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| **Year 5** |  | |  | |  | |  | |  | |  | |
|  | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | | **Term 5** | | **Term 6** | |
| **Progression of Core Texts** | Cosmic |  | page7image883744  Wallace & Gromit: Cracking Contraptions |  | page4image910064  Inside the Villains |  | page1image703728  Extreme Animals |  | page2image792672  Story Path |  | Myth Atlas |  |
| **Read aloud book** | Teacher to decide | | Teacher to decide | | Teacher to decide | | Teacher to decide | | Teacher to decide | | Teacher to decide | |
| **Links to Wider Curriculum** | Space (Tim Peake) | | | | Adventure (Sir Ranulph Fiennes) | | | | Romans (Spartacus) | | | |
| **Enrichment** | Visit Plymouth museum | | Visit Wolsey centre | | Visit River Dart | | Visit Paignton Zoo | | Visit Exeter Museum | | Theme day/Dress as a Roman day | |
| **Independent purposeful writing outcomes** | To Compose an email from one character to another | | Devise and write about your own cracking contraption to create a class Haynes Manual | | To (re)write a traditional style fairy tale featuring a chosen character | | To write own book about a range of items/objects | | To create own story path around a story blueprint | | To write a diary entry | |
| **Grammar and punctuation** | * Choosing nouns and pronoun appropriately * Noun phrases expanded by the addition of modifying adjectives * Using fronted adverbials and using commas after fronted adverbials * Using relative clauses | | * Using Modal verbs * Using Adverbs * Use expanded noun phrases with pose and pre modification * use passive verbs to affect presentation of information in a sentence | | * using brackets, dashes or commas to indicate parenthesis * Using expanded noun phrases * linking ideas across paragraphs using adverbials of time, place and number or tense choices | | * Using expanded noun phrases to convey complicated information concisely * Using the perfect form of verbs to mark relationships of time and cause | | * using modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps*, *surely*) * using relative clauses beginning with *who, which, where, when, whose* * relative pronoun * using commas to clarify meaning or avoid ambiguity in writing | | * Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] * Verb prefixes * Converting nouns or adjectives into verbs using suffixes | |
| **Spelling** | No Nonsense Spelling Programme | | | | | | | | | | | |