions to the /i:/ sound spelt ei after c (1st 2 weeks) * Y5/6 words – identity immediate individual language lightning leisure muscle necessary neighbour nuisance occupy occur   **Grammar and Punctuation**:   * using Formal conjunctions for cohesion * Time prepositions - to build cohesion within a paragraph [e.g., then, after that, this, firstly] * Choosing nouns or pronouns for clarity and cohesion and to avoid repetition * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * using a colon to introduce a list * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” |
| **Term 4** | **Term 5** | **Term 6** |
| **Theme: Extreme Earth (geography – weather and climate features and related disasters)**  *Debate about climate change*  *Watch real weather reports*  *Argument Text - Debate on Global warming issues*  *Lost words Poetry*  The Great Kapok Tree - environmental persuasive text  Children find out about and discuss climate, extreme weather events and environmental issues reading stories and non-fiction books and use this knowledge in their writing. They will develop argument texts to use in a **debate**. Children write their own **weather report script** using green screen on ipad to record. They identify the key features of **shape poetry** in order to create their own shape poetry on hurricanes. They will write **newspaper reports** about an extreme weather event. They will read ‘Lost words’ and **write poetry** about British wildlife for Mother’s day card.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * Term 2 Set 2 - Words with the /i:/ sound spelt ie, Words with the /i:/ sound spelt ei after c (Exceptions to the **i** before **e** except after **c** rule) Exceptions to the /i:/ sound spelt ei after c (2nd 2 weeks) * Term 2 Set 3 - Words containing the letter-string ough (4 weeks) * Y5/6 words – opportunity parliament physical profession programme queue recognise restaurant rhyme secretary shoulder signature   **Grammar and Punctuation**   * using Formal conjunctions for cohesion * Time prepositions - to build cohesion within a paragraph [e.g., then, after that, this, firstly] * using modal verbs or adverbs to indicate degrees of possibility (e.g. should, could, will, wouldn’t, must * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * using a colon to introduce a list * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun | **Theme: Mayan Civilisation (history)**  Mayan Myth - The Hero Twins: Against the Lords of Death (A Mayan Myth)  Adventure - Middleworld (Jaguar Stones)  Holiday brochure - Mayan site  Children find out about and discuss The Mayan Civilisation by reading stories and non-fiction books and use this knowledge in their writing. Children listen to The Hero Twins myth and write their own setting descriptions and **Myth.** They identify the key features of **persuasive texts (holiday brochure)** in order to create their own brochures about Mayan historical tourist destinations and sites. They will read and write their own non-chronological reports about aspects of Mayan life.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * Term 3 Set 1 Words with “silent” letters: silent **k,** silent **w,** silent **b,** silent **t,** silent **h,** silent **s** (4 weeks) * Term 3 Set 2 - Homophones and * near-homophones (1st 2 weeks) * Y5/6 words – sincere soldier stomach suggest symbol system twelfth vegetable   **Grammar and Punctuation**:   * **-s** or **-‘s**? difference between plural and possessive s * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Time prepositions - to build cohesion within a paragraph [e.g., then, after that, this, firstly] * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * using modal verbs or adverbs to indicate degrees of possibility (e.g. should, could, will, wouldn’t, must * using the perfect form of verbs to mark relationships of time and cause * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses | **Theme: London (geography)**  *The London Eye Mystery by Siobhan Dowd*  Midsummer Night’s Dream by William Windrush - diary/letter  Shakespeare. Letters to an MP  Puberty Folded Booklets - information text.  Children find out about and discuss aspects of London. They will research the River Thames and write an explanation text about the stages of a river’s journey from source to mouth. They will look at the Windrush generation and write a diary account from an immigrant’s perspective. They will study A Midsummer Night’s Dream by reading excerpts, acting scenes and watching adaptations. They will write their own scene of the play and describe settings and characters from the play. They will learn about parliament and write a persuasive letter to their local MP about an important issue. In Puberty work children will make an information booklet aimed at a 7-9 year old.  **Handwriting**: recap joins in spelling practise and dictation sentences.  **Spelling**:   * Term 3 Set 2 - Homophones and near homophones (2nd 2 weeks) * Revision   **Grammar and Punctuation**:   * using Formal conjunctions for cohesion * Time prepositions - to build cohesion within a paragraph [e.g., then, after that, this, firstly] * Choosing nouns or pronouns for clarity and cohesion and to avoid repetition * Link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before] * using a colon to introduce a list * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” * using modal verbs or adverbs to indicate degrees of possibility (e.g. should, could, will, wouldn’t, must |