

## English Medium Term Map –Year 5

	<b>Term 1 (WW2)</b>		<b>Term 2 ( Planet Earth)</b>		<b>Term 3 (The Romans)</b>	
<b>Narrative</b> (focus text)	<b>Narrative– Dunkirk: (3 weeks)</b> <u>Friend or Foe by Michael Morpurgo</u>		<b>Narrative– Stories from other cultures ( 3/4weeks)</b> <u>The Firework Maker’s Daughter—Philip Pullman</u>		<b>Narrative– film narrative: The Piano (3 weeks)</b> <u>The thieves of Ostia by C Lawrence</u>	
<b>Suggested final written outcome</b>	Narrative looking at the balance of SAD in their writing.	Looking at 5 senses and figurative de- scription in writing	Aboriginal narrative writing <u>The Emu and the Bush Turkey</u> <u>Alibaba and the Forty Thieves</u> Narrative—what happened next? (Based on Kensuke’s Kingdom)		Narrative writing : based on a chase scene. <u>Philip Pullman (p.27-29—39-41)</u> <u>A Monster Calls by Patrick Ness (p15-22)</u>	
<b>Non-Fiction</b>	<b>Recount:</b> News re- port (3 weeks)	<b>Non– Chronological reports (3weeks)</b>	<b>Persuasive Text:</b> Ad- verts/ brochures (3 weeks)	<b>Discussion Text:</b> Were the moon landings real?	<b>News scripts</b> for broadcast (3 weeks)	<b>Instructional text:</b> <b>How to be the per- fect Roman soldier</b>
<b>Suggested final written outcome</b>	A news report on the Blitz ( <b>History link</b> ) <b>DEBATE</b>	Reports on Battle of Britain evacuations/ Dunkirk <b>(History link)</b>	A ‘Come to Volcano Island’ tourist bro- chure ( <b>Geog link</b> )	A <b>class debate</b> on the moon landings and a written text. ( <b>Science/ History link</b> )	News scripts and broad- cast <b>(History/ Geography Link– Towcester)</b>	A detailed manual on being a soldier <b>(History Link)</b>
<b>Poetry</b>	<b>Vocabulary build- ing:</b> similes and metaphors (1 week) <u>I saw a Peacock with a fiery tale</u>	<b>Structure:</b> cinquain (1 week)	<b>Vocabulary build- ing:</b> (1 week) Figurative language <u>The Eagle by Alfred Lord Tennyson</u>	<b>Structure:</b> Spoken word poetry/ Rap (1 week)	<b>Vocabulary build- ing:</b> (1 week) <u>The Highway Man</u> <u>Alfred Noyles– adapt for a Roman soldier.</u>	<b>Structure:</b> Poetry appreciation (1 week) <u>I am a Roman Soldier– Josiah Wedgewood</u>
<b>Suggested final written outcome</b>	Read, write and per- form their own po-	Read and respond to cinquains & write	Read, write and per- form their own po-	Listen to, read and respond to raps. Then	Read, write and per- form their own po-	Research a particular poet. Personal respons-