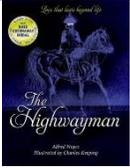




## Aughton Christ Church English Curriculum Map 2023 - 2024

### Year Group: Year 5

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Cross Curricular Theme	<b>Raiders or Traders</b> <i>History</i>	<b>Food for Thought</b> <i>Geography</i>	<b>It's All Greek to Me</b> <i>History</i>	<b>Amazing Amazon</b> <i>Geography</i>	<b>It's a Crime!</b> <i>History</i>	<b>Coast to Coast</b> <i>Geography</i>
Class Novel Reading for Pleasure	<b>Riddle of the Runes:</b> J Ramirez	<b>Oliver Twist:</b> Charles Dickens	<b>Various Greek Myths and Legends</b>	<b>The Explorer:</b> K Rundell	<b>Wonder:</b> RJ Palacio	<b>Space Oddity:</b> C Edge
Core English Text	 The Lion, the Witch and the Wardrobe: CS Lewis   Various film trailers	 A Christmas Carol: C Dickens	 Various Greek myths and legends	 Rainforest Poems   Examples of magazine articles	 The Explorer Katherine Rundell   Various examples of information texts	 The Highway Man: A Noyes
Unit Text type	<b>Narrative</b> <i>The Lion, the Witch and the Wardrobe</i>	<b>Classic Narrative</b> <i>A Christmas Carol</i>	<b>Narrative- Myths and Legends</b> <i>Greek Myths and Legends</i>	<b>Magazine Articles</b>	<b>Narrative: Stories from Another Culture</b> <i>The Explorer</i>	<b>Classic Narrative Poetry</b> <i>The Highway Man</i>
Audience and Purpose	<b>Purpose:</b> Write an introduction to a story in the style of the author. <b>Audience:</b> Share completed introductions with Y3.	<b>Purpose:</b> Write a new chapter for A Christmas Carol. <b>Audience:</b> Following Aldi's advert two years ago, they have asked for an additional chapter to be added to a A Christmas Carol.	<b>Purpose:</b> To write a myth in the style of The Chimaera. <b>Audience:</b> Publish our myths in a book for school library.	<b>Purpose:</b> To present a balanced account of different views about deforestation. <b>Audience:</b> Publish a class magazine to sell to school. All money raised will be donated to Edukid.	<b>Purpose:</b> To write an introduction to a structured story similar to The Explorer. <b>Audience:</b> Following Y2's work on Uganda, share our stories with them. <b>Using</b> relative pronouns who, which, where, whose,	<b>Purpose:</b> To retell the poem, using language from the text. <b>Audience:</b> Perform for school in class-led Worship.



## Aughton Christ Church English Curriculum Map 2023 - 2024

### Year Group: Year 5

<p><b>Key Skills in Writing</b></p>	<p><b>Create</b> and punctuate complex sentences using ed opening clauses.  <b>Identify</b> and use brackets to indicate parenthesis.  <b>Link</b> ideas across paragraphs using adverbials for time, place and numbers.  <b>Explore</b>, identify, collect and use noun phrases.  <b>Show</b> characterisation through the use of description and dialogue.</p>	<p><b>Create</b> complex sentences by adding a relative clause using a relative pronoun who, which, were.  <b>Create</b> and punctuate complex sentences using ing and simile opening clauses.  <b>Demarcate</b> complex sentences using commas.  <b>Identify</b> and use brackets to indicate parenthesis.  <b>Link</b> ideas across paragraphs using adverbials for time, place and numbers.  <b>Explore</b>, identify, collect and use noun phrases.  <b>Show</b> characterisation through the use of description and dialogue.</p>	<p><b>Create</b> complex sentences by dropping in a relative clause.  <b>Use</b> a range of relative pronouns: who, which, where, whose, when, that.  <b>Create</b> and punctuate complex sentences using ing opening clauses,  <b>Demarcate</b> complex sentences using commas in order to clarify meaning, including those which have relative clauses.  <b>Use</b> devices to build cohesion within a paragraph.  <b>Use</b> expanded noun phrases to convey information concisely.  <b>Identify</b> and use commas and dashes to indicate parenthesis.</p>	<p><b>Create</b> complex sentences by dropping in a relative clause.  <b>Use</b> a range of relative pronouns: who, which, where, whose, when, that.  <b>Create</b> and punctuate complex sentences using ing opening clauses,  <b>Use</b> devices to build cohesion within a paragraph.  <b>Use</b> expanded noun phrases to convey information concisely.  <b>Identify</b> and use commas and dashes to indicate parenthesis.</p>	<p>when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within.  <b>Create</b> complex sentences where the relative pronoun is omitted  <b>Create</b> and punctuate sentences using simile starters.  <b>Create</b> and punctuate sentences using ed and ing openers.  <b>Use</b> commas to avoid ambiguity.  <b>Identify</b> and use commas to indicate parenthesis.  <b>Use</b> brackets and dashes to indicate parenthesis.  <b>Use</b> expanded noun phrases.  <b>Blend</b> action, dialogue and description within and across paragraphs.</p>	<p><b>Using</b> relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within.  <b>Create</b> complex sentences where the relative pronoun is omitted  <b>Create</b> and punctuate sentences using simile starters.  <b>Create</b> and punctuate sentences using ed and ing openers.  <b>Use</b> commas to avoid ambiguity.  <b>Identify</b> and use commas to indicate parenthesis.  <b>Use</b> brackets and dashes to indicate parenthesis.  <b>Use</b> expanded noun phrases.  <b>Blend</b> action, dialogue and description within and across paragraphs.</p>
<p><b>Unit 2</b>  <b>Text type</b>  <b>Audience and Purpose</b></p>	<p><b>Non-Fiction: Persuasion</b>  <b>Purpose:</b> Create a trailer persuading others to watch their adapted version of A Christmas Carol.  <b>Audience:</b> Show their trailer, advertising their new film, on iMovie to Mr Kennedy. Would he be persuaded to watch it?</p>	<p><b>Film and Play Script</b>  <i>A Christmas Carol</i>  <b>Purpose:</b> Write an additional chapter for A Christmas Carol in the form of a play script.  <b>Audience:</b> Perform and share with parents on Class Dojo.</p>	<p><b>Poetry: Poems with Figurative Language</b>  <b>Purpose:</b> Write and perform own poems which include imagery and language techniques.  <b>Audience:</b> Publish in a Rainforest class magazine (Linked to next unit)</p>	<p><b>Discussion and Debate:</b>  Plan and write a balanced argument for and against aspects of Deforestation,  <b>Audience:</b> Send letters to Rainforest Alliance, who work at supporting indigenous tribes,</p>	<p><b>Non-Fiction Information Booklet</b>  <b>Purpose:</b> Create a trifold information booklet about different crimes and punishments.  <b>Audience:</b> Share leaflets with family members.</p>	<p><b>Narrative Poetry</b>  <i>The Highway Man</i>  <b>Purpose:</b> To create narrative action scenes.  <b>Audience:</b> Film and share with school during class-led Worship.</p>



## Aghton Christ Church English Curriculum Map 2023 - 2024

### Year Group: Year 5

<p><b>Key Skills in Writing</b></p>	<p><b>Demarcate</b> complex sentences using commas in order to clarify meaning.  <b>Note</b> and develop ideas.  <b>Use</b> devices to build cohesion.  <b>Use</b> persuasive techniques – exaggeration, strong adjectives, bold statements.  <b>Suggest</b> changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.  <b>Use</b> appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.</p> <p><b>(Completed Autumn 1 and Autumn 2)</b></p>	<p><b>Identify</b> and use brackets and dashes to indicate parenthesis.  <b>Show</b> characterisation through the use of description and dialogue.  <b>Demarcate</b> complex sentences using commas and explore ambiguity of meaning.</p> <p><b>(Completed Spring 1. As above but used The Chimaera as a stimulus)</b></p>	<p><b>Note</b> and develop ideas.  <b>Suggest</b> changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.  <b>Use</b> appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.</p> <p><b>(Completed Spring 2)</b></p>	<p><b>Create</b> and punctuate complex sentences using opening clauses in non-fiction writing.  <b>Use</b> commas to indicate parenthesis.  <b>Use</b> brackets and dashes to indicate parenthesis.  <b>Use</b> expanded noun phrases.  <b>Use</b> different sentence structures.  <b>Use</b> devices to build cohesion within a paragraph.  <b>Demarcate</b> complex sentences using commas in order to clarify meaning, including those which have relative clauses.  <b>Create</b> complex sentences by dropping in a relative clause.</p>	<p><b>Using</b> relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within.  <b>Create</b> complex sentences where the relative pronoun is omitted  <b>Use</b> commas to avoid ambiguity.  <b>Identify</b> and use commas to indicate parenthesis.  <b>Use</b> brackets and dashes to indicate parenthesis.  <b>Use</b> expanded noun phrases</p>	<p><b>Examine</b> how characters and settings are developed in films.  <b>Blend</b> action, dialogue and description within and across paragraphs.  <b>Note</b> and develop ideas.  <b>Suggest</b> changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.  <b>Use</b> appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.</p>
<p><b>Cross Curricular Reading and Writing (Text types revisited) and link texts</b></p>	<p><b>History:</b> Viking Day diary  <b>Text:</b> Riddle of the Runes</p>	<p><b>Geography:</b> Explanation about food shortages around the world.</p>	<p><b>Science:</b> Write an explanation to show how their chosen force works.</p>	<p><b>Geography:</b> Write a non-chronological report about a chosen rainforest animal.</p>	<p><b>History:</b> Write a diary from the point of view of Mary Hindle.</p>	<p><b>Science:</b> write a non-chronological report about Space.  <b>Text:</b> Space Oddity</p>