

Medium Term Plan Spring – Y5

| Term | Fiction | Non-fiction | Poetry |
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| Spring | <p>Plan 3A: Dramatic conventions</p> <p>Proposed texts:</p> <p>Stuart Little 2 by Bruce Joel Rubin, revisions by Lowell Ganz & Babaloo Mandel</p> <p>Description:</p> <p>Children look at a variety of prepared scripts and broadcasts, both radio and TV. They discuss different types, then focus on news and short animations. Children write their own scripts and create a 90 second audio broadcast which they record.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Adverbials of time, place and number. 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. 3. Use semi-colons to mark boundary between independent clauses. | <p>Plan 3A: Argument and debate</p> <p>Required texts:</p> <p>Arguments for and against use of CCTV cameras (provided)</p> <p>Description:</p> <p>Identify features of argument texts & discuss differences between facts & opinions. Find out how to present opinions as if they were facts. Study formal & informal speech. Research for & hold a class debate. Chn then write & edit their own argument text.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Formal and informal speech and writing. Use of subjunctive forms. 2. Use bullet points, colons and semi-colons. | <p>Plan 3A: Classic narrative and oral poetry</p> <p>Required texts:</p> <p>The Highwayman by Alfred Noyes</p> <p>Description:</p> <p>The Highwayman comes riding up to the old inn door & into the classroom in this block! Building towards a performance children study the features of classic & narrative poetry like ‘The Highwayman’ as well as the art of performance poetry.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use commas to clarify meaning. 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses. |
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