

## Year 5 English Medium Term Plan 2015-2016

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>Block 1 (Fiction) Classic fiction</b></p> <p><u><i>The Jungle Book by Rudyard Kipling</i></u> <u><i>Just So stories by Rudyard Kipling</i></u></p> <p>Children explore the charm and challenge of classic fiction. Children write a modern-day Jungle Book story, Just So Stories diary entries, and tell outrageous lies, courtesy of conjunctions.</p>	<p><b>Block 1 (Fiction) Genre fiction</b></p> <p><u><i>Short by Kevin Crossley Holland</i></u></p> <p>Look at the genre of short stories using Short! by Kevin Crossley-Holland. Children investigate the use of adverbials to link sentences or paragraphs together. Children plan and write short mystery stories elaborating by use of descriptive words and further details.</p>	<p><b>Block 1 (Fiction) Classic novels</b></p> <p><u><i>The Hobbit by JRR Tolkien, (Graphic novel) illustrated by David Wenzel, adapted by Charles Dixon (2006)</i></u></p> <p>Through The Hobbit by JRR Tolkien, investigate settings, character development, dialogue and narrative style. Writing includes: dramatisation, playing with point-of-view and writing a 'Lost Tale'. Grammar includes: complex sentences, relative clauses and elaboration.</p>
<p><b>Block 2 (Non-fiction) Recounts</b></p> <p><u><i>UFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme! by Paul Mason</i></u> <u><i>UFO Diary by Satoshi Kitamura</i></u></p> <p>Using the context of UFOs, children explore recounts: investigating genuine documents; discussing famous sightings and researching notorious hoaxes. Children write a diary entry and create their own hoax UFO photo and report.</p>	<p><b>Block 2 (Non-fiction) Argument and debate</b></p> <p>Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text.</p>	<p><b>Block 2 (Non-fiction) Persuasive writing</b></p> <p>Times are a changin' as children explore how to win hearts and minds. Children analyse adverts and political speeches, adapt protest songs and manipulate with modal verbs. Children write persuasively and the unit ends in a political rally. Who will win: parents or children?</p>
<p><b>Block 3 (Poetry) Slam poetry</b></p> <p><u><i>You wait till I'm older than you by Michael Rosen</i></u> <u><i>The Works and Read Me collections</i></u></p> <p>Study a slam poem (a form of performance poetry) and other poems about what to do when you grow up. Children write an extra verse about their dreams. Hold a poetry slam in class and then with Year 5 at St. George's via skype.</p>	<p><b>Block 3 (Poetry) Classic narrative and oral poetry</b></p> <p><u><i>The Ballad of Charlotte Dymond by Charles Causley</i></u> <u><i>Lochinvar by Sir Walter Scott</i></u></p> <p>Children learn the classic narrative poem Ballad of Charlotte Dymond to recite and identify features. Use role play to study the characters in depth. Compare with Lochinvar and explore relative clauses. Then use Chocolate Cake to inspire their narrative poems.</p>	<p><b>Block 3 (Poetry) Debate poetry and poetry that tells a story</b></p> <p><u><i>Sensational! poems inspired by the five senses chosen by Roger McGough, Macmillan.</i></u></p> <p>Read a Gulf 'debate' poem about a fierce dispute between coffee and tea. Identify features of poems that tell a story. Children read and compare other poems about drinks. They create and perform a playscript for the dispute, then write a poem about a drink.</p>
<p><b>Block 4 (Non-fiction) Biographies and autobiographies</b></p> <p><u><i>Boy and Going Solo by Roald Dahl</i></u> <u><i>Singing for Mrs Pettigrew/Homecoming by Michael Morpurgo</i></u></p> <p>Use biographies of Roald Dahl and Michael Morpurgo (both books and online) and their autobiographical writing to identify features of biographies and autobiographies. Use the texts to study dialogue, noun phrases and complex sentences. Write autobiography webpage.</p>	<p><b>Block 4 (Fiction) Drama</b></p> <p><u><i>Mr William Shakespeare's Plays by Marcia Williams</i></u></p> <p>Introduce children to Shakespeare using Marcia Williams' Mr William Shakespeare's Plays – Romeo and Juliet and Macbeth. Investigate diff ways of writing dialogue including playscript layout and the use of informal language. Children write a 60 sec version of part of Macbeth.</p>	<p><b>Block 4 (Fiction) Genre fiction – science fiction</b></p> <p><u><i>Tales from Outer Suburbia by Shaun Tan, Templar Publishing.</i></u></p> <p>Children read and analyse a selection of short stories from Tales of Outer Suburbia by Shaun Tan. They explore the structure of short stories and the use of modal verbs and dialogue. Children write a drama based on one they have heard and then a new story in the Shaun Tan-style.</p>
<p><b>Block 5 (Non-fiction) Instructions and Explanations</b></p> <p>Hover boards and Doggie Umbrellas meet new-fangled escalators and dial telephones in a unit, which explores instructions and explanations in the context of changing technology. Children try pitching in the Dragon's Den and create guides for futuristic travel.</p>	<p><b>Block 5 (Non-fiction) Reports and Journalistic Writing</b></p> <p><u><i>Tuesday by David Wiesner</i></u></p> <p>Use Tuesday by David Wiesner to study report writing. Look at different ways of writing speech – playscripts, speech bubbles, direct and reported speech. Compare formal and informal writing including use of passive voice. Children write newspaper reports.</p>	<p><b>Block 5 (Non-fiction) Non-chronological Reports</b></p> <p>Use texts about iPads and iPhones to introduce features of non-chronological reports. Children create a new section for a BBC online activity about reports using BOS/ QuAD techniques. Then children research information about another electronic device and write reports.</p>
<p><b>Block 6 (Poetry) Classic poems</b></p> <p><u><i>The Walrus and the Carpenter by Lewis Carroll</i></u> <u><i>Cautionary Tales by Hilaire Belloc</i></u></p> <p>Carroll's Walrus and the Carpenter stimulate performance, discussion and persuasive writing, in this poetry unit. Belloc's Cautionary Tales provide cause for debate and the children end the unit writing their own modern day cautionary poems</p>	<p><b>Block 6 (Poetry) Poetic Style</b></p> <p><u><i>You Wait Till I'm Older Than You by Michael Rosen</i></u> <u><i>Collected Poems by Roger McGough</i></u></p> <p>Children hear and respond to a range of poems from two well-known poets. Explore the use of language and how the writers imply deeper meanings and research the poets on the internet. Finally children write their own free-verse poems inspired by those they have read.</p>	<p><b>Block 6 (Poetry) Power of Imagery</b></p> <p><u><i>The Convergence of the Twain by Thomas Hardy</i></u></p> <p>Using a range of sea poems and The Convergence of the Twain by Thomas Hardy, explore the use of imagery and description. Then discuss how to use language to evoke feelings and produce impressions. Children draft and write their own poem about the Titanic.</p>

