Shadsworth Junior School
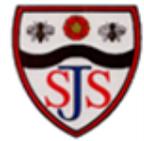
Curriculum

Year 5 Scheme of Work

Term: Autumn 2	Topic: English

Key Skills and Knowledge:

To understand the difference between direct and reported speech *(she said, "I am going", she said she was going)*

To revise and extend work on verbs focusing on tenses, form and person

To indicate degrees of possibility using modal verbs – *might, should, will, must* – or adverbs – *perhaps, surely*

To consolidate and develop work on paragraphs

To revise determiners and articles in a sentence

To revise pronouns and possessive pronouns and ensure that in using pronouns it is clear to what or whom they refer

To revise work on prepositions *(before, after, during, in because of)* and develop these into prepositional phrases

Reading and Writing Opportunities (Long and Short Activities)
Creative Ideas and Hooks

Letter

Character profiles

Moral dilemma writing: money v environment

Is deforestation acceptable?

Produce a PowerPoint on a moral dilemma of deforestation

Writer's viewpoint from the Lorax and the Once-ler

Use of language for effect (rhyming and made up words)

Empathising with the main character

Relate to historical and social geography

Produce a poster for how to improve the environment

Narrative

Conservation

Identify countries where rainforests are in the world

Links to PSHCE, Equality and British Values Work

Moral issues – protecting the environment

Recycling

Celebrating differences – through main character

Key Vocabulary:	Spellings	Useful Websites:
Rainforest, deforestation, canopy, emergent layer, understory, forest floor, endangered, species, oxygen, conservation, sustainability	Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly'	https://www.bostonglobe.com/metro/2018/12/18/judges-quote-seuss-the-lorax-denying-permit-for-pipeline-through-national-forest/IleSOADFRCyctayyCq1ngM/story.html