

## Medium Term Plan Autumn – Y5/6 YEAR B

**To match the new National Curriculum, we provide plans for Y5/Y6.** These allow the curriculum to be accessed by individual children at their own appropriate level, since they provide a wider range of differentiated activities and cover the complete quota of Grammar and Punctuation objectives for upper key stage 2 from the new National curriculum. We are therefore confident that having the plans in this format will not only help teachers to tailor them to the specific needs of their own particular class, but will also enable them to cover a broader set of National Curriculum objectives.

**We must also stress that we are providing a two year rolling programme.** This means that the Y5 teachers and Y6 teachers will not be in danger of using the same plans from September 2014 onwards. We are gradually uploading a completely new raft of plans called **Y5/6 Set B**. This means that the Y3 teacher can use the **Y5/6 plans Set A** and the Y4 teacher can use the **Y5/6 plans Set B** so that no child in Y3 this year will need to repeat a plan! If preferred for Topic reasons, the Y5 teacher could use Set B and the Y6 teacher could use Set B as long as this was agreed in advance. Eventually we shall be adding a raft of extra plans to add a choice of different texts and topics or both Y5 and Y6 teachers.

**Scroll down for complete medium term plan**

Term	Fiction	Non-fiction	Poetry
<b>Autumn</b>	<p><b>Plan 1B: Historical Stories</b>  <b>Required texts:</b>  <b>The Street Child – Berlie Doherty</b>  <b>Description:</b> Using these, they discuss and analyse features of historical fiction, compiling a glossary of terms. They also compare books, plays and films, writing playscripts. Rehearsing diff sentence types and dialogue punctuation, chn compare and review books.  <b>Grammar focus:</b>  1. Use a range of conjunctions to create compound and complex sentences.  2. Use relative clauses.  3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.  4. Use correct punctuation to indicate speech.</p>	<p><b>Plan 1B: Recounts</b>  <b>Required texts:</b>  <b>The Day of Ahmed’s Secret</b> by Florence Parry Heide &amp; Judith Heide Gilliland  <b>Hurricane</b> by David Wiesner  <b>Description:</b>  Read two personal recounts, in 1<sup>st</sup> &amp; 3<sup>rd</sup> person respectively: The Day of Ahmed’s Secret &amp; Hurricane. Identify features of recounts and study adverbials, use of commas and perfect verb forms. Chn write a sequel to Hurricane using the grammar they have studied.  <b>Grammar focus:</b>  1. Learn the grammar in App.2 specifically using adverbials of time, space and number  2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.  3. Use past and present tense verbs appropriately and recognise the differences  4. Use the perfect form of verbs.</p>	<p><b>Plan 1B: Choral or performance poems</b>  <b>Required texts:</b>  <b>The Works</b> chosen by Paul Cookson  <b>Revolting Rhymes</b> by Roald Dahl  <b>Read Me 1</b> chosen by Gaby Morgan  <b>Plum</b> by Tony Mitton  <b>Description:</b>  Using a range of poems, chn identify features of good narrative performance poems. They investigate expanded noun phrases, subjunctive verb forms and figurative language. They also discuss how a range of fairy tales could be re-told as poetry and then write their own versions.  <b>Grammar focus:</b>  1. Recognise vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions.  2. Recognise and use the subjunctive forms of the verb.  3. Recognise and use apostrophes correctly.  4. Use expanded noun phrases in own writing.</p>
	<p><b>Plan 2B: Significant authors</b>  <b>Required texts:</b>  <b>Books by Phillip Pullman: Northern Lights and Clockwork. Then choose those preferred from:</b>  Spring-heeled Jack, Count Karlstein, Firework Maker’s Daughter, I was a Rat.  <b>Description:</b>  Use Philip Pullman’s Northern Lights to study different types of sentences and expanded noun phrases. Chn design a dæmon for a friend and compare the book and film openings. Clockwork by PP then inspires chn to write both graphic novel and film script versions.  <b>Grammar focus:</b>  1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences.  2. Use expanded noun phrases to convey complicated information concisely</p>	<p><b>Plan 2B: Instructions and Explanations</b>  <b>Required texts:</b>  <b>Sue Palmer’s Books of Instructions and Explanations</b>  <b>Description:</b>  Time to get competitive! Chn read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. The unit ends with writing based on the chn’s interests, be they football, Strictly or competitive baking.  <b>Grammar focus:</b>  1. Use brackets, dashes and commas to indicate parenthesis.  2. Use semi-colons, colons or dashes to mark boundaries between main clauses  3. Use colons to introduce lists  4. Punctuate bullet points consistently</p>	<p><b>Plan 2B: Narrative poems</b>  <b>Required texts:</b>  <b>The Highwayman</b> by Alfred Noyes  Other poems are provided in resources  <b>Description:</b>  Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Chn learn part of the poem by heart, compare it to other poems and write a new ending.  <b>Grammar focus:</b>  1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs.  2. Use relative clauses correctly and appropriately  3. Recognise and use the perfect form of verbs  4. Identify and use adverbials.</p>