

**Year 5**

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Term	Topic	Outcome	Grammar Objectives to be taught
			Word Level
Advent 1	Pharaohs	Non-chronological report (an ancient Egyptian Pharaoh).	<p>Know and use the following <b>relative pronouns</b>  <b>that when where which who whose</b></p> <p>Understand a <b>relative clause</b> as a type of <b>subordinate clause</b> that starts with a <b>relative pronoun</b></p> <p>Use <b>commas, brackets and dashes</b> for <b>parenthesis</b>                      Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house.</p> <p>Use a <b>colon</b> to introduce and <b>bullet points</b> to demarcate a list                      The boy carried:                      •a torch                      •a lantern                      •his packed lunch</p>
		Character Description	<p>Use <b>adjectives</b> that describe age                      young fresh elderly ancient</p> <p>Avoid pleonasm when using adjectives                      huge giant cold ice future plans white snow</p> <p>Describe a <b>noun phrase</b> with a <b>relative clause</b>, separating with commas                      [?][?][?]                      Rats, whose eyes <b>flashed</b> in the light, <b>skittered</b> away into the dark.                      [?][?][?]                      The boy <b>stepped</b> over broken furniture, which <b>littered</b> the floor.</p>

Advent 2	Peasants, Princes and Pestilence	Historical fiction- A narrative focused on a person surviving the black death (Diary entries).	Use <b>prepositions</b> to compose <b>adverbial phrases</b> of manner <b>with</b> great care <b>in</b> disgust <b>in</b> a fit of rage	Use a parenthetic <b>adverbial clause</b> , separating with <b>commas</b> [?][?][?] The old door, as it <u>was pushed open</u> , <u>squealed</u> upon rusty hinges.
		Recount (of school trip to Hathersage).	Know and use the following <b>linking adverbs</b> <b>besides</b> <b>furthermore</b> <b>in conclusion</b> <b>in fact</b> <b>likewise</b> <b>similarly</b> <b>still</b>  Avoid pleonasm when using <b>adverbs</b> : smiled happily shouted loudly ran quickly	Begin a sentence with 2 adverbial clauses [?][?][?][?] As clouds <u>gathered overhead</u> , as the moon <u>faded from view</u> , darkness <u>stole across the land</u> .  Zoom out using 3 'when' or 'where' <b>fronted adverbials</b> [?][?][?][?][?] In an abandoned house, upon a lonely hill, at the edge of a deserted street, something <u>stirred</u> .
		Poetry - Cinquain based on the symptoms/attitudes towards the Black Death	Understand an abstract <b>noun</b> as concept, idea or emotion love terror religion friendship success	

Lent 1 & 2	Firedamp and Davy Lamps	Adventure Story	<p>Use <b>adjectives</b> that describe age young fresh elderly ancient</p> <p>Use <b>adjectives</b> that describe material Silk bronze plastic porcelain</p> <p>Avoid pleonasm when using adjectives huge giant cold ice future plans white snow</p>	<p>Coordinate 2 -ing <b>non-finite clauses</b></p> <p>???</p> <p>The boy <b>crept</b> through the room, <b>sweeping</b> his torch around the room and <b>chasing</b> away the shadows.</p> <p>???</p> <p><b>Slithering</b> beneath closed doors, <b>snaking</b> ghostly tendrils across the floor, a grey mist <b>filled</b> the house.</p> <p>=</p> <p>When at the end of a <b>sentence</b>, capitalise <b>direct speech</b>, separate from the <b>sentence</b> with a <b>comma</b>, and close with a <b>full stop, question mark</b> or <b>exclamation mark</b></p> <p>???</p> <p>The boy <b>said</b>, "It's dark tonight." The boy <b>asked</b>, "Should I go in?" The boy <b>cried</b>, "A ghost!"</p> <p>Use <b>ellipsis</b> to show incompleion The boy opened the door, stepped through and...</p>
		Instructions	<p>Know and use the following <b>modal verbs</b> can could may might must shall should will would</p>	<p>Coordinate 2 <b>relative clauses</b></p> <p>???</p> <p>The evil, <b>which lurked</b> in the basement and <b>which</b> filled the house with terror, <b>grew</b> ever stronger.</p>
		Contemporary fiction- focusing on creating empathy towards the main character (The Breadwinner)	<p>Consolidation of previously taught objectives</p>	<p>Consolidation of previously taught objectives</p>

Pentecost 1	Sow, Grow and Farm	Explanation of a life cycle of a mammal, amphibian, bird or insect.	Know and use the following <b>linking adverbs</b> besides <b>furthermore</b> <b>in conclusion</b> <b>in fact</b> <b>likewise</b> <b>similarly</b> <b>still</b>	Join 2 <b>main clauses</b> with a <b>semi colon</b> ???? Strange slithering noises <b>made</b> his skin crawl; something <b>was</b> inside the walls.
		Shakespeare and play-scripts		Begin a <b>non-finite clause</b> , with a noun or noun phrase ???? His heart <b>pounding</b> in his chest, the boy <b>stepped</b> into the house. ???? The boy <b>stepped</b> into the house, his heart <b>pounding</b> in his chest.
		Limericks	Know and use the following demonstrative <b>determiners</b> that these this those	

Pentecost 2	Revolution	Balanced argument	<p>Know and use the following <b>subordinating conjunctions</b>                  now that so that whatever whenever whereas                  wherever whoever</p>	<p>Coordinate using 2 different <b>coordinating conjunctions</b>                  ????                  The boy <b>heard</b> a scream in the darkness and <b>shivered</b> but <b>made</b> his way towards the sound.                  ????                  Rats <b>scurried</b> across the floor and spiders <b>lurked</b> in thick webs but the boy <b>ventured</b> onwards</p>
		Newspaper reports		<p>Insert a reporting clause into longer <b>speech</b>.                  ????                  “Should I go in?” the boy <b>asked</b>. “It doesn’t look very safe to me.”</p>
		Fables		<p>Coordinate 2 <b>appositives</b>, separating with <b>commas</b>                  ????                  The old house, a place of untold terrors and a source of great evil, <b>stood</b> at the edge of the village.</p>