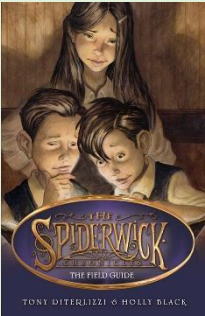
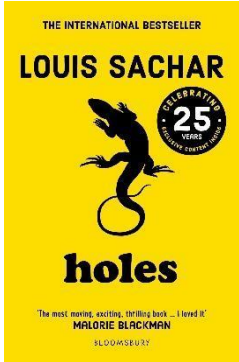
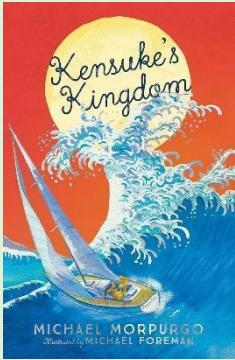


Year 5:						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	‘Raging Romans’		‘Frozen Planet’		‘Anglo Saxons & Vikings’	
						
Whole class texts:	‘Spiderwick Chronicles’ by by Tony DiTerlizzi & Holly Black 		‘Holes’ by Louis Sachar 		Kensuke's Kingdom by Michael Morpurgo 	
Other texts covered:	➤ Non-fiction comprehension (Literacy Shed) - forces and magnetism, the Romans, Earth and Space		➤ Non fiction comprehension (Literacy Shed) - materials, Arctic, Antarctica, Polar Regions		➤ Non fiction comprehension - animals, living things, habitats, Anglo-Saxons, Vikings	

	➤ National poetry day - The Magic Box (Kit Wright) ➤ Historical literature from the Roman period	➤ Geographical literature about Arctic and Antarctica	➤ Historical literature from the Anglo-Saxon / Viking period
Rationale:	Spiderwick is a quality age appropriate text that provides adequate stimulus for children's extended writing. Holly Black as a female author provides children with the opportunity to hear from authors of different genders. <u>Protected characteristics links:</u> • Age - Children in Y5 are a similar age to the main character, Jared. <u>Wider societal issues:</u> • The Spiderwick Chronicles discusses family separation/divorce and moving to a new home, which impacts children at Bader. It also discusses how children deal with their emotions during traumatic events. <u>Fundamental British Values links:</u> • Mutual Respect • Tolerance <u>Rights Respecting Schools (RRS) links:</u> • Article 3 - Best Interests of the child	Holes juxtaposes a more 'realistic', alternative cultural setting than Spiderwick. This offers some different linguistic choices whilst still offering the depth for children to centre their writing on this text. <u>Protected characteristics:</u> • Age - Children in Y5 are a similar age to the main character <u>Wider societal issues:</u> • Holes discusses the impact of behaviour choices, committing crimes and punishments, separation from family and dealing with conflict, which impacts the children at Bader. <u>Fundamental British Values links:</u> • Democracy • Rule of Law • Mutual Respect • Tolerance <u>Rights Respecting Schools (RRS) links:</u>	Michael Morpurgo's 'Kensuke's Kingdom' provides children in Y5 with another quality age appropriate text. Michael Morpurgo as an award winning author, with a different cultural upbringing and values to both Louis Sachar and Holly Black offers again a contrasting viewpoint on a fictional narrative. <u>Protected characteristics links:</u> • Age - Children in Y5 are a similar age to the main character <u>Wider societal issues:</u> • Kensuke's Kingdom discusses the importance of protecting the natural world, how animals matter and deserve protection and dealing with losing and separation from family and gaining a new family, which impacts children at Bader. <u>Fundamental British Values links:</u> • Mutual Respect • Tolerance <u>Rights Respecting Schools (RRS) links:</u>

	- Article 28 - Access to education - Article 29 - Aims of education - Article 42 - Everyone must know children's rights	- Article 3 - Best Interests of the child - Article 24 - Health, water, food, environment - Article 27 - Food, clothing and a safe home - Article 28 - Access to education - Article 29 - Aims of education - Article 36 - Protection from exploitation - Article 40 - Children who break the law - Article 41 - Best law for children applies - Article 42 - Everyone must know children's rights	- Article 3 - Best Interests of the child - Article 24 - Health, water, food, environment - Article 28 - Access to education - Article 29 - Aims of education - Article 42 - Everyone must know children's rights
Cross curricular links:	N/A	PSHE - friendships	- PSHE - friendship - Science - Animals and living things
Pupil termly reading outcomes:	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books. - Increase their familiarity with a wide range of books, including modern fiction - Identify and discuss themes and conventions in and across a wide range of writing. - Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read.	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books. - Increase their familiarity with a wide range of books, including books from other cultures and traditions. - Identify and discuss themes and conventions in and across a wide range	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books. - Increase their familiarity with a wide range of books, including books from other cultures and traditions. - Identify and discuss themes and conventions in and across a wide range of writing.

	• Be able to find synonyms of words using a thesaurus or electronic equivalent. • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Predict what might happen from details stated and implied. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how author use language, including figurative language and consider the impact on the reader. • Recommend books that they have read to their peers and giving reasons for their choices. • Participate in discussions about books,	of writing • Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. • Be able to find synonyms of words using a thesaurus or electronic equivalent. . • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Predict what might happen from details stated and implied. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. • Recommend books that they have read to their peers and giving reasons for their	• Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. • Be able to find synonyms of words using a thesaurus or electronic equivalent. • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Predict what might happen from details stated and implied. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. • Recommend books that they have read to their peers and giving reasons for their
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	building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views.	choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views.	choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views.
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