

## Year 5 English Overview 2023-24

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	<b>Autumn 1 6.5 weeks</b>	<b>Autumn 2 7.5 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 5 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Learning Challenges (Cross curricular links)</b>	LC- What would you ask Henry VIII if you met him today? <b>Bridging Unit</b>	LC- What's so special about the U.S.A?	LC- Will we ever send another human to the moon?	LC- Will you ever see the water you drink again?	LC- Why is Brazil in the news again?	LC – Anglo-Saxons really smashing?
	RE – Multi Faith Week	RE- Christmas		RE- Easter		
<b>Class novel/stories</b>	The Lion, The Witch and The Wardrobe C.S.Lewis	→	Selection of Tom Bradman –Blast Off Bug Wars/ Ice Breaker	Tin - Pdraig Kenny	JK Rowling Harry Potter and the Philosopher's Stone Selection of stories from variety of cultures	→ Further selection of myths including a variety of cultures.
<b>Unit &amp; skills</b>	<b>ASS'T WEEK</b> <b>Baseline ass't</b> <b>Bridging unit</b> <b>The Lion, The Witch and The Wardrobe</b>  <u>Diary Entry</u> Writing a diary entry from one of the children's perspectives in LWW 2 weeks  <u>Outcome:</u> To write a diary entry in 1 <sup>st</sup> person from the perspective of a	<b>The Lion, The Witch and The Wardrobe</b> <b>Bridging unit</b> (continued)  <u>Non-Chronological Report</u>  Write a non-chronological report on a mythical creature 3 weeks  <u>Outcome:</u> To write a non-chronological report based on a mythical	<b>Earthlings</b> <u>Science fiction stories</u> 3 weeks <u>Outcomes:</u> To create a science fiction story using Time spinner as a model.  <u>Writing skills:</u> Develop characters through action and dialogue. Organise writing into paragraphs.	<b>Inventors and Inventions</b>  <u>Novel as a theme</u> 4 weeks A short story or chapter for a novel about an invention  <u>Outcome:</u> Children will be able to write a short story or chapter Plan using a story map. Write a story which includes: - blend action and	<b>Amazon Adventure</b> Stories from other cultures <u>Stories from other cultures</u> <i>Write a creative story</i> 3 weeks  <u>Outcome:</u> To write a story from another culture.  <u>Writing skills:</u> Past tense. Paragraphs. Speech, narrative writing, sentence	<b>ASS'T WEEK</b> <b>Faster, higher, stronger</b> <u>Myths</u>  <u>Outcome:</u> Children will be able to write a myth  <u>Writing skills:</u> complex sentences with simile starters. - a blend of action, dialogue and description. - devices to build

	<p>character from LWW.</p> <p><u>Writing skills:</u>          Use a range of sentence openers such as fronted adverbials.          Organise writing into paragraphs and maintain legible handwriting.          Make notes and summarise what has been read.          Present tense writing.          Make links between paragraphs.          Write in 1<sup>st</sup> person.          Develop a character through action and dialogue.          Use informal tone to fit the purpose of the text.</p>	<p>creature, following research.</p> <p><u>Writing skills:</u>          Organise writing into paragraphs.          Structure writing for ease of reading.          Maintain legible handwriting.          Begin to use brackets, dashes and commas to extend writing.          Use appropriate vocabulary for the audience.          Use appropriate vocabulary for text/topic.          Develop cohesion through paragraphs.          Use research to inform our writing.          Use a full range of sophisticated punctuation and read it correctly.          Consider audience of text when writing.</p> <p><b>A Kingdom United</b></p> <p>Stories with historical settings: <u>Legends</u></p> <p><u>Outcome:</u></p>	<p>Choose and use appropriate language to suit the genre.          Plan and write sci-fi stories.          Use relative clauses to extend sentences.          Develop characters through action</p>	<p>description within a paragraph. - complex sentences with relative clauses using pronouns 'who', and 'where' and demarcate with commas</p> <p><b><u>ASS'T WEEK 2</u></b></p>	<p>openers, commas, conjunctions, short, compound and complex sentences, including extra information in sentences and using sophisticated punctuation.          Use adventurous language in our writing.          Setting descriptions.          Diary entry writing.</p>	<p>cohesion. - features of myths</p>
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		<p>To re-tell the traditional story of King Arthur in a modern way.</p> <p><u>Writing skills:</u>  Listening skills.  Past tense.  Paragraphs.  Speech, narrative writing, sentence openers, commas, conjunctions, short, compound and complex sentences, including extra information in sentences and using sophisticated punctuation.  Use adventurous language in our writing.  Develop characters through action and dialogue.  Identify features of stories from the past/different cultures.  Use noun phrases in descriptive sentences.  Film and play scripts  Classic narrative poetry</p>				
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<b>Unit &amp; skills</b>	<p><u>Setting description/Narrative</u> Bridging unit Retell parts of story of LWW, with emphasis on setting description 3 weeks</p> <p><u>Outcomes:</u> To write a setting description.</p> <p><u>Writing skills:</u> Use a variety of interesting openers to impact on the reader. Use a range of conjunction types to extend writing. Write simple, compound and complex sentences. Develop editing skills. Noun phrases, relative clauses, subordinate clauses.</p>	<p><u>Persuasive Writing</u> Begin to use brackets, dashes and commas to extend writing. Use appropriate vocabulary for the audience. Use appropriate vocabulary for text/topic. Develop cohesion through paragraphs. Use research to inform our writing. Use a full range of sophisticated punctuation and read it correctly. Consider audience of text when writing</p>	<p><u>Information booklets</u> <u>Non-Chronological Report 2 weeks</u> <u>Outcome:</u> To write a non-chronological report based on a mythical creature, following research.</p> <p><u>Writing skills:</u> Organise writing into paragraphs. Structure writing for ease of reading. Maintain legible handwriting.</p>	<p><u>Magazine</u> <u>Information text: advertisement</u> 2 weeks</p> <p><u>Outcome:</u> To write an advertisement/information article about robots &amp; robotics with language that impacts on the reader through persuasion and information.</p> <p><u>Writing skills:</u> To select, use and generate vocabulary, based on the new words we have learned. To use subordination for time. To edit and improve writing. Use organisational skills to create an eye-catching article. To use short, compound and</p>	<p><u>Debate</u> 2 weeks (Learning Challenge)</p> <p><u>Outcomes:</u> Use information and evidence to back up opinions in a debate with peers. <u>Writing skills:</u> <i>Appreciate that writers use bias opinions when debating.</i> <i>Appreciate how two people can differ in opinion about the same event.</i> <i>Summarise information that has been read in note form.</i> <i>Use correct level of formality in debate.</i> <i>Use modal verbs to indicate a degree of possibility.</i> <i>Use persuasive devices.</i></p>	<p><u>Formal newspaper reports</u> 2 weeks</p> <p><u>Outcome:</u> The write formal newspaper report using collected information from eyewitness interviews.</p> <p><u>Writing skills:</u> Present tense. Structured writing including columns, paragraphing and headlines to engage the reader. Reported speech. Relative clauses. Include adverbials for flow in writing and between paragraphs. Choose language to engage reader. Use parenthesis for adding detail. Use correct level of formality. Edit our writing.</p>
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				<p>complex sentences. Present tense. Commas to avoid ambiguity. Link paragraphs with adverbials. Use a range of conjunctions.</p>		
	<p><u>Letter</u> Write an evacuee letter</p> <p><u>Outcome:</u> Write an informal letter</p> <p><u>Writing skills:</u> Present tense. Formal tone/vocabulary. Structured writing including paragraphing and sentence starters. Relative clauses. Subordinate clauses. Non-finite clauses.</p>		<p><u>Poetry- Poems with a structure</u> Write a limerick/ haiku 1 week <u>Outcome:</u> Write a limerick/ haiku</p> <p><u>Writing skills:</u>  Organisation in poems. Commas and other punctuation in poems Similes, metaphors, onomatopoeia and figurative descriptions in poems. . Understand the structure of limericks/ haikus</p>			<p><u>Poems with figurative language</u> Write a poem based on a model 1 week</p> <p><u>Outcome:</u> To write poems based on a model and perform to an audience.</p> <p><u>Writing skills:</u> Organisation in poems. Commas and other punctuation in poems. Similes, metaphors, onomatopoeia and figurative descriptions in poems. Build up character based on</p>

						dialogue and action Capital for names! Reminder of paragraphs/verses Relative clauses Subordinate clauses Apostrophes Work on correcting sentences Using vocabulary Descriptive phrases for depth Similes, metaphors, onomatopoeia. Rhyming couplets
<b>Writing opportunities</b>	<u>Scaffolded outcomes</u> Diary entry  <u>Independent</u> Narrative- Diary entry  Diary entry for Anne Boleyn for L.C. link.  Recount of class trip.	<u>Scaffolded outcomes</u> Descriptive sentences  <u>Independent</u> Historical narrative re telling. Persuasive letter Persuasive leaflet linked to LC.	<u>Scaffolded outcomes</u> Science fiction Information text Poem <u>Independent</u> Narrative  Non-Chronological report Limerick/Haiku	<u>Scaffolded outcomes</u> story Magazine : Info Text <u>Independent</u> Narrative Advertisement	<u>Scaffolded outcomes</u> Re-tell narrative Persuasive sentences <u>Independent</u> Narrative Debate using evidence and persuasive devices	<u>Scaffolded outcomes</u> Descriptive sentences Report- 3 <sup>rd</sup> person <u>Independent</u> Narrative Newspaper report Poem  Class newspaper of London Trip & summer school events.
<b>Enrichments</b>	Visit to Smithills Hall.	Pantomime		World Book Day	Brazilian carnival masks & Brazilian Barbeque.	Building Anglo-Saxon settlements

	Visitor for multi faith week discussing Islamic faith.			United Utilities visitor?/Workshop		Residential Trip
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