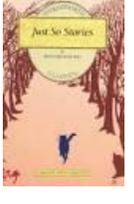
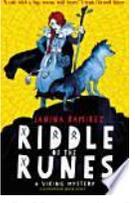
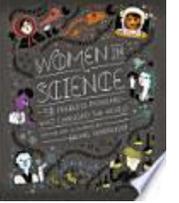


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<b>Year 5 Long term overview</b>					
<b>Cycle A</b>					
<b>Autumn Term</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Summer Term</b>
<b>Woeful War</b>		<b>Evolution and Inheritance</b>		<b>All the World is a stage</b>	
 <p><b>Goodnight Mr. Tom</b> by Michelle Magorian</p>	 <p><b>Fireweed</b> by Jill Paton Walsh</p>	 <p><b>Skellig</b> by David Almond</p>	 <p><b>Just So Stories</b> by Rudyard Kipling</p>	 <p><b>Macbeth</b> by William Shakespeare</p>	 <p><b>Romeo and Juliet</b> by Andrew Matthews, William Shakespeare and Tony Ross</p>
<b>Outcomes:</b> Diary entry Newspaper report	<b>Outcomes:</b> War Poetry Narrative	<b>Outcomes:</b> Fact file Letters	<b>Outcomes:</b> Narrative Description	<b>Outcomes:</b> Biography Report	<b>Outcomes:</b> Balanced argument Newspaper Report
<b>Purpose:</b> Inform	<b>Purpose:</b> Entertain	<b>Purpose:</b> Persuade	<b>Purpose:</b> Entertain	<b>Purpose:</b> Inform	<b>Purpose:</b> Discuss

'I can do everything through Him who gives me strength.' Philippians 4:13

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<b>Cycle B</b>					
<b>Autumn Term</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Summer Term</b>
<b>The Romans and Vikings</b>		<b>We are astronomers</b>		<b>Ancient Civilizations</b>	
 <p><b>Queen of Darkness</b> by Tony Bradman</p>	 <p><b>Riddle of the Runes</b> by Janina Ramirez</p>	 <p><b>Women in Science</b> by Rachel Ignotofsky</p>	 <p><b>Cosmic</b> by Frank Cottrell-Boyce</p>	 <p><b>Seasons of Splendour</b> by Madhur Jaffrey</p>	 <p><b>Secrets of a Sun King</b> by Emma Carroll</p>
<b>Outcomes:</b> Recount Biography	<b>Outcomes:</b> Narrative Poetry	<b>Outcomes:</b> Letter Speech	<b>Outcomes:</b> Description Narrative	<b>Outcomes:</b> Non-Chronological report Newspaper Report	<b>Outcomes:</b> Balanced Argument Review
<b>Purpose:</b> Inform	<b>Purpose:</b> Entertain	<b>Purpose:</b> Persuade	<b>Purpose:</b> Entertain	<b>Purpose:</b> Inform	<b>Purpose:</b> Discuss

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**Y5 whole class writing objectives – what we are teaching, when and why  
As a writer...**

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

<b>Goodnight Mr Tom</b>	<b>Fireweed</b>	<b>Skellig</b>	<b>Just So Stories</b>	<b>Macbeth</b>	<b>Romeo and Juliet</b>
I can use commas, brackets and dashes for parenthesis	I can indicate degrees of possibility using modal verbs and adverbs	I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary	I can use verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	I can use relative clauses to add detail	I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary
I can use developing technical language	I can use onomatopoeia	I can embellish simple sentences	I can indicate degrees of possibility using adverbs	I can use conjunctions to build cohesion	I can use suffixes to convert nouns or adjectives into verbs using: "-ate", "-ise" or "-ify"
I can use conjunctions to build cohesion	I can write speech in inverted commas	I can use conjunctions to build cohesion	I can use colons to start a list	I can use compound sentences	I can use rhetorical questions
I can give feedback on and improve my own writing and my classmates'	I can read work looking for spelling errors and correct them using a dictionary	I can use indefinite pronouns	I can use personification	I can move parts of sentences around to create different effects	I can use fronted prepositional phrase for greater effect
I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions	I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood	I can use future tense verbs	I can use metaphors	I can read work looking for spelling errors and correct them using a dictionary	I can give feedback on and improve my own writing and my classmates'
<b>Queen of Darkness</b>	<b>Riddle of the Runes</b>	I can use rhetorical questions	I can give feedback on and improve my own writing and my classmates'	I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter,	
		I can use rhetorical questions	I can write pieces describing settings, characters and atmosphere, and include speech that helps show		
		I can give feedback on and improve my own			

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<p>I can use relative clauses to add detail</p> <p>I can use conjunctions to build cohesion</p> <p>I can use compound sentences</p> <p>I can move parts of sentences around to create different effects</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p>	<p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can indicate degrees of possibility using modal verbs and adverbs</p> <p>I can use onomatopoeia</p> <p>I can write speech in inverted commas</p> <p>I can give feedback on and improve my own writing and my classmates’</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood</p>	<p>writing and my classmates’</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p><b>Women in Science</b></p> <p>I can embellish simple sentences</p> <p>I can use conjunctions to build cohesion</p> <p>I can use indefinite pronouns</p> <p>I can use future tense verbs</p> <p>I can use rhetorical questions</p> <p>I can give feedback on and improve my own writing and my classmates’</p>	<p>the character and their personality or mood</p> <p><b>Cosmic</b></p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can use verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p> <p>I can indicate degrees of possibility using adverbs</p> <p>I can use colons to start a list</p> <p>I can use personification</p> <p>I can use metaphors</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps show</p>	<p>leaflet, information text, instructions</p> <p><b>Seasons of Splendour</b></p> <p>I can use commas, brackets and dashes for parenthesis</p> <p>I can use developing technical language</p> <p>I can use conjunctions to build cohesion</p> <p>I can give feedback on and improve my own writing and my classmates’</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p>	<p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p><b>Secrets of a Sun King</b></p> <p>I can use suffixes to convert nouns or adjectives into verbs using: “-ate”, “-ise” or “-ify”</p> <p>I can use rhetorical questions</p> <p>I can use fronted prepositional phrase for greater effect</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p>
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			the character and their personality or mood		
<p><b>Spelling</b> (embedded throughout the year/ taught in discrete spelling sessions)</p> <p>I can spell word endings which sound like ‘shus’ spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>I can spell word endings which sound like ‘shil’ spelt -cial or -tial e.g. official, partial.</p> <p>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</p> <p>I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>I can spell words containing the letter-string ‘ough’ e.g. bought, rough, through</p> <p>I can spell some words with ‘silent’ letters e.g. knight, psalm, solemn.</p> <p>I can spell some more complex words correctly including words that are often misspelt.</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.</p> <p>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</p> <p>I can use a thesaurus.</p>					
<p><b>Handwriting</b> (embedded throughout the year/taught in discrete handwriting sessions)</p> <p>I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>					
<p><b>Y5 whole class reading objectives - what we are teaching, when and why</b> As a reader...</p>					
<p>To be included in English sessions and discrete guided reading sessions</p>					
<p>These objectives link to our whole school assessment system to ensure coverage and progression - they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple ‘learning objective’ for each session (see NC for specific year group coverage)</p>					
<b>Goodnight Mr Tom</b>	<b>Fireweed</b>	<b>Skellig</b>	<b>Just So Stories</b>	<b>Macbeth</b>	<b>Romeo and Juliet</b>
I can write or give a detailed book review including reasons why I would recommend the book	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	I can write or give a detailed book review including reasons why I would recommend the book	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts

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<p>I can discuss and compare events, issues and characters within a book</p> <p>I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context</p> <p>I can explain characters’ feelings, thoughts or reasons for their actions</p> <p>I can explain my thoughts with evidence from the text</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text</p> <p><b>Queen of Darkness</b></p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can write or give a detailed book review</p>	<p>I can ask sensible and interesting questions about the texts to help me understand them more</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others’ ideas and challenging views courteously</p> <p><b>Riddle of the Runes</b></p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions</p> <p>I can explain characters’ feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text</p>	<p>I can discuss and compare events, issues and characters within a book</p> <p>I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context</p> <p>I can explain characters’ feelings, thoughts or reasons for their actions</p> <p>I can explain my thoughts with evidence from the text</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text</p> <p><b>Women in Science</b></p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>I can ask sensible and interesting questions about the texts to help me understand them more</p> <p>I can talk about why authors use language, including figurative language, and the impact it has on the reader</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others’ ideas and challenging views courteously.</p> <p><b>Cosmic</b></p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts</p> <p>I can ask sensible and interesting questions about the texts to help me understand them more</p>	<p>from other cultures or traditions</p> <p>I can discuss and compare events, issues and characters within a book</p> <p>I can explain characters’ feelings, thoughts or reasons for their actions</p> <p>I can explain my thoughts with evidence from the text</p> <p>I can tell the difference between statements of fact and opinion</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others’ ideas and challenging views courteously.</p> <p><b>Seasons of Splendour</b></p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and</p>	<p>I can ask sensible and interesting questions about the texts to help me understand them more</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others’ ideas and challenging views courteously.</p> <p><b>Secrets of a Sun King</b></p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions</p> <p>I can discuss and compare events, issues and characters within a book</p> <p>I can explain characters’ feelings, thoughts or reasons for their actions</p>
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<p>including reasons why I would recommend the book</p> <p>I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.</p>	<p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p>	<p>I can tell the difference between statements of fact and opinion</p> <p>I can find and write down facts and information from non-fiction texts</p>	<p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously</p>	<p>reference books or textbooks</p> <p>I can discuss and compare events, issues and characters within a book</p> <p>I can ask sensible and interesting questions about the texts to help me understand them more</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text</p>	<p>I can explain my thoughts with evidence from the text</p> <p>I can tell the difference between statements of fact and opinion</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</p>
<p><b>Word reading</b> (should be embedded throughout the year) I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list</p>					
<p><b>Spoken language</b> (should be embedded throughout the year) I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously</p>					