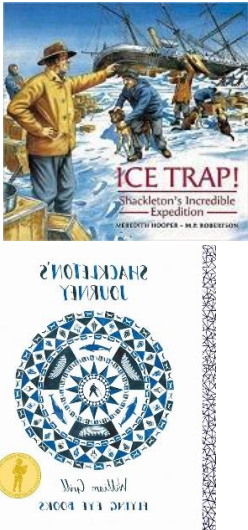
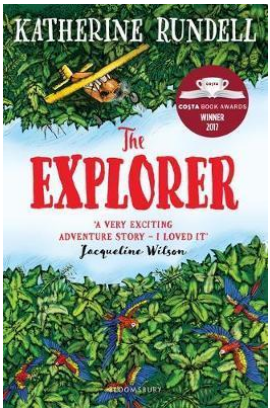


English Curriculum Long Term Plan Year 5

Year 5			
Term			
<p>Autumn 1</p> 	<p>Driver Text: Ice Trap! Shackleton's Incredible expedition by Meredith Hooper Shackleton's Journey- William Grill</p>		
	<p>Fiction</p> <p><u>Writing Focus</u> Diary entry- write a diary entry as one of the crew from the Endurance.</p> <p>*Rising Stars Vocabulary Activity- Page 6- Can we explore words associated with speed? *</p>	<p>Non Fiction</p> <p><u>Writing Focus</u> Information text – Shackleton's expedition. Biographies *Rising Stars Vocabulary Activity- Page 8- Can we use prefixes to change meaning? *</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Ant Explorer- C.J. Dennis</p> <p>Form a short poem in the style of the Ant Explorer describing his journey to Antarctica.</p> <p>*Rising Stars Vocabulary Activity- Page 10- Can we talk about hope? *</p>
	<p>Vocabulary, grammar and punctuation for Year 5</p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		

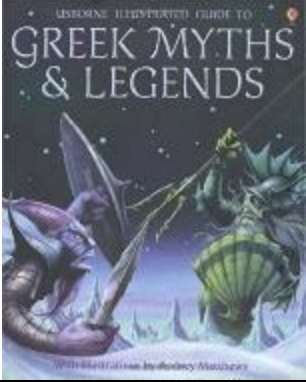
English Curriculum Long Term Plan Year 5

<p>Reading Comprehension Focus</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">Content domain reference</th> </tr> <tr> <td style="width: 10%;">2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Autumn 2</p> 	<p>Driver Text: The Explorer Katherine Rundell</p>																				
<p>Vocabulary, grammar and punctuation for Year 5</p>	<p>Word Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p>	<p>Sentence</p>	<p>Word Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p>																		
<p>Fiction</p> <p>Writing Focus Survival Narrative- write an adventure story of wild camping.</p> <p>*Rising Stars Vocabulary Activity- Page 20- How can words bring a place to life? *</p>	<p>Non Fiction</p> <p>Writing Focus Instructions- How to... based on instructions from the text e.g. How to build a shelter, how to build a fire.</p>	<p>Poetry</p> <p>Writing Focus The Explorer- Unknown</p> <p>Write similes and metaphors linked to movement. Generate ideas for a stanza poem focusing on movement of each. 1st -The explorer.... 2nd- The river 3rd- Animals Include similes and metaphors</p> <p>*Rising Stars Vocabulary Activity- Page 12- How can we use friend to create new phrases? *</p>																			

English Curriculum Long Term Plan Year 5

	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Text Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>																				
<p>Reading Comprehension Focus</p>	<table border="1" data-bbox="517 491 1655 951"> <thead> <tr> <th colspan="2" data-bbox="517 491 1655 539">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 539 607 587">2a</td> <td data-bbox="607 539 1655 587">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 587 607 635">2b</td> <td data-bbox="607 587 1655 635">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 635 607 683">2c</td> <td data-bbox="607 635 1655 683">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 683 607 730">2d</td> <td data-bbox="607 683 1655 730">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 730 607 778">2e</td> <td data-bbox="607 730 1655 778">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 778 607 858">2f</td> <td data-bbox="607 778 1655 858">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 858 607 906">2g</td> <td data-bbox="607 858 1655 906">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 906 607 954">2h</td> <td data-bbox="607 906 1655 954">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
	<p>Driver Text: Greek Myths and Legends (e.g. Theseus and the Minotaur, Perseus and the Gorgons Head)</p> <table border="1" data-bbox="472 1034 2074 1077"> <tr> <td data-bbox="472 1034 1037 1077">Fiction</td> <td data-bbox="1037 1034 1585 1077">Non-Fiction</td> <td data-bbox="1585 1034 2074 1077">Poetry</td> </tr> </table>			Fiction	Non-Fiction	Poetry															
Fiction	Non-Fiction	Poetry																			

English Curriculum Long Term Plan Year 5

<p>Spring 1</p> 	<p>Writing Focus Write an alternative ending to a myth. Use the traditional structure of a myth.</p> <p>*Rising Stars Vocabulary Activity- Page 28- Can we talk about courage? *</p>	<p>Writing Focus To write a Newspaper Report.</p> <p>*Rising Stars Vocabulary Activity- Page 38- Can we describe ancient ruins? *</p>	<p>Writing Focus Mercury Rising- King of Limericks</p> <p>Children to choose a Greek God or Goddess. Generate ideas and vocabulary associated with their chosen God.</p> <p>Children to form a Limerick about their chosen Greek God or Goddess.</p> <p>*Rising Stars Vocabulary Activity- Page 26- Can we use prefixes to change meaning? *</p>
<p>Vocabulary, grammar and punctuation for Year 5</p>	<p>Word Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p>Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Text Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		

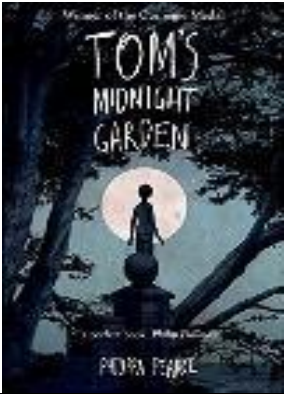
English Curriculum Long Term Plan Year 5

<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Spring 2</p>	<p>Driver Text: The Adventures of Odysseus by Hugh Lupton</p>																				
<p>Fiction</p> <p><u>Writing Focus</u> Write a scene for a play script based on one of the adventures.</p> <p>*Rising Stars Vocabulary Activity- Page 32- Can we explore vocabulary in fiction? *</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Information -create a leaflet on the benefits of a Mediterranean diet.</p>	<p>Poetry</p> <p><u>Writing Focus</u> Homer- Unknown</p> <p>Explore the poem ‘Homer’ with the children- ask the children to write a short poem explaining what the Odyssey told us about Odysseus and his journey.</p> <p>*Rising Stars Vocabulary Activity- Page 24- Can we analyse words in poetry? *</p>																			


English Curriculum Long Term Plan Year 5

<p><u>Vocabulary, grammar and punctuation for Year 5</u></p>	<p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>																				
<p><u>Reading Comprehension Focus</u></p>	<table border="1" data-bbox="517 679 1655 1137"> <thead> <tr> <th colspan="2" data-bbox="517 679 1655 727">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 727 607 775">2a</td> <td data-bbox="607 727 1655 775">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 775 607 823">2b</td> <td data-bbox="607 775 1655 823">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 823 607 871">2c</td> <td data-bbox="607 823 1655 871">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 871 607 919">2d</td> <td data-bbox="607 871 1655 919">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 919 607 967">2e</td> <td data-bbox="607 919 1655 967">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 967 607 1046">2f</td> <td data-bbox="607 967 1655 1046">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 1046 607 1094">2g</td> <td data-bbox="607 1046 1655 1094">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 1094 607 1137">2h</td> <td data-bbox="607 1094 1655 1137">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
	<p>Driver Text: Tom's Midnight Garden by Philippa Pearce</p>																				
	<p>Fiction</p>	<p>Non- Fiction</p>	<p>Poetry</p>																		

English Curriculum Long Term Plan Year 5

<p>Summer 1</p> 	<p>Writing Focus Write a detailed setting description of the garden.</p> <p>*Rising Stars Vocabulary Activity- Page 2- Can we talk about feelings? *</p>	<p>Writing Focus Writing a persuasive argument -Should we have a Royal family? Should the queen be head of state in the Commonwealth countries.</p>	<p>Writing Focus Do you have fairies in the bottom of your garden? – Betsy Williams</p> <p>Children to write a 3-stanza poem describing what the fairies might do at morning, noon and night in Tom's Midnight garden.</p> <p>*Rising Stars Vocabulary Activity- Page 30- Can we use whisper to create phrases? *</p>
<p><u>Vocabulary, grammar and punctuation for Year 5</u></p>	<p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		

English Curriculum Long Term Plan Year 5

<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Summer 2</p> 	<p>Driver Text: Street Child by Berlie Doherty</p>																				
<p>Vocabulary, grammar and punctuation for Year 5</p>	<p>Fiction</p> <p><u>Writing Focus</u> Character study. Questioning and hot seating. Write a character description.</p> <p>*Rising Stars Vocabulary Activity- Page 14- Can we describe emotions and conflict? *</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Non-chronological report – Life in the Victorian workhouse</p> <p>*Rising Stars Vocabulary Activity- Page 16- Can we describe disappointment and sadness? *</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Street Child Poem</p> <p>Using first person, form a short poem about the conditions and how you feel as a street child. e.g. lonely, cold, hungry, sad, hopeless.</p> <p>*Rising Stars Vocabulary Activity- Page 18- How do co, com and cor words work? *</p>																		
<p>Word Converting nouns or adjectives into verbs using suffixes (e.g. 'ate', 'ise', 'ify') Verb prefixes (e.g. 'did', 'de', 'mis', 'over', and 're')</p> <p>Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Text</p>																					

English Curriculum Long Term Plan Year 5

	<p>Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Punctuation</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>																		
<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="517 400 1655 448">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 448 607 493">2a</td> <td data-bbox="607 448 1655 493">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 493 607 537">2b</td> <td data-bbox="607 493 1655 537">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 537 607 582">2c</td> <td data-bbox="607 537 1655 582">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 582 607 627">2d</td> <td data-bbox="607 582 1655 627">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 627 607 671">2e</td> <td data-bbox="607 627 1655 671">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 671 607 761">2f</td> <td data-bbox="607 671 1655 761">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 761 607 805">2g</td> <td data-bbox="607 761 1655 805">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 805 607 850">2h</td> <td data-bbox="607 805 1655 850">make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																			
2a	give / explain the meaning of words in context																		
2b	retrieve and record information / identify key details from fiction and non-fiction																		
2c	summarise main ideas from more than one paragraph																		
2d	make inferences from the text / explain and justify inferences with evidence from the text																		
2e	predict what might happen from details stated and implied																		
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																		
2g	identify / explain how meaning is enhanced through choice of words and phrases																		
2h	make comparisons within the text																		
<p>Terminology</p>	<p>Modal verb, relative pronoun</p> <p>Relative clauses</p> <p>Parenthesis, bracket, dash</p> <p>Cohesion, ambiguity</p>																		

English Curriculum Long Term Plan Year 5

