

Y5 Medium Term Plan

Autumn 1	<p>Holes</p> <p>This novel follows Stanley Yelnats, a boy wrongfully sent to a brutal juvenile detention camp where inmates dig holes daily, allegedly to build character. Stanley uncovers the truth about the camp's secretive warden, who is searching for hidden treasure linked to a family curse. Through resilience and friendship with fellow inmate Zero, Stanley breaks the curse and transforms his fate, leading to the camp's closure and a new beginning for both boys.</p>	<p>The key themes are friendship, loyalty and injustice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse the omniscient third-person point of view (<i>building on Wind in the Willows Y4</i>) identify multiple genres within a text such as historical, adventure, mystery and social commentary (<i>building LKS2 novel genres</i>) address ethical issues presented in the text considering multiple viewpoints (<i>building 'The Abominables Y4</i>) analyse the authors use of figurative language linked to setting (<i>supported by geographical knowledge of deserts in Y4</i>) 	<p>Descriptive writing.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> consider when planning narrative how to effectively describe characters and settings using a range of linguistic devices (<i>building on 'Why the Whales Came' Y3</i>) pay careful attention to how vocabulary enhances mood and creates pace (<i>building on 'Wind in the Willows' Y4</i>) critically proofread work removing unnecessary repetition or irrelevant details (<i>building on peer review covered in 'If' Y4</i>) use paragraphs accurately (<i>building on 'Matilda' Y4</i>) 	<p>Within both reading of the novel and writing opportunities, children will learn to identify and use:</p> <ul style="list-style-type: none"> abstract nouns e.g. love, hatred, beauty (<i>building on nouns Y3</i>) adverbials to build cohesion in a paragraph (<i>building on Wind in the Willows' Y4</i>) figures of speech in description to have impact on the reader (<i>building on 'Matilda' Y4</i>) 	<p>Whole class discussion on the question "If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy."</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> draw upon knowledge of the world to support their own point of view (<i>building on debate in 'The Abominables' Y4</i>) explore different perspectives (<i>building on whole class discussion in 'River' Y4</i>) begin to build upon others' points of view (<i>building on debate in 'The Abominables' Y4</i>) listen attentively using eye contact when others are speaking (<i>building upon speech in 'Varjak Paw' Y4</i>) 	<p>Consolidation of Years 3/4 spelling objectives. Refer to NC Y3/4 word list.</p> <ul style="list-style-type: none"> Introducing sloped writing in letter families Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea,
	<p>Blessing</p> <p>"Blessing" by Imtiaz Dharker is a vivid depiction of the joy and chaos that ensues when a burst water pipe provides a precious and rare source of water to a drought-stricken community. The poem captures the profound significance of water in the lives of the people, who scramble to collect every drop, celebrating it as a divine blessing. Through rich imagery and sensory details, Dharker conveys the desperation, gratitude, and the brief, transformative relief that water brings to their parched existence.</p>	<p>The key themes are poverty, scarcity and desperation</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse the poets use of figurative language (<i>building on 'If' Y4</i>) evaluate the use of stylistic features and explain the impact on the reader (<i>building 'Lady Winter's Rap Y4</i>) appreciate economical descriptions of setting (<i>building on Wind in the Willows Y4</i>) identify the poet's purpose and intention (<i>building on 'One Christmas Wish' Y4</i>) 	<p>Write a piece of poetry mirroring the linguistic features of Blessing.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> collect a range of judiciously chosen vocabulary appropriate to the setting (<i>building on 'Holes' Y5</i>) create images and atmosphere through developing their linguistic choices (<i>building on 'River' Y4</i>) edit and review as a poet (<i>building on peer review covered in 'If' Y4</i>) make necessary corrections and improvements (<i>building on peer review covered in 'If' Y4</i>) 	<p>Children will learn to identify and use:</p> <ul style="list-style-type: none"> figures in speech in poetry to have a direct impact on the reader (<i>building on 'Holes' Y4</i>) identify and use punctuation to alter pace and tone (<i>building on punctuation covered in LKS2</i>) 	<p>Orally perform the poem.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> vary tone of voice to convey meaning (<i>building on speech in 'Varjak Paw' Y4</i>) respond to the poet's structural choices in their reading such as enjambement reflect on own and other oracy skills 	<p>Consolidation of Years 3/4 spelling objectives. Refer to NC Y3/4 word list.</p> <ul style="list-style-type: none"> Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo
Autumn 2	<p>Thieves of Ostia</p> <p>"Thieves of Ostia," the first book in Caroline Lawrence's "The Roman Mysteries" series, follows four children in ancient Rome who band together to solve the mystery of who is beheading local dogs. Flavia Gemina, the daughter of a sea captain, leads her friends Jonathan, Nubia, and Lupus in the investigation, uncovering clues and facing dangers along the way. Through their adventure, the children navigate the complexities of Roman society and form strong bonds of friendship.</p>	<p>The key themes are friendship and mystery.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify themes and symbols used in the text to convey the authors intention (<i>building on 'Treasures' Y3</i>) draw inferences from characters feelings and thoughts considering how characters actions can have multiple motivations and consequences (<i>building on 'The Lion, The Witch and The Wardrobe' Y4</i>) analyse the authors choices where tension and suspense are deliberately heightened for the reader (<i>building on 'Varjak Paw' Y4</i>) 	<p>Write a diary entry maintaining character voice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select and write in the first-person (<i>building on 'Cinamon' Y4</i>) understand how the first-person perspective influences choices in chronology and how events are portrayed (<i>building on 'Cinamon' Y4</i>) link ideas across paragraphs using cohesive devices (<i>building on 'Cinamon' Y4</i>) 	<p>Children will learn to identify and use:</p> <ul style="list-style-type: none"> prepositional phrases accurately in different parts of a sentence to describe setting (<i>building on 'River' Y4</i>) compare and contrast using subordinating conjunctions (<i>building on 'Cinamon' Y4</i>) identify and write relative clauses embedded and at the end of the main clause using parentheses. (<i>building on 'The Lion, The Witch and The Wardrobe' Y4</i>) 	<p>Whole class discussion/debate (or prepared short talk) on the statement: Flavia and her father were good people, but they owned slaves.</p> <p>The children will learn too:</p> <ul style="list-style-type: none"> draw upon knowledge and inferences of the text to support their own point of view (<i>building on 'Holes' Y5</i>) build upon others' points of view (<i>building on 'Holes' Y5</i>) project their voices to a large audience within the classroom (<i>building on KS2 performances</i>) use gestures appropriately (<i>building on 'Life doesn't frighten me at all' Y4</i>) adapt tone, pace and volume of voice within a single context 	<p>Consolidation of Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> Words ending in: -ious and -cious -cial and -tial -ant and -ance Explore homophones and challenge words <ul style="list-style-type: none"> Practise sloped writing: joining from r: ra, re, ri, ro, ru Practise sloped writing: joining from s: sh, su, sc, sl, sw, sp

	Text	Reading	Writing	Grammar	Oracy	Spelling	Handwriting
					(building on discussion on 'The Lion, The Witch and The Wardrobe' Y4)		
	<p>Escape from Pompeii</p> <p>"Escape from Pompeii" by Christina Balit tells the story of Tranio and his friend Livia as they experience the catastrophic eruption of Mount Vesuvius in 79 AD. Tranio, the son of an actor, and Livia, a baker's daughter, are forced to flee their beloved city of Pompeii as it is engulfed by volcanic ash and lava. Amidst the chaos and destruction, the children find safety on a boat, watching their city disappear, and realizing the importance of survival and hope.</p>	<p>The key themes are natural disaster and overcoming adversity (<i>supported by their learning in the Romans and Volcanoes</i>)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse how narrative turning points propel the action forward (<i>building on 'The Lion, The Witch and The Wardrobe' Y4</i>) identify how the author creates a sense of foreboding through narrative hints (<i>building on 'Vavjak Paw' Y4</i>) 	<p>Write a persuasive advertisement for the modern Pompeii</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select the correct level of formality (<i>building on formal letter in 'One Christmas Wish' Y4</i>) adapt their writing for purpose and audience (<i>building on advert in 'The Firework Maker's Daughter' Y4</i>) utilise appropriate structure and layout for piece (<i>building on advert in 'The Firework Maker's Daughter' Y4</i>) adopt relevant persuasive features such as rhetorical questions, emotive language, triadic structure, repetition and direct address to the audience (<i>building on advert in 'The Firework Maker's Daughter' Y4</i>) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> standard English (<i>building on key contrasts covered in 'Lady Winter's Rap' Y4</i>) modal verbs to indicate possibilities of options for the reader (<i>building on prior knowledge of verbs in Y3</i>) ideas organised into relevant sections (<i>building on advert in 'The Firework Maker's Daughter' Y4</i>) relative pronouns (<i>building on knowledge of pronouns from KS1</i>) 	<p>Sales pitch to peers persuading others to purchase a random object (<i>building on the radio advert covered in 'The Firework Makers Daughter' Y4</i>)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> verbally utilise the persuasive features in the writing task (<i>building on the radio advert covered in 'The Firework Makers Daughter' Y4</i>) through tone and volume draw the audience's attention to triadic structure, rhetorical questions and repetition (<i>building on the radio advert covered in 'The Firework Makers Daughter' Y4</i>) use eye contact effectively to engage with the audience (<i>building on discussion in 'Holes' Y5</i>) use gestures to highlight the object they are pitching (<i>building on 'Lady Winters Rap' Y4</i>) 	Consolidation of Year 3/4 Spelling Objectives	
Spring 1	<p>Skellig</p> <p>"Skellig" by David Almond is about a boy named Michael who discovers a mysterious, ailing creature in his garage, whom he names Skellig. As Michael helps Skellig regain his strength, he learns that Skellig is neither entirely human nor entirely angelic. This discovery intertwines with Michael's personal struggles, including his baby sister's health problems, leading to profound changes in his understanding of life and healing.</p>	<p>The key themes are loss, friendship and discovery</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify an analogy focusing on the growth of both the protagonist and title character (<i>building on 'Matilda' Y4</i>) draw inferences from the characters feelings, thoughts and motives (<i>building on 'Cinnamon' Y4</i>) make predictions based on details stated and implied justifying them with well-chosen evidence from the text (<i>building on 'The Firework Makers Daughter' Y4</i>) 	<p>Generate a short suspenseful passage.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select appropriate vocabulary to create atmosphere and mood (<i>building on advert in 'Varjak Paw' Y4</i>) judiciously select the most effective sentence structure (<i>building on advert in 'Holes' Y5</i>) create narrative interest by withholding information (<i>building on reading of 'Escape from Pompeii' Y5</i>) consistently engage reader through the use of cliffhangers (<i>building on idea of suspense in 'Holes' Y5 and 'Matilda' Y4</i>) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> figures of speech to have a direct impact on the reader (<i>building on 'Holes' Y5</i>) use adverbials to build cohesion within a paragraph (<i>building on 'River' Y4</i>) utilise relative clauses, using parenthesis, to provide more information for the reader (<i>building on 'Thieves of Ostia' Y5</i>) write using the past perfect tense (<i>building on 'Sheep Pig' Y3</i>) 	<p>Hot seating characters from the novel.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> use an increasingly sophisticated range of sentence stems (<i>building hot seating in 'Matilda' Y4</i>) cite relevant evidence and ask probing questions (<i>building hot seating in 'Matilda' Y4</i>) draw upon their knowledge of the world and experiences to develop their skills of empathy (<i>building hot seating in 'Matilda' Y4</i>) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Words ending in: -ent and -ence -able and -ible -ibly and -ably 	<ul style="list-style-type: none"> Practising sloped writing: proportion- joining from f to ascender: fl, ft Practising sloped writing: size - joining from f, no ascenders: fa, fe, fi, fo, fu

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	<p>The Eagle</p> <p>Alfred Lord Tennyson's poem "The Eagle" portrays a majestic eagle perched high on a craggy mountain, overlooking the vast, azure sea. The eagle, with its powerful claws and keen gaze, embodies strength and solitude, as it dominates the sky and land. In a dramatic conclusion, the eagle suddenly dives downward, a swift and mighty plunge that highlights its prowess and command over its domain.</p>	<p>The theme is the power of nature.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> read aloud with expression reflecting the author's purpose (<i>building on 'Life Doesn't Frighten Me at All' Y4</i>) analyse the use of figurative language (<i>building on 'If' Y4</i>) highlight the poet's use of anthropomorphism (<i>building on 'Wind in the Willows' Y4</i>) discuss how poets use sound devices such as alliteration (<i>building on 'Lady Winter's Rap' Y4</i>) identify how a poet's choice of language conveys the central image and theme (<i>building on 'The Treasures' Y3</i>) 	<p>Write a short poem modelled on The Eagle</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> plan their writing selecting the appropriate form (<i>building on advert in 'Lady Winter's Rap' Y4</i>) link ideas across stanzas (<i>building on 'Blessing' Y5</i>) proofread their poem to assess the effectiveness of their writing suggesting changes where appropriate (<i>building on 'Blessing' Y5</i>) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> manipulate a range of figures of speech particularly simile, alliteration, metaphor, personification and onomatopoeia (<i>building on 'Blessing' Y5</i>) 	<p>Perform own composition</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> consciously vary pace and tone of voice to convey meaning (<i>building on 'Blessing' Y5</i>) project voice appropriately 		
Spring 2	<p>Chessmen Thief</p> <p>"Chessmen Thief" follows the journey of a young orphan named Tae, who dreams of mastering the ancient game of janggi (Korean chess). Set in Korea during the 15th century, Tae's life changes when he steals a set of exquisite chess pieces, drawing him into a world of strategy, danger, and unexpected allies. As he hones his skills and navigates a path filled with challenges, Tae discovers the true power of intelligence and perseverance.</p>	<p>The themes are belonging, freedom, corruption and power.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> analyse how an author develops a character over time (<i>building on 'Matilda' Y4</i>) identify stereotypes and analyse how the author uses the juxtaposition of characters (<i>building on 'Wind in the Willows' Y4</i>) make multiple suggestions about the symbolism used by the author (<i>building on 'Cinnamon' Y4</i>) analyse authors choice of language and the connotations (<i>supported by Viking knowledge and building on 'Blessing' Y5</i>) 	<p>Analytical response to text - How does the novel explore the theme of resilience in the face of adversity?</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> plan formal writing selecting the most appropriate textual evidence (<i>building on expository writing 'The Lion, The Witch and the Wardrobe' Y4</i>) write carefully crafted topic sentences to introduce their textual evidence (<i>building on expository writing 'The Lion, The Witch and the Wardrobe' Y4</i>) maintaining a formal detached tone (<i>building on expository writing 'The Lion, The Witch and the Wardrobe' Y4</i>) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> the features of an effective introduction, body of text and conclusion (<i>building on expository writing 'The Lion, The Witch and the Wardrobe' Y4</i>) select discourse markers to guide the reader (<i>building on debate in 'Wind in the Willows' Y4</i>) a range of sentences in a formal style (<i>building on the subordination in Y4</i>) 	<p>Whole class discussion 'How does Kylan's connection to the Lewis Chessmen symbolize his journey from captivity to freedom?'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> fluently and accurately cite evidence to answer probing questions using sentence stems (<i>building on 'Thieves of Ostia' Y5</i>) explore different perspectives (<i>building hot seating in 'Matilda' Y4</i>) listen carefully to others and simultaneously record ideas and questions (<i>building whole class discussion in 'The Lion, The Witch and The Wardrobe' Y4</i>) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> The soft c and soft g sound Homophones Adding suffixes beginning with vowel letters to words ending in -fer 	<p>Different styles for different purposes:</p> <ul style="list-style-type: none"> writing a paragraph Practising sloped writing: speed: ff Practising sloped writing: speed and legibility: rr Practising sloped writing: size, proportion and spacing: ss Practising sloped writing: building speed: qu
	<p>Henry's Freedom Box</p> <p>"Henry's Freedom Box" by Ellen Levine tells the true story of Henry "Box" Brown, a man born into slavery who yearns for freedom. After enduring the sale of his family, Henry devises a daring plan to escape by mailing himself in a wooden crate to the North. His remarkable journey symbolizes the struggle for freedom and the ingenuity and courage of those who sought to escape slavery.</p>	<p>The themes are slavery, freedom and family.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> develop a deep understanding of characters feeling and emotions through words and images (<i>building on 'The Rock from the Sky' Y4</i>) identify key moments that move a narrative forward (<i>building on 'Escape from Pompeii' Y4</i>) 	<p>A monologue of the main characters main thoughts and feelings.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> empathise with characters and their situation (<i>building on diary writing in 'Cinamon' Y4</i>) select emotive language that reflects the situation of the character (<i>building on diary writing in 'Cinamon' Y4</i>) use figurative language where appropriate (<i>building on diary writing in 'Blessing' Y5</i>) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> use contracted forms to enhance voice (<i>building on 'Lady Winter's Rap' Y4</i>) understand and use scripted spoken language (<i>building on 'Lady Winter's Rap' Y4</i>) 	<p>Perform own monologues</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> use language fluently with appropriate intonation to express emotion (<i>building on 'Life Doesn't Frighten Me All' Y4</i>) use dramatic pauses and pace to draw attention to key moments (<i>building on dramatic performance in 'Varjak Paw' Y4</i>) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Words with silent letters at the start Words spelled with 'ie' after 'c' Adverbials of time 	<p>Different styles for different purposes:</p> <ul style="list-style-type: none"> decorative alphabets Different styles for different purposes

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Summer 1	<p>Treasure Island</p> <p>"Treasure Island" by Robert Louis Stevenson is a classic adventure novel that follows young Jim Hawkins as he discovers a pirate's treasure map and embarks on a perilous sea voyage. Along the way, he encounters the charismatic yet treacherous Long John Silver, who leads a mutiny to seize the treasure for himself. The story culminates in a thrilling battle for the hidden fortune, with Jim and his allies ultimately outwitting the pirates and securing the treasure.</p>	<p>The themes are adventure and coming of age.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> read increasingly complex texts (building over KS1 and KS2) decode unfamiliar words with increasing speed (building over KS1 and KS2) analyse the vocabulary used by the author to portray character and setting (supported by oceans knowledge and building on 'Holes' Y5) independently identify themes (building on 'Skellig' Y5) 	<p>Write a dialogue between characters.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select language appropriate to spoken context (building on dialogue in 'Wind and the Willows' Y4) maintain the characterisation (building on monologue in 'Henry's Freedom Box' Y5) create convincing exchange between fictional characters (building on dialogue in 'Wind and the Willows' Y4) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> correctly punctuated speech (building on 'Wind in the Willows' Y4) use a range of effective reporting clauses (building on reporting clauses in 'Treasures' Y3) 	<p>Perform dialogues</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> rehearse and deliver a scripted part (building on 'The Rock From Above' Y3) make subtle choices about intonation (building on hot seating in 'Skellig' Y5) ensure gestures match dialogue and purpose (building on hot seating in 'Skellig' Y5) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> Words with 'ee' sound spelled 'ei' after 'c' The letter string 'ough' with the sound 'aw', 	<p>Sloped writing:</p> <ul style="list-style-type: none"> proportion, joining p and b to ascenders: ph, pl, bl Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr Practising sloped writing: parallel downstrokes: pp. Bb
	<p>Jabberwocky</p> <p>"Jabberwocky," a nonsensical poem by Lewis Carroll, tells the story of a young hero who sets out to slay the fearsome Jabberwock. Armed with a vorpal sword, he bravely ventures into the woods and successfully defeats the creature, returning home triumphantly. The poem is rich in invented words and whimsical language, contributing to its enduring charm and imaginative appeal.</p>	<p>The theme is the triumph of good over evil.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> decode unfamiliar words inferring their meaning through contextual cues (building on 'Ning Nang Nong' Y3) Evaluate the use of the poet's fabricated language (building on 'Ning Nang Nong' Y3) 	<p>Create a nonsensical poem inspired by the style of "Jabberwocky"</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> consider when planning how the poet has created mood and tone (building on dialogue in 'Blessing' Y5) produce nonsensical vocabulary where meaning can be inferred (building on 'On the Ning, Nang, Nong' Y3) by the reader 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> nonsensical words that comply with grammatical conventions to retain the essence of the poem (building on 'On the Ning, Nang, Nong' Y3) manipulate a range of figures of speech within a nonsensical context (building on 'On the Ning, Nang, Nong' Y3) 	<p>Create a commentary of the battle with the Jabberwock</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> consciously adapt tone, pace and volume to emphasise dramatic effect (building on drama from 'Varjak Paw' Y4) deliberately speak with authority (building on drama from 'Cinamon' Y4) 		
Summer 2	<p>Tempest</p> <p>"The Tempest" by William Shakespeare is a play about a sorcerer named Prospero who orchestrates a shipwreck to seek vengeance on his brother Antonio, who usurped his dukedom. Stranded on the island are the shipwreck survivors, including Alonso, the King of Naples, and his son Ferdinand. Through magic and manipulation, Prospero guides the characters towards resolution, forgiveness, and redemption, ultimately renouncing his magic to reclaim his humanity and reconcile with his enemies.</p>	<p>The themes are empathy and forgiveness.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify how the author creates vivid images of the scene in Act 1 (building on settings in 'Holes' Y5) Analyse the use of stage directions and how they support the narrative Analyse how the author develops the characters voices through the use of monologues (building on 'The Rock From the Sky' Y3) Compare and contrast different characters perspectives of the same event (building on 'Treasure Island' Y5) 	<p>A description of the island setting using details from Act 1.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> plan their writings selecting the appropriate vocabulary to describe (building on dialogue in 'Holes' Y5) utilise Shakespeare's language in the description (building on use of unfamiliar language in 'Jabberwocky' Y5) develop their use of sensory imagery to evoke the atmosphere of the island (building on sensory description in 'Blessing' Y5) judiciously select sentence structures for effect (building on 'Skellig' Y5) proofread and improve their vocabulary and sentences to best reflect the setting and atmosphere (building on 'Skellig' Y5) 	<p>The children will learn to</p> <ul style="list-style-type: none"> differentiate between scripted spoken language and spontaneous, unscripted speech (building on 'The Rock from the Sky' Y3 and prior whole class discussions) Respond to punctuation marks changing pace and tone appropriately (building on 'Blessing' Y5) 	<p>Act out a scene from the play.</p> <p>The children will learn to</p> <ul style="list-style-type: none"> convincingly deliver lines from a script (building on 'Treasure Island' Y5) *use tone and intonation to express meaning (building on 'Treasure Island' Y5) *deliver archaic language with confidence and panache (building on 'Treasure Island' Y5) * use body language and movement to display an interpretation of a character (building on all presentations from KS2) 	<p>Year 5/6 Spelling Objectives:</p> <ul style="list-style-type: none"> 'o' (as in boat) and 'ow' (as in cow) Adverbs of possibility 	<p>Practising sloped writing:</p> <ul style="list-style-type: none"> all double letters Practising sloped writing for speed: tial, cial Practising sloped writing for fluency Personal style Handwriting for different purposes: print alphabet Capital letters
	<p>If all the world were a piece of paper</p> <p>"If All the World Were Paper" imagines a world where everything is made of paper, inviting readers to envision the fragility and transience of life's elements. The poem whimsically explores how this paper world would change our perceptions of reality, suggesting a delicate and ephemeral existence devoid of permanence. Through playful imagery, it provokes contemplation on the nature of</p>	<p>The themes are family and love.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify the free verse structure with a lack of rhyme scheme (building on 'The Treasures' Y3) Analyse the figurative language chosen by the poet to exemplify family life (building on 'Blessing' Y5) Infer the feelings of the poet conveyed through the poem (building on 'The Eagle' Y5) 	<p>Write a poem in the style of Joseph Coelho</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Select appropriate form using Joseph Coelho as a model for own writing (building on 'The Eagle' Y5) assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and to enhance the emotions portrayed in the poem (building on 'Blessing' Y5) 	<p>Children will learn to identify and use:</p> <ul style="list-style-type: none"> combined abstract nouns and relative pronouns to elicit emotions in a poem (building on 'Holes' and 'Escape from Pompeii' Y5) figures of speech to have the most impact on the reader (building on 'Blessing' and 'The Eagle' Y5) 	<ul style="list-style-type: none"> Watch the poet's performance of his poem <p>The children will learn to:</p> <ul style="list-style-type: none"> Appraise a professional reading of a poem commenting on tone, pace and gestures (building on skills for performance in 'The Tempest' Y5) 		

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materiality and the beauty found in impermanence.						