

**English Medium Term Plan Owl Class (Y5/6)**  
**Term 2 Autumn 2024**

**Gaps:**  
Spelling  
Handwriting  
Vocabulary use  
Speech

**Poetry** – free verse about autumnal event (1 week)

**Fiction** – setting description of the Scottish outdoors from Macbeth (2 weeks)

**Non-fiction** – diary entry of a day out in China from a tourist’s perspective (2 weeks)

**Non-fiction** – balanced argument: Was Macbeth a tragic hero or a dastardly villain? (2 weeks)

<b>Week</b>	<b>Learning Objectives</b>	<b>SPaG</b>	<b>Phonics/ Spelling Focus</b>
1 4 <sup>th</sup> Nov	<p>To understand the features of a free verse poem.</p> <p>To understand the use of personification in poetry.</p> <p>To create an autumn word bank including examples of metaphors and personification.</p> <p>To write an autumn free verse poem.</p> <p>To perform my free verse poem.</p>	Tense	<p><b>Year 5:</b> Baseline Suffix -ment</p> <p><b>Year 6:</b> Baseline /ul/ coded le – miracle, bicycle, triangle</p>
2 11 <sup>th</sup> Nov (4 days)	<p>To understand the purpose of a setting description.</p> <p>To experience the Scottish Highlands creating a range of varied vocabulary.</p> <p>To use the varied vocabulary from the model text.</p> <p>To understand that relative clauses can use relative pronouns.</p>	Active/passive voice	<p><b>Year 5:</b> Word endings –ent and -ment</p> <p><b>Year 6:</b> -able and -ible word ending</p>
3 18 <sup>th</sup> Nov	<p>To understand that relative clauses can be embedded or at the end of sentences.</p> <p>To use personification to describe weather and mood.</p> <p>To understand the impact of changing words using synonyms.</p> <p>To plan a setting description of Scotland.</p> <p>To draft a setting description.</p>	Relative clauses	<p><b>Year 5:</b> Prefix – ambi and homophones – complement/compliment</p> <p><b>Year 6:</b> Year 6 Mock SATs</p>

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<p>4 25<sup>th</sup> Nov</p>	<p>To understand the features of a diary entry.</p> <p>To understand what a day for a tourist would be like.</p> <p>To understand that parenthesis using dashes is to add additional information.</p> <p>To use parenthesis in sentences using dashes.</p> <p>To understand what a co-ordinating conjunction is.</p>	<p>Dashes, commas and brackets (parenthesis)</p>	<p><b>Year 5:</b> Year 5 assessment week</p> <p><b>Year 6:</b> /ul/ coded al – individual, animal, influential</p>
<p>5 2<sup>nd</sup> Dec</p>	<p>To use a range of co-ordinating conjunctions to create multi clause sentences.</p> <p>To plan a diary entry for a tourist in China.</p> <p>To draft a diary entry.</p> <p>To edit and publish the diary entry.</p>	<p>Conjunctions</p>	<p><b>Year 5:</b> Words ending –ent</p> <p><b>Year 6:</b> Homophones – principle/principal /ul/ coded -el</p>
<p>6 9<sup>th</sup> Dec</p>	<p>To notice the features of a balanced argument.</p> <p>To discuss the sides to the balanced argument question.</p> <p>To understand the use of the conjunctions furthermore, in addition etc.</p> <p>To use these conjunctions in a series of linking sentences.</p> <p>To understand and use modal verbs.</p>	<p>Apostrophes for contraction</p>	<p><b>Year 5:</b> Word ending –ant</p> <p><b>Year 6:</b> /ul/ coded -il</p>
<p>7 16<sup>th</sup> Dec (4 days)</p>	<p>To plan a balanced argument.</p> <p>To draft and edit a balanced argument. (2 lessons)</p> <p>To share the finalised draft with peers.</p>	<p>Apostrophes for possession</p>	<p><b>Year 5:</b> Word endings –ant and –ent Have you cracked the code? End of unit test</p> <p><b>Year 6:</b> /ul/ coded –ul Have you cracked the code? End of unit test</p>