


Year 5				
Term	Topic	Outcome	Grammar Objectives to be taught	
			Word Level	Sentence Level
Advent 1	Pharaohs	Instructions- how to mummify a body.	Know and use the following <b>modal verbs</b> can could may might must shall should will would	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
		Character description	Use <b>adjectives</b> that describe age young fresh elderly ancient  Avoid pleonasm when using adjectives huge giant cold ice future plans white snow  Know and use the following <b>relative pronouns</b> that when where which who whose	Understand a <b>relative clause</b> as a type of <b>subordinate clause</b> that starts with a <b>relative pronoun</b>  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.
Advent 2	Peasants, princes and pestilence	Newspaper reports		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."  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</b> , <b>question mark</b> or <b>exclamation mark</b> ■ ■ ■ ■ 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!"
		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 brackets, commas and dashed to indicate parenthesis.  Use a parenthetic <b>adverbial clause</b> , separating with <b>commas</b> ■ ■ ■ ■ The old door, as it <b>was pushed</b> open, <b>squealed</b> upon rusty hinges.
		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 Lamp	Adventure story (Dilemma and Resolution)	<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>    The boy <u>crept</u> through the room, <u>sweeping</u> his torch around the room and <u>chasing</u> away the shadows.    <u>Slithering</u> beneath closed doors, <u>snaking</u> ghostly tendrils across the floor, a grey mist <u>filled</u> the house.  </p> <p>Use <b>ellipsis</b> to show incompletion  The boy opened the door, stepped through and...</p>
		A recount of a school trip to Hathersage.	<p>Know and use the following <b>linking adverbs</b> besides furthermore in conclusion in fact likewise similarly still</p> <p>To link ideas across paragraphs using time and place adverbials.</p> <p>Avoid pleonasm when using <b>adverbs</b>: smiled happily shouted loudly ran quickly</p>	<p>Begin a sentence with 2 adverbial clauses    As clouds <u>gathered</u> overhead, as the moon <u>faded</u> from view, darkness <u>stole</u> across the land.</p> <p>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></p>
Pentecost 1	Rainforests	Persuasion text (letter)- plastic pollution	<p>Know and use the following <b>linking adverbs</b> besides furthermore in conclusion in fact likewise similarly still</p>	<p>Join 2 <b>main clauses</b> with a <b>semi colon</b>    Strange slithering noises <u>made</u> his skin crawl; something <u>was</u> inside the walls.</p>
		Shakespeare and play-scripts  Focus on Romeo and Juliet balcony scene in script. Write a contemporary version (conversation with a friend). Sentence level- stage directions.		<p>Begin a <b>non-finite clause</b>, with a noun or noun phrase    His heart <u>pounding</u> in his chest, the boy <u>stepped</u> into the house.    The boy <u>stepped</u> into the house, his heart <u>pounding</u> in his chest.</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>
		Limerick	<p>Know and use the following demonstrative <b>determiners</b>  that these this those</p>	
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 <u>heard</u> a scream in the darkness and <u>shivered</u> but <u>made</u> his way towards the sound.    Rats <u>scurried</u> across the floor and spiders <u>lurked</u> in thick webs but the boy <u>ventured</u> onwards</p>

		Fables		<p>Coordinate 2 <b>appositives</b>, separating with <b>commas</b></p> <p>■ ■ △ ■ ■ ■</p> <p>The old house, a place of untold terrors <b>and</b> a source of great evil, <u>stood at the edge of the village</u>.</p> <p>Coordinate 2 <b>relative clauses</b></p> <p>■ ■ △ ■ ■ ■</p> <p>The evil, which <u>lurked</u> in the basement <b>and</b> <u>which</u> filled the house with terror, <u>grew</u> ever stronger.</p>
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