

Year 5 English Medium Term Plan 2016 - 2017

Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>Greek Myths <i>Pandora's Box</i> Children to explore various Greek Myths before focusing on Pandora's Box. Identify features of Greek Myths, character description and write their own ending to Pandora's Box. iMovies of myths to be produced when work is finished.</p>	<p>Stories from another Culture <i>Dragon Slayer</i> Read and respond to a story from a different culture. Use this as a stimulus to work on using adverbials of time, learning how to build suspense through using carefully chosen language as they write a different version to the story of what they have read. Integrate dialogue to convey character and advance action.</p>	<p>Familiar authors <i>This is NOT another fairytale by Jeremy Strong</i> Understand character and setting development through use of language and punctuation, include humour, address audience and include dialogue. Ensure consistent tense and subject/verb agreement in texts. Write the next episode of the story.</p>
<p>Non-Chronological Reports <i>Modern Olympics and Ancient Olympics</i> Children to read and evaluate non-chronological reports on the Olympics. Identify features and organisation. Children to carry out independent research before writing their own reports, making effective use of features previously identified.</p>	<p>Persuasive writing <i>Denton Town Council</i> Identify features of persuasive language. Identify purpose and audience for presentations, select appropriate formal language and grammar for addressing reader. Include manipulation of modal verbs in final presentation. Include brackets, dashes and semi-colons.</p>	<p>Instruction texts <i>Various instructions on using Scratch</i> Identify features and verbs used in instructions. Include bullet points, brackets, appropriate tense and subject/verb agreement when writing their own instructions on how to create a game on a computer programme.</p>
<p>Independent piece Children to showcase their own writing, editing and re-drafting skills as they write a non-chronological report on their own choice of topic.</p>	<p>Independent piece Children to use a film piece as a stimulus for their own ideas and writing of an adventure story.</p>	<p>Independent piece Use work from Jeremy Strong to write the next episode from the viewpoint of the scary character that Ramon comes across.</p>
<p>Detailed Descriptions of a setting <i>Descriptions from people at the Olympics</i> Staying on the topic of the Olympics, children to watch the clip of the Super Saturday at London Olympics. Use OSIE to explore the setting, develop complex sentences and use of language including expanded noun phrases and adverbials before applying to writing a detailed description.</p>	<p>Formal letter writing <i>Denton Town Council</i> Identify features of persuasive language. Identify purpose and audience for presentations, select appropriate formal language and grammar for addressing reader. Include manipulation of modal verbs in final presentation. Apply knowledge of relative clauses and commas to avoid ambiguity. Include brackets, dashes and semi-colons.</p>	<p>Playscripts <i>Father's Day</i> Read a playscript, identify punctuation and features used. Ensure subject/verb agreement, effective vocabulary and development of characters through speech is included in the playscripts that the children write.</p>
<p>Imagery and Performance Poetry <i>The Butterfly Life and A Recipe to Make a Wolf</i> Read and respond to poems about animals. Identify poetic devices. Then discuss how to use language to evoke feelings and produce impressions. Use OSIE to plan own poem using a car as a stimulus before writing poems on an animal. Children to write poems on athletes at the Olympics, comparing them to animals. To include metaphors and personification.</p>	<p>Read and write diary accounts <i>Diary of a Wimpy Kid/Secret Diary of Danny Grower</i> Become familiar with diaries and how they are written. Use carefully chosen vocabulary to show feelings, grammar and punctuation to enhance effects, relative clauses, developed characters as they write their own versions of a diary account.</p>	<p>Film narrative <i>The Piano</i> Children respond to the film, think about the characters and how they are developed before they write what they think the story of the film is. Focus on development of character.</p>
<p>Independent piece Children to apply their skills on using consistent tense, varied sentences and imaginative language to write a detailed description independently. Children must plan, draft, edit and re-draft their work.</p>	<p>Independent piece Use work on persuasion and letter writing to write a formal letter to persuade the HeadTeacher to allow them to do something different in school (their choice).</p>	<p>Independent piece Imagine that the people could talk on The Piano. Write a playscript for the film.</p>

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