

# Newington Green Primary School Curriculum Map



Year 5	Autumn 1: Writing to entertain	
	The Olympics	
Core Text	The Fastest Boy in the World (Elizabeth Laird)	
Text Type	Narrative	Newspaper
Suggested Hook	Newington Green Olympics – Day of sports and team events	
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TIPToP)</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Using <b>conjunctions, adverbs</b> or <b>prepositions</b> to convey time and cause</li> <li>• Using adverbial phrases to begin sentences e.g. <b>While I was sitting quietly....</b></li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using <b>inverted commas</b> and speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TIPToP)</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Using <b>conjunctions, adverbs</b> or <b>prepositions</b> to convey time and cause</li> <li>• Using adverbial phrases to begin sentences e.g. <b>While I was sitting quietly....</b></li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using <b>inverted commas</b> and speech punctuation</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately</li> <li>• Using possessive apostrophes with regular (<b>girls' ball</b>) and irregular (<b>children's ball</b>) plurals</li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately</li> <li>• Using possessive apostrophes with regular (<b>girls' ball</b>) and irregular (<b>children's ball</b>) plurals</li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> </ul>
Final Written Outcome	Retell the beginning of the story, writing as Solomon or Grandad	Write a newspaper report of Grandad's escape
Audience & Purpose	Children perform their diary entries to the class	Children's work to be collated and presented as a whole class newspaper
Independent Writing	Diary: Children write in role about the procession	

# Newington Green Primary School Curriculum Map



Year 5	Autumn 2: Writing to inform		
Core Text	Space		
Text Type	Cosmic (Frank Cottrell Boyce)		
Text Type	Letter	Explanation	Discursive Writing (Balanced argument)
Suggested Hook	Visit to the Royal Observatory		
Sentence & Word Level Features	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TiPToP)</li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple in the brown wicker basket</b></li> <li>Using <b>conjunctions, adverbs</b> or <b>prepositions</b> to convey time and cause</li> <li>Using adverbial phrases to begin sentences</li> <li>Using words on the Y5/6 spelling list</li> </ul>	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TiPToP)</li> <li>Selecting appropriate grammar and vocabulary to change or enhance meaning e.g. <b>Cause and effect sentences</b></li> <li>Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using <b>conjunctions, adverbs</b> or <b>prepositions</b> to convey time and cause</li> <li>Using adverbial phrases to begin sentences</li> <li>Using words on the Y5/6 spelling list</li> </ul>	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TiPToP)</li> <li>Cohesion within and across paragraphs (PEE)</li> <li>Selecting appropriate grammar and vocabulary to change or enhance meaning e.g. <b>Cause and effect sentences</b></li> <li>Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using <b>conjunctions, adverbs</b> or <b>prepositions</b> to convey time and cause</li> <li>Using adverbial phrases to begin sentences</li> <li>Using words on the Y5/6 spelling list</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> </ul>	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> </ul>	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> <li>Using adverbial phrases to begin sentences</li> </ul>
Final Written Outcome	Children write a letter of complaint in role as the angry parents	Children to write an explanation text: How to get along with your teenager	Children write a balanced argument discussing whether space exploration is a good use of money
Audience & Purpose	Children to read their letters aloud, in role, to the class [Record in books using QR codes]	Children's published explanations to be presented on the English display	Children to present their debates orally to the class [Record in books using QR codes]
Independent Writing	Narrative: Children recount their trip to the Royal Observatory		

# Newington Green Primary School Curriculum Map



Year 5	Spring 1: Writing to entertain		
	Vikings		
Core Text	Beowulf (Michael Morpurgo)		Norse Myths and Legends (Kevin Crossley-Holland)
Text Type	Description	Narrative	Narrative
Suggested Hook	A Viking banquet in class		
Sentence & Word Level Features	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TIPToP)</li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs e.g. <b>later, nearby, secondly</b></li> <li>Using relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TIPToP)</li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs e.g. <b>later, nearby, secondly</b></li> <li>Using relative clauses</li> <li>Using modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording ideas in note form</li> <li>Organising their writing into paragraphs around a theme (TIPToP)</li> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs e.g. <b>later, nearby, secondly</b></li> <li>Using relative clauses</li> <li>Using modal verbs</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> </ul>	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using inverted commas</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> </ul>	<ul style="list-style-type: none"> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using inverted commas</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using words from the Y3/4 wordlist</li> </ul>
Final Written Outcome	Setting description of Grendel's lair.	Chn focus on effective action descriptions by continuing the story and <u>describing the battle</u> between Beowulf and Sea-hag.	Chn write their own Viking myth
Audience & Purpose	Chn to publish their descriptions alongside illustrations		Chn create little books to be displayed in the book corner
Independent Writing	Writing task related to a topical news event		

# Newington Green Primary School Curriculum Map



Year 5	Spring 2: Writing to entertain	
	The Egyptians	
Core Text	Myths and Legends: Egyptian Myths (Jacqueline Morley)	The Highwayman (Alfred Noyes)
Text Type	Narrative	Narrative
Suggested Hook	Visit to the British Museum	Learning a section of the poem and performing it
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiToP)</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Describing setting, characters and atmosphere effectively</li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs <b>e.g. later, nearby, secondly</b></li> <li>• Using relative clauses</li> <li>• Spelling <b>some</b> words from the 5/6 wordlist correctly</li> <li>• Using modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiToP)</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Describing setting, characters and atmosphere effectively</li> <li>• Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>• Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs <b>e.g. later, nearby, secondly</b></li> <li>• Using relative clauses</li> <li>• Spelling <b>some</b> words from the 5/6 wordlist correctly</li> <li>• Using modal verbs</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>• Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> <li>• Using inverted commas correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>• Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> <li>• Using inverted commas correctly</li> </ul>
Final Written Outcome	An Egyptian myth	Rewrite the poem as a narrative
Audience & Purpose	Children create a class anthology of Egyptian myths	To be presented on the English display
Independent Writing	Explanation of the mummification process	

# Newington Green Primary School Curriculum Map



Year 5	Summer 1: Writing to persuade	
	Jungles and Rainforests	
Core Text	The Jungle Book classic and abridged child-friendly version (Rudyard Kipling)	
Text Type	Persuasive Writing	Persuasive Leaflet
Suggested Hook	Watch clips from the film, original and remake	Visit to London Zoo
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Cohesion within and across paragraphs (PEE)</li> <li>• Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>• Selecting appropriate vocabulary to change or enhance meaning e.g. <b>facts, opinions, rhetorical questions, emotive language, statistics, rule of 3.</b></li> <li>• Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs e.g. <b>later, nearby, secondly</b></li> <li>• Using relative clauses, separated correctly by commas</li> <li>• Using brackets, dashes or commas for parenthesis</li> <li>• Using modal verbs</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Spelling <b>many</b> words from the 5/6 wordlist correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Cohesion within and across paragraphs (PEE)</li> <li>• Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>• Selecting appropriate vocabulary to change or enhance meaning e.g. <b>facts, opinions, rhetorical questions, emotive language, statistics, rule of 3.</b></li> <li>• Using a range of <b>time, place</b> and <b>number</b> adverbials to link ideas across paragraphs e.g. <b>later, nearby, secondly</b></li> <li>• Using relative clauses, separated correctly by commas</li> <li>• Using brackets, dashes or commas for parenthesis</li> <li>• Using modal verbs</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Spelling <b>many</b> words from the 5/6 wordlist correctly</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>• Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>• Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>• Using words from the Y3/4 wordlist</li> <li>• Using adverbial phrases to begin sentences</li> </ul>
Final Written Outcome	Children write a letter/ speech persuading countries to start protecting Tigers	Children write a persuasive leaflet encouraging tourists to visit the London Zoo
Audience & Purpose	Children send a letter to the Chinese embassy	Display in the classroom as a travel agents
Independent Writing	Writing a Mowgli and Baloo adventure.	

# Newington Green Primary School Curriculum Map



Year 5	Summer 2: Writing to inform	
	Build it High	
Core Text	The Man Who Walked Between the Towers (Mordicia Gerstein)	King Kong (Anthony Browne)
Text Type	Non-Chronological Report	News Report
Suggested Hook	Clips from the Netflix documentary	Clips from the film
Writing Skills to Teach	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording in note form</li> <li>Organising their writing into paragraphs around a theme (TiPToP)</li> <li>Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>Using a range of <b>time</b>, <b>place</b> and <b>number</b> adverbials to link ideas across paragraphs <b>e.g. later, nearby, secondly</b></li> <li>Using relative clauses, separated correctly by commas</li> <li>Using brackets, dashes or commas for parenthesis</li> <li>Choosing an appropriate verb tense for the text type and maintaining it consistently</li> <li>Using a mixture of <b>pronouns</b>, <b>nouns</b> and <b>synonyms</b> to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>Planning their writing by recording in note form</li> <li>Organising their writing into paragraphs around a theme (TiPToP)</li> <li>Using organisational devices e.g. <b>headings</b> and <b>sub-headings</b> and <b>bullet points</b></li> <li>Using a range of <b>time</b>, <b>place</b> and <b>number</b> adverbials to link ideas across paragraphs <b>e.g. later, nearby, secondly</b></li> <li>Using relative clauses, separated correctly by commas</li> <li>Including words from the 5/6 wordlist</li> <li>Using brackets, dashes or commas for parenthesis</li> <li>Choosing an appropriate verb tense for the text type and maintaining it consistently</li> <li>Using a mixture of <b>pronouns</b>, <b>nouns</b> and <b>synonyms</b> to create cohesion</li> </ul>
Skills to Introduce	<ul style="list-style-type: none"> <li>Using standard English verb forms in their writing</li> <li>Using colons to introduce lists</li> <li>Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists</li> </ul>	<ul style="list-style-type: none"> <li>Using standard English verb forms in their writing</li> <li>Using colons to introduce lists</li> <li>Using semi-colons to separate <u>complicated</u> and <u>longer</u> lists</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>Using words from the Y3/4 wordlist</li> <li>Using adverbial phrases to <b>begin</b> sentences</li> </ul>	<ul style="list-style-type: none"> <li>Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using the past/ present tense/ future tense accurately in a piece of writing</li> <li>Using possessive apostrophes with regular (<b>girls'</b> ball) and irregular (<b>children's</b> ball) plurals</li> <li>Using expanded noun phrases expanded with a preposition e.g. <b>the juicy, red apple <u>in</u> the brown wicker basket</b></li> <li>Using words from the Y3/4 wordlist</li> <li>Using adverbial phrases to <b>begin</b> sentences</li> </ul>
Final Written Outcome	Write an information leaflet on Philippe Petit.	Write a script for a news report on the King Kong's kidnapping
Audience & Purpose	Leaflets to displayed on the English display	Children film/ perform their new scripts which can be filmed and shown during an assembly/ parents presentation
Independent Writing (Fortnightly)	Children write a diary entry in role as Ann Darrow and recount the day she was kidnapped.	