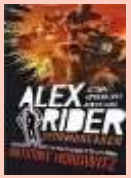
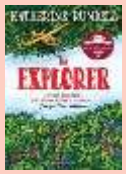
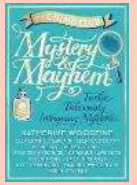
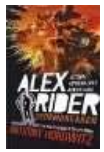
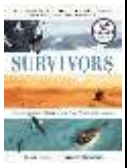
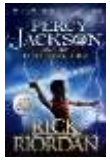
Year 5						
Autumn 1 Earth, Space & Forces (Science) / Climate Change (Geography)	Autumn 2 Egyptians (History)	Spring 1 Living things & their Habitats (Science)	Spring 2 Rainforests (Geography)	Summer 1 Greeks (History)	Summer 2 Animals including Humans & Puberty (Science)
Reading					
Varmints Helen Ward 	Secrets of a Sun King Emma Carroll 	Storm breaker Anthony Horowitz 	Explorer Katherine Rundell 	Mystery and Mayhem 	Way home Ghost: Thirteen Haunting Tales to Tell (to support writing. Please do not use Green Eyes or Eyes Closed as these are used in Y6)
P- To inform A- Adults or children with an interest in science Skills- Accurate scientific **vocabulary** **Expanded noun phrases** **Adaptations to information dependent on audience** (e.g. young reader could need **brackets, glossary, simile** for comparison- "that's the same as 200 years on Earth!") Use of **imperatives** and **adverbials** for the instruction aspect. **Colons** to introduce a list Outcomes- ***Non-chronological report incorporating instructions.*** How to order the planets. The parts of the solar system have been mixed up. How should the solar system to be organised properly? P- To entertain A- Peers Skills- Maintain consistent **tense** and **person** of choice	P- To entertain A- Peers Skills- **Cohesive paragraphs** - use of fronted adverbials and subordinate clauses that make meaningful links between paragraphs. **Dialogue** (punctuation and layout) that advances the action and develops characters **Create atmospheric settings** through use of description including figurative language Outcomes- Narrative (adventure) P- To inform A- Adults Skills- Punctuation for **direct speech** (extension- **reported speech**) for quotations. Appropriate structure- introduction followed by chronologically organised information Maintain consistent past **tense**	P- Entertain/inform A- Alex/MI5 (Jones and Blunt) Skills- Carefully chosen, **precise verbs** Descriptive language **adjectives** Events in chronological order **Maintain tenses** **Subject specific vocabulary** Use of **relative clauses (punctuation for parenthesis)** Outcomes- Diary entries recording Alex's feelings (Royal & General and Army training) and findings from his experiences at Sayle Enterprises.  P- To Inform/persuade A- The King Skills- Distinguish between features of **formal** and **informal** writing. Avoid exclamations, contractions, figures of speech Include formal sentences structures (use of **subordination and embedded**	P- To entertain/inform A- Adults and children interested in adventure Skills- **Verb choice for effect** **Introduce modal verbs-** What **should** we do? What **will** happen? What **could** happen?  Appropriate description included- **adjectives, verbs, prepositions** to create a clear image of the setting and conditions. **Consistent use of first person and (mostly past) tense** GDS- **manage shifts in tense** e.g. shifting from past to present or past-future. Maintaining informal tone. Use of **topic specific references** appropriate to the context. Outcomes- ***Journal.*** Write in role as one of the explorers featured in the book e.g. the submarine story. *NB: Use the opening from Wolf Brother by Michelle Paver, which is excellent for building tension. You can*	P- Inform (in role as Hermes) A- Zeus Skills- Use of **pronouns** and noun phrases to avoid repetition and aid cohesion **Relative clauses** **use brackets, dashes and commas for parenthesis** **use commas between clauses to clarify meaning** (or avoid ambiguity) **Adverbials for time** **Conjunctions** to express cause and effect Outcomes- Recount/eye witness statement about what happened to Percy as he was trying to escape from the Minotaur, including the fight and him defeating the beast.  P- Inform A- Camp Half-blood Skills- **Direct and reported speech**. Maintain selected level of formality throughout.	P- To entertain A- Year 6/7 Skills- **use brackets, dashes and commas for parenthesis** **Select the appropriate tense** and maintain it for as long as is appropriate (may used past, present and future) Use of **exclamation** and **rhetorical question** **Precise vocabulary choice to convey atmosphere and emotion** (adjective, verb, adverb) Use of **figurative language** for imagery linked to setting and physical feelings Outcomes- A journal in role as Francis P- To entertain A- Year 6/7 Skills- use **ellipsis** Create **atmosphere** through descriptive vocabulary including **figurative language** **Rhetorical questions**

Use of **adverbials** correctly punctuated with **commas** Use of **relative clauses** (likely at the end of sentence) using **relative pronouns** which, who, that Vocab to **describe characters, setting and atmosphere** Outcomes- ***Narrative-*** write the part of the story where Jamie discovers the observatory (first or third person)	**Adverbials** for place and time punctuated with comma **Causal conjunctions** to explain and link events: *as a result… because of this… therefore…* Outcomes- ***News report-*** Write a news report about an event from the text NB- Use the chariot accident (pg. 25-26) in the book to write a WAGOLL for the children to investigate and evaluate	**relative clauses**) and **precise description** of the highwayman Language and structures typical of persuasion (**repetition, rhetorical questions**) Outcomes- ***Letter-*** Write a letter to the king, informing of the presence of a highwayman in the local area. Letter of complaint with element of persuade- something must be done about this criminal!	*screenshot this from the Amazon "look inside" feature.* P- To inform A- Years 3 and 4 Skills- Explore and apply a **wide range of presentation devices** to organise the parts of the text and support the delivery of information. Use of **modal verbs** Descriptive **language appropriate to the context and purpose**. Ensure it is **appropriate for the pupil's selected audience age range** e.g. use of **brackets** or glossary to explain definitions of topic specific vocabulary. Outcomes- ***Survival guide-*** Write a guide to surviving in extreme conditions and circumstances in role as an explorer. How will you need to adapt your text for a younger (Y3/4) reader so that they will understand the information?	**Subordinate clauses and adverbials** for time and cause punctuated with **commas** **Expanded noun phrases** Outcomes- A news report about the newest addition to Camp Half-blood	Experiment with **sentence length for effect including short sentences and single sentence paragraphs** **Plan and organise writing to build suspense-** withholding information, twist, big reveal, cliffhanger Outcomes- A narrative based on Francis that builds tension and creates suspense (use of Alma for apprentice write?)