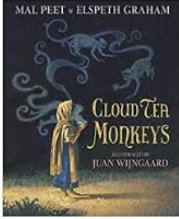
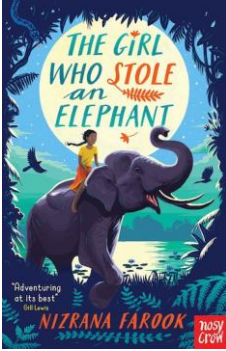
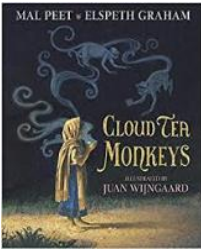
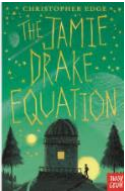
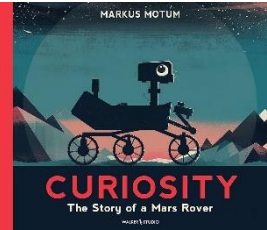
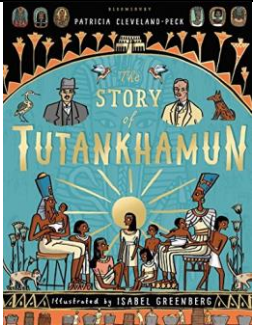
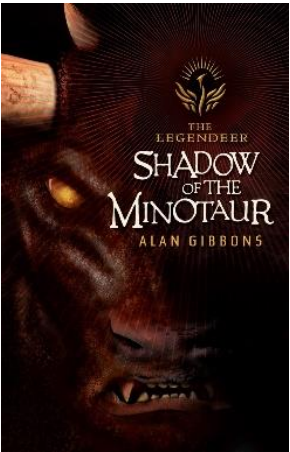
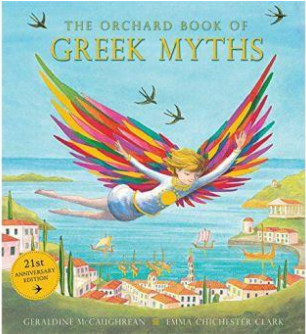
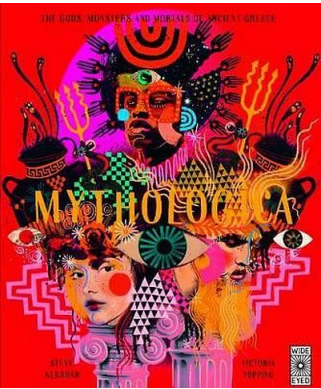
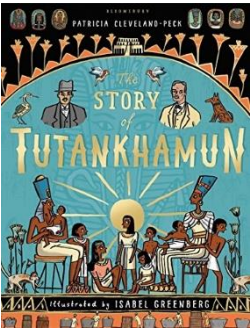
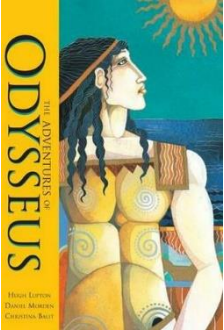


Year 5 English Thematic Planning 2026-2027	YEAR 5 AUTUMN TERM			Autumn 2		
	Autumn 1 – Differing Cultures			Space		
Key Texts:	 Joseph Coelho Poetry SPAG focus: Figurative language, poetic devices. Focus on nature poems – nonsense poems. (2weeks) Performance Poetry	 ‘Cloud Tea Monkeys’ by Mal Peet (3 weeks) SPAG focus: emotions and body responses, informal language, diary features.	 The Girl who Stole an Elephant (3 Weeks) Look at this	 ‘Hidden Figures’ by Margot Lee Shetterly (3 weeks) SPAG focus: persuasive language, emotive language, P.E.E structure, formal vs informal language.	 Pandora – Film (2 weeks) SPAG focus: parenthesis clauses, conjunctions, expanded noun phrases, adverbials.	 The Bear and The Hare Film narrative (2 weeks) POETRY – (Black out) Christmas (add in to planning for next year 23- 24) SPAG focus: figurative language, adverbials, clauses, dialogue.
Main written Outcome Audience Purpose Viewpoint	Poetry/Description (E) The National Poetry Association. To engage and entertain the reader. From the viewpoint of ourselves (what nature means to us).	Diary (I/E) Herself – the character Tashi. To record how the character is feeling during the story. From the viewpoint of Tashi.	Narrative (E)	Persuasive Letter (P) The King. To persuade the King to put her on the honours list From the viewpoint of a fan of Katherine	Descriptive Narration & Non-chronological report (I) <i>Children will write their own narration for the Pandora discovered video clip and then design their own Pandora animal, creating a double page non-chron report about it</i> I want my reader to be informed about the planet and I want them to think/feel... To inform the reader about an animal on the planet From the viewpoint of an explorer/someone who works there / documentary presenter	Narrative (E) Family members – take published books home. To entertain and engage the reader. From the viewpoint of the bear waking up on Christmas Day.
Site of Application Writes:	- Range of poetry	- Character and setting description	- Narrative introduction / opening of the story.	Need to think about for next year Character Description?	Setting description	-Writing a descriptive opening for a narrative write.
Curriculum links:		Geography – Sri Lanka Art – Peacocks		Science - Space Art - Space art		Christmas traditions
Equality and Diversity:	Guided Reading: Hope Jones – campaigning for change, perseverance and resilience. Views on the world. Protecting the planet is everyone’s responsibility.	Gender stereotypes – a female engineer Perseverance, resilience.	Tashi – a girl from Sri Lanka, cultural differences. Physical appearance, her role looking after her mother (carer) – perseverance, resilience.	Hidden Figures – race and religion, 4 female black women trying to work for NASA. Cultural differences, stereotypes, personal challenges.		Animal families, religious traditions. Sense of belonging and acceptance.
Guided Reading:	Sri Lanka Image (1 week)	‘Cloud Tea Monkeys’ by Mal Peet (3 weeks) 	 1 week	The Hampshire Illustrated book awards 1 week	The Jamie Drake Equation’ by Christopher Edge (4 Weeks) 	Curiosity (2 weeks) 

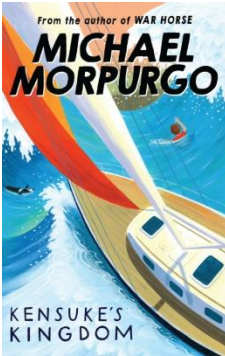
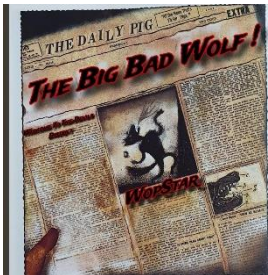
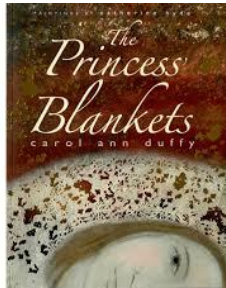
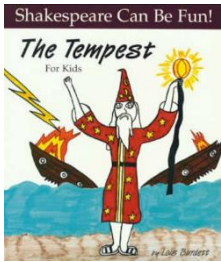
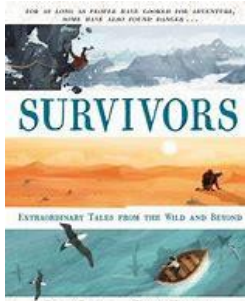
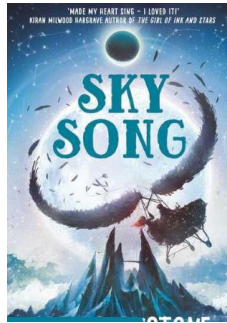
Year 5 English Thematic Planning 2026-2027	YEAR 5 SPRING TERM				
	Spring 1 – 6 weeks - Secrets of the Tomb		Spring 2 – 6 weeks - It’s all Greek to me!		
English Key Texts:	 ‘The Story of Tutankhamun’ by Patricia Cleveland-Peck (3 Weeks) SPAG focus: fact vs opinion, relative clauses, conjunctions, fronted adverbials, features of a biography.	 Secrets of a Sun King (3 weeks)	 Shadow of a Minotaur (Chapter 1 only)	 ‘Pandora’s Box’ in The Orchard Book of Greek Myths. (1 Week) SPAG focus: descriptive vocabulary with figurative language, powerful verb choices.	 Mythologica Artistic Fact File (2 weeks)
Main written Outcome Audience Purpose Viewpoint	1. Mummification Guide explanation instructions (2-3 week learning journey using p.24 double page) 2. Atmospheric descriptive narrative (from the moment he opened the tomb) 2 weeks Apprentice on their first day of the job To inform. From the viewpoint of someone who works there.	Fiction Narrative outcome Alternate Ending? Re writing part of the story?	Character description (E)	Story Ending (E) Year 5 children / share endings together. To entertain and engage the reader From the viewpoint the story.	Artistic Fact File in the style of mythologica
Site of Application Writes:	Paragraph - a non-chronological report all about Egyptian lifestyle.	Letter from Lillian to grandad about her journey to Egypt ?		-Description of the characters coming out of the box.	
Curriculum links:	Art – Egyptian Head Figures	Ancient Egypt	History – Greeks topic.	History – Greeks topic.	History – Ancient Greeks
Equality and Diversity:	Historical focus, personal challenges to overcome, location, changes in circumstance	Family Relationships KP to add once read. Cultural and historical focus			Historical focus, location.
Guided Reading:	‘Secrets of a Sun King’ by Emma Carroll. (4 weeks) 	‘The Story of Tutankhamun’ by Patricia Cleveland-Peck 	‘Who Let the Gods Out?’ by Maz Evans (4 weeks) 	Odysseus (2 weeks) 	

Purpose: Persuade

Inform

Entertain

Discuss

Year 5 English Thematic Planning 2026- 2027	YEAR 5 SUMMER TERM				
	Summer 1 - Survival		Summer 2 – Fairy Tales		
Key Texts:	 'Kensuke's Kingdom' by Michael Morpurgo (4 Weeks) SPAG focus: Conjunctions, descriptions, features of a discussion text, editing skills. POETRY – Michael falling off the boat.	 'The Lighthouse' Film Narrative from Literacy Shed (3 Weeks) SPAG focus: figurative language, sentence types, coordinating and subordinating conjunctions. POETRY – Lighthouses (stanzas) (add in to planning for next year 23-24)	 'Sky Song' by Abi Elphinstone (3 weeks) SPAG focus: Fairy-tale language, dramatic language, descriptions.	 The Real Story of the 3 little pigs	 The Princess' Blankets' by Carol Ann Duffy (2 Weeks) SPAG focus: Conditional sentences, Figurative language, personification in particular POETRY - ETHEREE
Main written Outcome Audience Purpose Viewpoint	Discussion text (D) People trying to understand the character of Kensuke. Audience Purpose Viewpoint To inform the reader of reasons why Kensuke is considered to be good or bad. From the viewpoint of the public.	Dialogue (E) Year 5 audience / sharing stories. To entertain and engage the reader. From the viewpoint of other people within the village (children decide their character).	Narrative writing (E) Families – children to share stories. To entertain and engage the reader From the viewpoint – children choose which viewpoint to write from.	Persuasion	Fairytale Writing (E) Year 5 children / share fairy-tales aloud with the class. To entertain and engage the reader From the viewpoint of the main character.
Site of Application Writes:	Writing a log -Character description of Kensuke.	-Diary entry from the viewpoint of the Lighthouse keeper.	-Descriptive writing.		
Curriculum links:	Geography – coasts	Light – link back to learning about light in Science.	Geography – coasts / oceans (previous learning)		Guided Reading links to Science.
Equality and Diversity:	Settings, family, changes in circumstance – being lost. Cultural differences – meeting Kensuke. Sense of belonging.	Geographical location, stereotypes for people in the village and the Lighthouse keeper.	Lost voice – understanding of differences, Strong sibling bonds and found family. A character with Down syndrome who is a hero.		Stereotypes challenged when writing own version of a fairytale. Importance of belonging, being loved. Acceptance.
Guided Reading:	'The Tempest' by Lois Burdett (4 Weeks) 	'Survivors' by David long and Kerry Hyndman. (Shorts Stories for Guided/Whole class reading) 2x weeks 	 'Sky Song' by Abi Elphinstone. Alongside English work. (3 Weeks)	Kath to please update After the Fall – the children already knew the story of this?	Mccavaty

Purpose: Persuade Inform Entertain Discuss