





**Year 5 - Reading and Writing opportunities.**

**Autumn term 1**






Reading opportunities	Non-fiction science books 		Space - Stage 5 VIPERS The Solar System – Stage 5 Rivers and Oceans – Stage 6 
Writing genre opportunities	Cold Narrative (Write a description about living on an imaginary planet.)	Narrative (Use story mountain to write a story about life on the moon. Setting and character description, action and dialogue to further story, building tension)	Non-Chronological report (Write a detailed report about different elements of space that have been learned in science)
Foundation subjects (Whole half term)	Science – Earth and space Geography – Why do oceans matter? 		

**Autumn term 2**






Reading opportunities	Non-fiction - History (Tudor) 		The Tudors – Stage 5 VIPERS Forces – Stage 5 
Writing genre opportunities	Persuasive letter (Write a persuasive letter to King Henry VII asking to be pardoned from your beheading)	Newspaper Reports (Write a 'sensational' newspaper report about Henry beheading Catherine Howard)	Poetry (Using the lyrics to 'Firework by Katy Perry, analyse the figurative language and apply to your own poem about Christmas celebrations)
Foundation subjects (Whole half term)	Science – Forces (Forces and mechanisms) History – What was life like in Tudor? 		

**Year 5 - Reading and Writing opportunities.**

**Spring term 1**

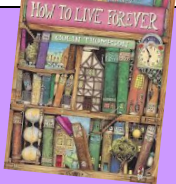


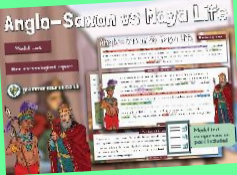

<p>Reading opportunities</p>	<p>I was there - Tutankhamun's Tomb By Sue Reid</p>  	<p>Ancient Egyptians – Stage 5 VIPERS</p> 	
<p>Writing genre opportunities</p>	<p>Narrative (Diary Entry) (Write a diary entry from the point of view of the boy in the story 'I was there' when they entered the Egyptian tomb)</p>	<p>Playscript/Interview (Write a playscript where a child is interviewing a historian about Ancient Egypt)</p>	<p>Information text for a younger audience (Write a fact sheet about ancient Egypt that would be suitable for KS1)</p>
<p>Foundation subjects (Whole half term)</p>	<p>Science – Properties and changes of materials (Properties and uses of materials) History – What did the Ancient Egyptians believe?</p> 		

**Spring term 2**



<p>Reading opportunities</p>	<p>BBC David Attenborough - Deserts Desert animal fact files</p>  	<p>Living Things – Stage 5 VIPERS Deserts – Stage 3</p> 	
<p>Writing genre opportunities</p>	<p>Non – Chronological report (Write a nonchronological report about how different animals survive in the desert)</p>	<p>Holiday brochure – (Write a persuasive piece to encourage people to holiday in the desert)</p>	
<p>Foundation subjects (Whole half term)</p>	<p>Science – Properties and changes of materials (Separating mixtures and changing materials) Geography – Would you like to live in the desert?</p>		 

**Year 5 - Reading and Writing opportunities.**

**Summer term 1**

<p>Reading opportunities</p>	<p>How to live forever By Colin Thompson</p>  		<p>The Maya – Stage 3 VIPERS The Anglo Saxons – Stage 4 Living things – Stage 5</p> 
<p>Writing genre opportunities</p>	<p>Setting Description (Write a setting description about the magical library mentioned in the book)</p>	<p>Balanced Argument (Who did it better? The Mayans or the Anglo-Saxons?)</p>	<p>Prequel (Write a Narrative that outlines the events that happen before we met the characters in our book, 'How to live forever')</p>
<p>Foundation subjects (Whole half term)</p>	<p>Science – Living things and their habitat (Plant and animal life cycles) History – How did the Maya civilisation compare to the Anglo-Saxons?</p>		

**Summer term 2**

<p>Reading opportunities</p>	<p>Poetry - The Highwayman By Alfred Noyes</p>  		<p>Mountains – Stage 5 VIPERS Changing Materials – Stage 3</p>	
<p>Writing genre opportunities</p>	<p>Wanted Poster (Create a wanted poster using effective language for the Highway man)</p>	<p>Write a summary. (Use summative and concise language to summarise the story of the Highwayman)</p>	<p>Write a modern version of your section of the poem.</p>	<p>Performance Poetry (Use performance skills to tell the story of your section of the poem)</p>
<p>Foundation subjects (Whole half term)</p>	<p>Science – Animals including humans (Human Growth) Geography – What is life like in The Alps?</p>	