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| **Year 5** |  |  |  |  |  |  |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Progression of Core Texts** | Cosmic  |  | page7image883744Wallace & Gromit: Cracking Contraptions  |  | page4image910064Inside the Villains |   | page1image703728Extreme Animals  |  | page2image792672Story 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 |