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| **Year 5**  **ADVENT TERM**  **(Approx.13 weeks)** | **2 weeks** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)**  **BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| POETRY-Performance | FICTION (Historical narrative) | NON-FICTION (writing to inform) | FICTION (Fantasy narrative) |
| ***Text*** | Oracy skills to perform poem  Football mad-Benjamin Zephaniah | The Thieves of Ostia  Link to History- Romans | Chronological report on Romans | Beowulf  Link to History-Anglo Saxons |
| ***Structure*** | **How will we organise this piece of writing?**  Rhythmic pattern of how the poem is read  Recognising rhyming words in poem  Understanding theme to poem of footballer playing and scoring goal- like a story in poetic form. | **How will we organise this piece of writing?**  Description of settings, character and atmosphere for reader.  Follow structure of story with beginning, build up, dilemma, resolution and ending. | **How will we organise this piece of writing?**  Features of a report such as headings, sub headings and  Organisational and presentational devices such as fact boxes or did you know?  Glossary to explain meaning of words.  Formal and factual tone.  Order of time-sequenced historically. | **How will we organise this piece of writing?**  Defeat the monster (story of good v evil)  Theme of courage, beating the odds.  Follow structure of story with beginning, build up, dilemma, resolution and ending. |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know underlying theme of footballers and pay.  Know what a football game looks like and how footballers move. | **What knowledge will children need to have in order to write this successfully?**  Know what it was like in Roman times.  Know what a thief is.  Know features of what a coastal setting looks like. | **What knowledge will children need to have in order to write this successfully?**  Know what a non-chronological report is.  Know facts about the Roman period. | **What knowledge will children need to have in order to write this successfully?**  Know something about medieval times linking to Anglo-Saxon times.  Know what mythical creatures such as dragons might look like. |
| ***Word*** | **What words will help children to describe this content knowledge?**  Understand the vocabulary choices poet made and their meaning e.g. chewing the cud. | **What words will help children to describe this content knowledge?**  Time adverbials to build cohesion in sentences.  Relative pronouns for the relative clauses.  Topical vocabulary about Romans.  Modal verbs for degrees of possibility.  Subordinating conjunctions to extend | **What words will help children to describe this content knowledge?**  Fronted adverbial phrases  Topical vocabulary about Romans.  Use of non-finite clauses with words that begin with an –ed, -ing, or to – verb.  Linking/conjunctive adverbs | **What words will help children to describe this content knowledge?**  Fronted adverbials of manner to describe how actions have been performed.  Expanded noun phrases- include modifying adjectives, nouns and prepositional phrases. |
| ***Sentence*** | **How will children compose well-written eloquent sentences?** | **How will children compose well-written eloquent sentences?**  Use of direct speech correctly demarcated for dialogue use which conveys a character and advance the action.  Mixture of long and short sentences for impact.  Subordinating conjunctions to extend sentences.  Fronted adverbial phrases with comma use and extended fronted adverbials combining 2 ideas.  Relative clauses to extend detail for reader.  Sentences linked and paragraphed into themes.  Sustained, well-paced and logical flow to structure of sentences sequence together. | **How will children compose well-written eloquent sentences?**  Formal sentences that are factually based.  Use of parenthesis to add in further facts into sentences.  Extra details in sentences to support main point.  Non-finite/embedded clauses at the  start and end of the sentence.  Use linking adverbs to link a sentence to the one that came before it. | **How will children compose well-written eloquent sentences?**  Coordinating conjunctions to join clauses.  Use semi colons between coordinated  Sentences.  Use of direct speech correctly demarcated for dialogue use which conveys a character and advance the action.  Mixture of long and short sentences for impact.  Fronted adverbial phrases with comma use and extended fronted adverbials combining 2 ideas.  Relative clauses to extend detail for reader.  Sentences linked and paragraphed into themes.  Sustained, well-paced and logical flow to structure of sentences sequence together. |