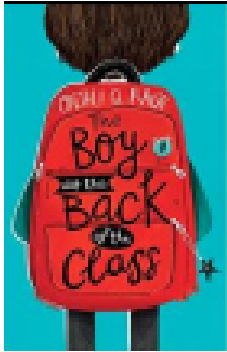


Year 5 Autumn

Core Texts



Themes

- politics,
- friendship,
- bereavement,
- war, death, change,
- fear, hope,
- determination

Written Outcomes

Writing to Inform

Outcomes - Predict the content of the books using the cover and the blurb

Activity - From the blurb alone, ask pupils to make predictions about the story. They could act these out, write them, create a storyboard, or just do this through class discussion.

Themes to be revisited throughout the story, and in particular at the end, to review what they got right. To choose a character from the book and create a character profile.

Success Criteria - They should describe the character's physical appearance, personality traits, and motivations. Encourage them to use evidence from the text to support their descriptions.

Writing to Inform

Outcomes - Recount

Activity - Write a diary entry from the perspective of one of the characters, reflecting on a significant event or their thoughts and feelings throughout the story. To explore character feeling and thoughts for different perspective - role on the wall

Success Criteria - consider the character's experiences and emotions, using descriptive language to bring their reflections to life



Writing to Persuade

Outcome - Write a persuasive letter from the story (e.g., Ahmet or Alexa) and

Cross curricular links over the term



Sow grow and farm (geography)
Human reproduction and aging (science)

	<p>Activity - Write a persuasive letter to the school headteacher, explaining why it is important to be kind and inclusive to newcomers.</p> <p>Success Criteria - To provide examples from the book to support their arguments.</p> <p>Writing to Discuss</p> <p>Outcome - Balanced Argument</p> <p>Activity - On page 18, the narrator says <i>“Sometimes I think everyone likes to believe a lie even when they know it’s a lie because it is more exciting than the truth”</i>. Does your class agree? Split the class into groups to represent each side of the argument: yes, it’s okay to lie because it’s more exciting or no, you should never lie under any circumstances They should plan their opening arguments and be ready for questions.</p> <p>Outcomes - Conduct a debate by having each side present their opening arguments, then open the floor for each group to ask each other questions - encourage children to answer questions to encourage deeper thinking.</p> <p>Success Criteria- To present points of view using language of debate and rules of discussion</p>	
	<p>Writing to Inform</p> <p>Outcomes - To predict what might happen to the character over the coming events in the story. Predict what the moral of the story could be.</p> <p>Activity - Read on through chapter 2, up to page 12 when it says ‘Please stop crying miss!’ Using Crystal ball, record information from the text to predict what might happen to the character over the coming events in the story. Predict what the moral of the story could be</p>	 <p>Sow grow and farm (geography) Forces and Mechanisms</p>

Success Criteria - To show my understanding of text by drawing inferences from within the text and justifying them with evidence.

Writing to Entertain

Outcomes - Setting descriptions

Activity - To create setting description of garden using metaphors and powerful imagery (Chapter 7)
To show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence

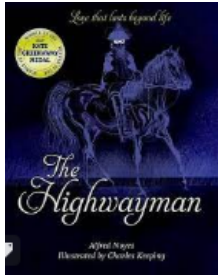
Success Criteria - To use sensory language to bring the garden to life and engage the reader's imagination.

Writing to Inform

Outcomes - Letter Writing:

Activity - To imagine they are Mary Lennox writing a letter to her cousin, Colin. They can share updates about the garden, the people they've met, and the progress they've made.

Success Criteria - To use appropriate language for letter writing and consider the character's perspective.



Themes
love and death, courage, and
violence

Writing to Inform

Outcomes - To understand how narratives are structured

Activity - Deduction to be often taught alongside inference, which is defined as any interpretation of the text that goes beyond the literal information given. To retell the story of "The Highwayman" in their own words, focusing on the key events and characters.

Success Criteria - They should maintain the structure and flow of the poem while using their own language and style.- using sequencing

Writing to Inform

Outcomes - Summarise characters

Activity - To write a detailed character description. Choose a character from the poem, such as the Highwayman, Bess, or Tim the ostler, and write a detailed character description. Describe the character's appearance, personality traits, and motivations).

Success Criteria-To use descriptive language on character's appearance, personality traits, and motivations and provide evidence from the text to support their descriptions.

Writing to discuss

Outcomes - Identification of Poetic devices

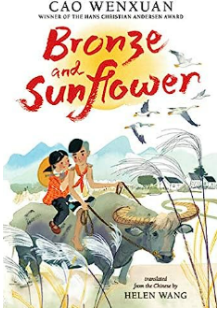
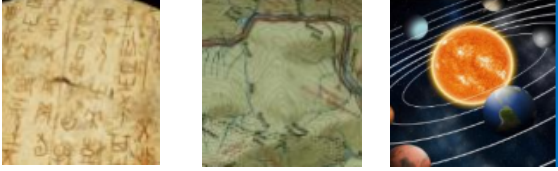
Activity - To identify and explain the poetic devices used in "The Highwayman,". Then, have them write their own poem inspired by the style and themes of the original, incorporating some of these devices.



Childhood (History)

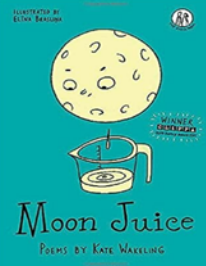

Human Senses (Science)

	<p>Success Criteria - Poems to be written in the same style with such as similes, metaphors, alliteration, and personification</p> <p>To choose a vivid description or image from the poem, such as "black of midnight" or "moon was a ghostly galleon." Ask them to explain the meaning and impact of the imagery and then create their own descriptive paragraph using powerful imagery.</p>	
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Year 5 Spring

Core texts	Written outcomes	Cross curricular links over the term
 <p>Themes:</p> <ul style="list-style-type: none"> - love, sacrifice, family, and community 	<p>Writing to Inform</p> <p>Outcome - Making simple predictions using inference from the title and images - what might happen on the basis of what has been read so far.</p> <p>Activity - to retrieve and infer information about the book using the front cover and the blurb.</p> <p>Success Criteria - Predictions are created using evidence from covers</p> <p>Writing to entertain</p> <p>Outcome - Setting description</p> <p>Activity - Describing a characters and setting applying vocabulary from the text and what they already know.</p> <p>Success Criteria - Imagery and figurative language used to describe. Composing speech bubbles and punctuating sentences with exclamation marks.</p> <p>Comparing poor and rich communities</p>	 <p>Dynamic Dynasties (history) Investigating our world (geography) Earth and Space (science)</p>

	Exploring culture in the setting: China's Cultural Revolution	
 <p><u>Themes</u> <u>Friendship, fatherhood</u></p>	<p><u>Writing to Inform</u> Outcomes - Predicting events and character motives Activity - Make simple predictions using inference from the covers - what might happen in the book and after reading chapters 1 & 2? Record in crystal ball. Success Criteria - Predictions to be created using evidence from the text to support thinking</p> <p><u>Writing to discuss</u> Outcomes - To form opinions of characters motives and their role in the book Activity - Read chapter 11 and text mark any phrases in the chapter that give clues about characters and what the characters might think of each other. What does Samson One, Monsieur Martinet and Eddie Xanadu think of Liam? Are there any clues in the text to tell about what the Dad's think of each? Success Criteria - Long extended piece of writing to discuss the Dad's and their behaviour towards the characters</p> <p><u>Writing to Inform and Entertain</u> Outcomes - To write travel brochure for a holiday to the moon Activity - Children to use the information in the book to create a holiday brochure Success Criteria - to use passive vocab, cohesion within texts and modal verbs/ organisational and presentational devices</p>	 <p>Dynamic Dynasties (history) Investigating our world (geography) Earth and Space (science)</p>

	<p><u>Writing to discuss</u> Outcomes - To write a persuasive piece advocating for the importance of space exploration Activity - Present arguments and evidence to convince others of the benefits and significance of exploring space. Success Criteria - Persuasive language and consider the counterarguments.</p> <p><u>Writing to Inform</u> Outcomes Newspaper Article Activity - To write a newspaper article reporting on a significant event or discovery in the book. They Success Criteria - to write in the style and format of a news article, providing details, quotes, and opinions from various characters. Use a catchy headline and capture the attention of readers.</p>	
 <p>Themes</p>	<p><u>Writing to Inform</u> Outcomes - Activity - Analyse the front cover of the collection and look at the title and illustration. Children why the collection might be called Moon Juice? REcord on in books. Share with the children, ideally on the interactive whiteboard or under a visualiser, a copy of the poem 'Comet' (p.9) and the accompanying illustration. Read the italicized instructions, but tell the children that these are the instructions for performing the poem.</p> <p>Read the poem through, at a normal speed to allow children to hear the language and initially respond to what the poem is about and how it makes the children feel. How do you think this poem fits with</p>	 <p>Dynamic Dynasties (history) Investigating our world (geography) Earth and Space (science)</p>

the title of the collection? Link with children's existing knowledge of space.

Writing to discuss

Outcomes - To analyse and interpret poems using poetic devices

Activity - Read aloud the poem 'Night Journey' (p.28-31) but do not show them the accompanying illustration. Children to share their initial responses to the text. What do you think the poem is about? How does the poem make you feel? What makes you feel like this? Why do you think the poet has chosen to write about this event?

Now listen to the poet, Kate Wakeling perform this poem on the Poetryline website:

<https://www.clpe.org.uk/poetryline/poets/wakeling-kate>

Think about the poem again.

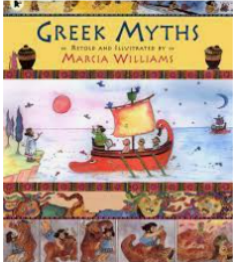

Written activity - What words or phrases has the poet used that make an impact on you as a reader; that help create atmosphere or evoke emotion?



Writing to entertain

Outcomes - To write narrative poem

Activity - Extended writing to think about moments and events in their lives that they might like to write about and make a note of these, either in words or drawings in their poetry journals. Other poems related to personal events and experiences that might inspire thinking are: 'Hair Piece' (p.17 – to be explored in a subsequent session), 'Rich Pickings' (p.21), 'Shadow Boy' (p.63), 'The Ten Dark Toes at the Bottom of the Bed' (p.67).

	<p>Success Criteria - Students write their own narrative poem, focusing on creating a story using poetic language and techniques. Encourage them to develop characters, plot, and a sense of progression.</p>	
<p>Year 5 Summer</p>		
<p>Core texts</p>	<p>Written outcomes</p>	<p>Cross curricular links over the term</p>
<div data-bbox="296 553 474 802" data-label="Image"> </div> <p data-bbox="268 813 512 906">Themes: -Exploration -Overcoming anxiety</p>	<p data-bbox="617 540 863 565"><u>Writing to Entertain</u></p> <p data-bbox="617 574 905 599">Outcomes - Diary entry</p> <p data-bbox="617 609 1213 708">Activity - Write a diary entry as Elliot, detailing the events in chapter 5 (Virgo and Elliot’s relationship and other incidents)</p> <p data-bbox="617 717 1192 889">Success Criteria - Lively use of language e.g. ‘powerful’ verbs, adjectives and adverbs. ‘Asides’ (anecdotes and comments in brackets) Conversational openers e.g. Anyway, /By the way,/After all Exaggerations (hyperbole)</p> <p data-bbox="617 932 831 956"><u>Writing to Inform</u></p> <p data-bbox="617 966 905 990">Outcomes - Newspaper</p> <p data-bbox="617 1000 1220 1172">Activity - Write a newspaper report in the style of the Daily Argus about one of the past events of the book. A good idea might be to use the segment with Sisyphus and his boulder, or the part where Virgo loses the right to use her immortal powers</p> <p data-bbox="617 1182 1226 1317">Success Criteria - To begin using vocabulary choices to show formal and informal within a text. Eg when a character is speaking directly or quotes within a newspaper</p>	<div data-bbox="1346 573 1745 773" data-label="Image"> </div> <p data-bbox="1272 816 1818 873" style="text-align: center;">Groundbreaking Greeks (history) Properties and changes of Materials (Science)</p>

	<p><u>Writing to persuade</u></p> <p>Outcome - Letter writing</p> <p>Activity - Using chapter 8 - Write a character description for Patricia, making her sound as putrid as you possibly can</p> <p>Success Criteria - Powerful word choices to and imagery to show description of Patricia as putrid</p> <p>Outcome - Advert</p> <p>Activity - After reading chapter 3 = Write an advert for a job opening in the Zodiac Council</p> <p>Success Criteria - Correct layout, use of persuasive vocabulary and where possible use of puns</p>	
 <p><u>Themes</u></p> <p>Humour, good versus evil, myths and legends, mental health, greed, poverty.</p>	<p><u>Writing to Entertain</u></p> <p>Outcomes - Character description</p> <p>Activity - To write a summary of greek myths focussing on the sequence of events and morals</p> <p>Success Criteria - using comparative language to show personality, appearance, thinking and motives</p> <p><u>Writing to Inform</u></p> <p>Outcome - Instructions</p> <p>Activity - Read and discuss Theseus and the Minotaur; Daedalus and Icarus; Trojan Horse</p> <p>Write Instructions – how to kill a minotaur -</p> <p>Success Criteria - Use of imperative verbs and correct terminology</p>	 <p>Groundbreaking Greeks (history)</p> <p>Properties and changes of Materials (Science)</p>

	<p><u>Writing to inform</u> Outcome - Factfile Activity - To create fact file on gods Success Criteria - correct vocabulary and specific powers to included</p>	
 <p>Themes Fate. ... - Pride and Hubris. Heroism. ...</p>	<p><u>Writing to inform</u> Outcomes - To predict the contents of the book using front cover and the blurb Activity - Using what I see, notice and why children to predict the contents of the book Success Criteria - to provide evidence from sources to support thinking</p> <p>To compare and contrast two characters from the book, such as Coraline and the Other Mother. To compare the ways in which the writer presents characters (chapters 2 & 3)</p> <p><u>Writing to Entertain</u> Outcome - Diary Activity - To write a diary entry from the perspective of Coraline or another character. They should reflect on a significant event or describe their thoughts and emotions throughout the story. Success Criteria - to use descriptive language and express the character's voice.</p> <p><u>Writing to discuss</u> Outcome - Reflective thoughts Activity - In the introduction Neil Gaiman says he wanted to write a story for his daughters <i>'that told them something I wished I'd known when I was a</i></p>	 <p>Groundbreaking Greeks (history) Properties and changes of Materials (Science)</p>

boy: that being brave doesn't mean you aren't scared.

Children to discuss their understanding of what Neil Gaiman says about being brave?

Do you think Coraline's experience shows you this?
When do you think she was scared but did the right thing anyway?

Success Criteria - Reference and supporting evidence from the text to support

Writing to Persuade

Outcome - Letter to explain

Activity - Imagine you are Coraline. Write a letter to an agony aunt explaining the problems you are having. You could talk about:

- Moving house and leaving your friends
- The other world
- How you feel about your new house
- *Something else...*

Success Criteria - Key features of letter with explanations and expected solution