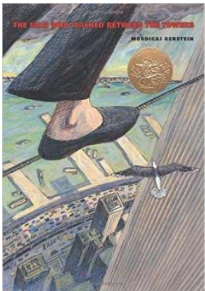
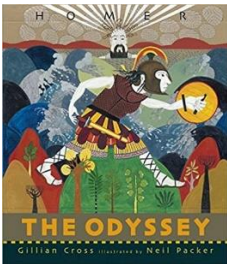
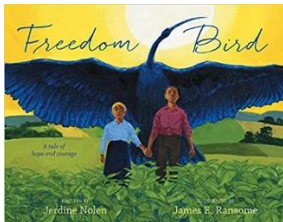
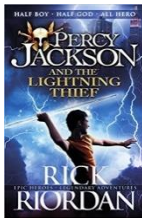
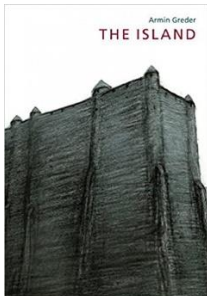


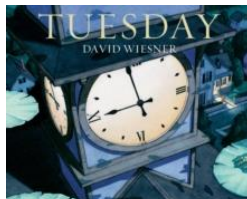
## Year 5 plan for writing opportunities

| Term          | Topic/Focus                                                                                                                                                                                                                                                    | Quality Text/experiences                                                                                                                                                                                                                                                                                                                       | Main Unit Outcome and shorter writing opportunities                                                                                                                                                                                                                                                      | Punctuation and grammar skills                                                                                                                                                                                      |                                                                                                                              | Cross Curricular                                                                                                |  |                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------|
| Autumn Term 1 | <b>Survive or thrive</b><br><br>S- Forces<br><br>H- What did the Greeks ever do for us?<br><br>G- Would you like to live in a desert?<br><br>D and T – Could we be healthier?<br><br>RE- What does it mean to be a Muslim today?<br><br>Was Jesus the Messiah? | Poetry- What did you do in the summer holidays?<br><br><b>The man who walked between the towers by Modicai Gerstein</b><br><br><br><b>The Odyssey by Gillian Cross</b><br> | <u>Fiction/ Narrative</u><br>What did you do in the summer holidays?<br>Oh, nothing much...<br>Imaginative warm up.<br>Initial assessment writing<br><br><b>The Odyssey- Children to write own Myth</b><br>Also, diary entry, dialogue<br><br>Kennings poetry based on 'The odyssey' describing the Gods | <b>Non- negotiable</b><br>Full stops and capital letters for the beginnings of sentences and proper nouns.<br>Use of question marks and exclamation marks<br><br>Introduce children to Kennings as a form of poetry | <b>Revise</b><br>Usage of the comma (see green progression document)<br><br>Embed expanded noun phrases                      | <u>Science</u><br>Write up of forces experiment<br><br><u>RE</u><br>Recount of trip to the mosque in Gloucester |  | <u>History</u><br>Greeks enhanced by studying The Odyssey and also Percy Jackson |
|               |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                | <u>Non-Fiction</u><br>The Odyssey- Children to write a speech<br><br><b>The man who walked between the towers</b><br>First person recount<br><b>Newspaper report</b><br>Also, information writing (Wikipedia page)<br>Formal letters of advice                                                           | <b>Headings Subheadings</b><br><br><b>Revise</b><br>speech conventions<br><br><b>Introduce</b><br>reported speech<br><br>Introduce adverbs of viewpoint as useful tools for this type of writing                    | Extend range of subordinating conjunctions<br><br>Extend range of complex sentences<br><br>Embed apostrophes for contraction |                                                                                                                 |  |                                                                                  |

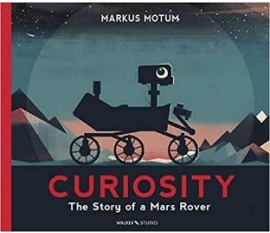
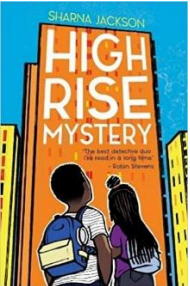
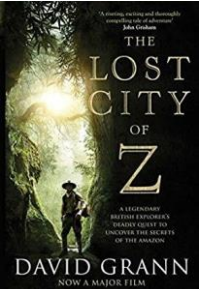
## Year 5 plan for writing opportunities

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| Autumn<br>Term 2 |                                                                                                                                                                                                                                                           | <p>Freedom bird by<br/>Jerdine Nolan</p>  <p>Percy Jackson by Rick<br/>Riordan</p>  | <p><u>Fiction/Narrative</u></p> <p><b>Adventure story based on Percy Jackson – this will have a Greek theme</b></p>                                        | <p>All of objectives from above will continue</p> <p>Include prepositional phrases</p> <p>Revise use of pronouns to aid cohesion</p> | <p>Power of 3 (see green planning document)</p>                                                                 | <p><u>PSHE/ Drivers</u><br/>Freedom bird themes of Slavery, slave trade, freedom, bird, hopes, dreams</p>                                     |                                                                                                                     |                                                      |
|                  |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       | <p><u>Non-fiction</u></p> <p>Freedom bird- Dialogue, letter of advice<br/><b>Short write up of discussion</b><br/>Poetry</p>                               | <p>Rehearse dialogue recording</p>                                                                                                   | <p>Introduce modal verbs to determine possibility</p> <p>Can use above in write up</p> <p>Modal verb poetry</p> |                                                                                                                                               |                                                                                                                     |                                                      |
| Spring<br>Term 1 | <p><b>Journeys</b></p> <p>s- Animals + humans<br/>Living things and their habitats</p> <p>H- Migration</p> <p>G- What is life like in the Alps?</p> <p>D and T- Bridges</p> <p>RE_ What does it mean id\ f Christians believe God is holy and loving?</p> | <p>The Island by Armin Greder</p>                                                                                                                                  | <p><u>Fiction/Narrative</u></p> <p>Robot girl will inspire a<br/><b>Science fiction narrative</b></p> <p>The Island will inspire a setting description</p> | <p>Introduce the relative clause (See green planning document)</p>                                                                   | <p>Organisation of paragraphs – when should we start a new paragraph?</p>                                       | <p><u>Science</u><br/>A leaflet about a habitat of their choice and what animals live within it. What makes this a good habitat for them?</p> | <p><u>History and drivers</u><br/>The theme of the island is Migration, refugees, asylum, prejudice, acceptance</p> | <p><u>Geography</u><br/>A postcard from the Alps</p> |
|                  |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       | <p><u>Non-Fiction</u></p> <p>The island will inspire the writing of a<br/><b>Diary entry</b></p>                                                           | <p>Revise Tenses</p> <p>First person</p>                                                                                             |                                                                                                                 |                                                                                                                                               |                                                                                                                     |                                                      |

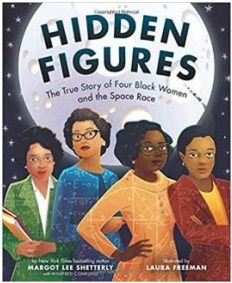
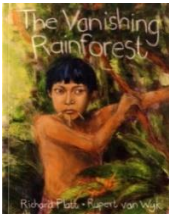
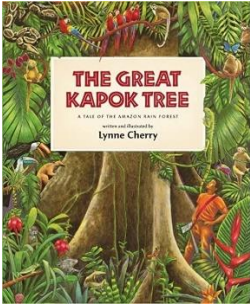
## Year 5 plan for writing opportunities

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|               | <p>What did Jesus do to save Human beings?</p> <p>Why is the Torah so important to Jewish people</p>                                                                                                                                      | <p>Robot girl by Malorie Blackman</p>                                                                                                                                                                                                                                                      | <p>Robot Girl- Children create persuasive speeches and make character comparisons</p>                                                                | <p><b>Revise</b><br/>Apostrophes for singular possession</p> | <p>Exciting sentence types<br/>Alan Peat</p> <p>Revise sentence types used previously and then introduce new sentence types<br/>How do these enhance our writing?</p> |                                                                                                                                             |  |  |
| Spring term 2 | <p>Alte Zachen by Ziggy Zanaor</p>  <p>Tuesday by David Wiesner</p>  | <p><u>Non-Fiction</u></p> <p>Alte Zachen will inspire Diary entry in role</p> <p>Tuesday will inspire writing from a different perspective- two different viewpoints<br/><b>This will be included in the Newspaper report</b></p> <p><u>Fiction/Narrative</u></p> <p><b>Alte Zachen will inspire a narrative which includes a flashback and a Character description</b></p> | <p><b>Revise</b><br/>Features of a newspaper report</p> <p>Introduce and include Reported speech</p> <p>Discuss levels of formality when writing</p> |                                                              |                                                                                                                                                                       | <p><u>RE/PSHE/Drivers</u><br/>Judaism – Alte Zahman This book contains themes of Jewish, generations, change, acceptance, relationships</p> |  |  |

## Year 5 plan for writing opportunities

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                  |                                                                                                      |                                                                                                                                                                                                              |                                                                                                        |  |
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| <p>Summer Term 1</p> | <p><b>Our forests, our future</b></p> <p>S- Earth in space/ Materials</p> <p>H- Why did the Mayan civilisation decline so quickly?</p> <p>G- How can we make our local area more environmentally friendly?</p> <p>D and T- Mechanical books</p> <p>RE- How do Christians decide how to live?</p> <p>What would Jesus do?</p> <p>What matters most to humanists and Christians?</p> <p>Why do some people believe in God and some not?</p> | <p>Curiosity by Markus Motam</p>  <p>High rise mystery by Sharna Jackson</p>  <p>The lost city of Z by David Grann</p>  | <p><u>Non- Fiction</u></p> <p>Using the book curiosity, the children will write a proposal to NASA, information labels</p> <p><b>Leading to an expanded explanation for a new rover</b></p> <p><b>The lost city of Z- Instructions</b></p> <p>High rise mystery will inspire a police report</p> <p>The Lost city of Z will inspire the children to write some instructions</p> <p><u>Fiction/Narrative</u></p> <p>High rise mystery will inspire a setting description, dialogue work</p> <p><b>It will culminate in a mystery narrative</b></p> | <p><b>Introduce</b></p> <p>apostrophes for plural possession</p> <p><b>Revise and embed all of the above</b></p> | <p><b>Revise</b></p> <p>articles and determiners</p> <p><b>Revise and embed all of the above</b></p> | <p><u>Geography</u></p> <p>A letter to the Academy leaders asking for improvements to our school environment in order to encourage wildlife.</p> <p><u>Geography</u></p> <p>The vanishing rainforest and</p> | <p><u>D and T</u></p> <p>The children will write instructions on how to make their mechanical book</p> |  |
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## Year 5 plan for writing opportunities

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| <p>Summer<br/>Term 2</p> |  | <p>Hidden figures by<br/>Margot Lee Shetterly</p>  <p>The vanishing rainforest<br/>by Richard Platt and<br/>Rupert Van Wyk</p>  <p>The Great Kapok tree by<br/>Lynne Cherry</p>  | <p><u>Non- Fiction</u></p> <p><b><u>Hidden figures will inspire oral discussion and written pieces</u></b><br/>Also, informal letters, character pieces and opinion pieces</p> <p><b><u>The vanishing rainforest-</u></b><br/>A book to promote discussion of the various points of view regarding the geographical regions which make up the rainforest<br/>Children to write about their opinion and to consider if it is possible to create a balanced argument</p> <p><u>Fiction/Narrative</u></p> <p>The Great Kapok tree will inspire a setting description and it will culminate in a <b>Dilemma story</b></p> <p>The vanishing rainforest and the great Kapok tree will inspire poetry</p> | <p>Revise and embed all of the above</p> <p>Look at the features if a balanced argument</p> <p>Introduce and use Metaphors and Onomatopoeia</p> <p>Free verse based on themes/issues etc.<br/>Free verse based on themes/issues etc.</p> | <p>Revise and embed all of the above</p> | <p>the Great Kapok tree</p> <p>How can we make our world a better place?</p> | <p><u>PSHE and drivers</u><br/>Hidden figures will discuss themes such as Space, space-travel, space race, African-American, feminism, women in science, NASA</p> |  |
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