

## 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</b> – Dunkirk: (2 weeks) <b>Film narrative</b> -The Blitz & The Blue Shadow : ( 2weeks) <b>Friend or Foe by Michael Morpurgo</b>		<b>Narrative</b> – Stories from other cultures ( 3/4weeks) <b><u>Kensuke’s Kingdom</u></b>		<b>Narrative</b> – film narrative: The Piano (3 weeks) <b><u>The thieves of Ostia by C Lawrence</u></b>	
<b>Suggested final written outcome</b>	Narrative looking at the balance of SAD in their writing.	Looking at 5 senses and figurative description in writing	Aboriginal narrative writing Narrative—what happened next? (Based on Kensuke’s Kingdom)		Narrative writing : based on a chase scene.	
<b>Non-Fiction</b>	<b>Recount:</b> News report (3 weeks)	<b>Non– Chronological reports (3weeks)</b>	<b>Persuasive Text:</b> Adverts/ brochures (3 weeks)	<b>Discussion Text:</b> Saving the environment (3 weeks)	<b>News scripts for broadcast (3 weeks)</b>	<b>Instructional text: How to be the perfect Roman soldier</b>
<b>Suggested final written outcome</b>	A news report on the outbreak of war <b>(History link)</b> <b>DEBATE</b>	Reports on Battle of Britain evacuations <b>(History link)</b>	A ‘Come to Volcano Island’ tourist brochure <b>(Geog link)</b>	A <b>class debate</b> on saving the environment and a written text. <b>(Geog Link)</b>	News scripts and broadcast <b>(History Link)</b>	A detailed manual on being a soldier <b>(History Link)</b>
<b>Poetry</b>	<b>Vocabulary building:</b> similes and metaphors (1 week)	<b>Structure:</b> cinquain (1 week)	<b>Vocabulary building:</b> (1 week) Figurative language	<b>Structure:</b> Spoken word poetry/ Rap (1 week)	<b>Vocabulary building:</b> (1 week) Words with a Roman origin	<b>Structure:</b> Poetry appreciation (1 week)
<b>Suggested final written outcome</b>	Read, write and perform their own poetry.	Read and respond to cinquains & write their own.	Read, write and perform their own poetry.	Listen to, read and respond to raps. Then create their own raps.	Read, write and perform their own poetry.	Research a particular poet. Personal responses to poetry. Recite poetry.