

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 modal verbs can could may might must shall should will would	Use a colon to introduce and bullet points to demarcate a list The boy carried: • a torch • a lantern • his packed lunch
		Character description	Use adjectives 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 relative pronouns that when where which who whose	Understand a relative clause as a type of subordinate clause that starts with a relative pronoun Describe a noun phrase with a relative clause , separating with commas ■ ■ ■ ■ Rats, whose eyes flashed in the light , skittered away into the dark. ■ ■ ■ ■ The boy stepped over broken furniture , which littered the floor.
Advent 2	Peasants, princes and pestilence	Newspaper reports		Insert a reporting clause into longer speech . ■ ■ ■ ■ ■ ■ "Should I go in?" the boy asked . "It doesn't look very safe to me." When at the end of a sentence , capitalise direct speech , separate from the sentence with a comma , and close with a full stop , question mark or exclamation mark ■ ■ ■ ■ The boy said , "It's dark tonight." The boy asked , "Should I go in?" The boy cried , "A ghost!"
		Historical fiction- A narrative focused on a person surviving the black death (Diary entries).	Use prepositions to compose adverbial phrases of manner with great care in disgust in a fit of rage	Use brackets, commas and dashed to indicate parenthesis. Use a parenthetic adverbial clause , separating with commas ■ ■ ■ ■ The old door, as it was pushed open , squealed upon rusty hinges.
		Poetry Cinquain based on the symptoms/attitudes towards the Black Death	Understand an abstract noun as concept, idea or emotion love terror religion friendship success	

Lent 1 & 2	Firedamp and Davy Lamp	Adventure story (Dilemma and Resolution)	<p>Use adjectives that describe age young fresh elderly ancient</p> <p>Use adjectives 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 non-finite clauses</p> <p>■ ■ ■ △ ■ ■ The boy crept through the room, sweeping his torch around the room and chasing away the shadows.</p> <p>■ △ ■ ■ ■ ■ Slithering beneath closed doors, snaking ghostly tendrils across the floor, a grey mist filled the house.</p> <p>Use ellipsis 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 linking adverbs 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 adverbs: smiled happily shouted loudly ran quickly</p>	<p>Begin a sentence with 2 adverbial clauses ■ △ ■ ■ ■ ■ As clouds gathered overhead, as the moon faded from view, darkness stole across the land.</p> <p>Zoom out using 3 'when' or 'where' fronted adverbials ■ △ ■ △ ■ ■ ■ ■ In an abandoned house, upon a lonely hill, at the edge of a deserted street, something stirred</p>
Pentecost 1	Rainforests	Persuasion text (letter)- plastic pollution	<p>Know and use the following linking adverbs besides furthermore in conclusion in fact likewise similarly still</p>	<p>Join 2 main clauses with a semi colon ■ ■ △ ■ ■ ■ Strange slithering noises made his skin crawl; something was 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 non-finite clause, with a noun or noun phrase ■ ■ ■ ■ His heart pounding in his chest, the boy stepped into the house.</p> <p>■ ■ ■ ■ The boy stepped into the house, his heart pounding in his chest.</p> <p>Use commas, brackets and dashes for parenthesis 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 determiners that these this those</p>	
Pentecost 2	Revolution	Balanced argument	<p>Know and use the following subordinating conjunctions now that so that whatever whenever whereas wherever whoever</p>	<p>Coordinate using 2 different coordinating conjunctions ■ ■ △ ■ △ ■ ■ The boy heard a scream in the darkness and shivered but made his way towards the sound.</p> <p>■ ■ △ ■ ■ △ ■ ■ ■ ■ Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards</p>
		Fables		<p>Coordinate 2 appositives, separating with commas ■ ■ △ ■ ■ ■ The old house, a place of untold terrors and a source of great evil, stood at the edge of the village.</p> <p>Coordinate 2 relative clauses ■ ■ △ ■ ■ ■ The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.</p>

