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| **Overarching Topic theme- ‘Off with her head!’ (The Tudors)** |
| **Week commencing** | **Spelling, Punctuation and Grammar links** | **Reading** | **Writing opportunities** |
| Week 1 & 24.1.21&11.1.21 | * Relative clauses
* Synonyms and powerful vocabulary
* Homophones
* Formal and informal language
* Simple past tense
* Conjunctions
 | * Making meaning of vocabulary- find and copy phrases or words which mean…
* Retrieve record and present information from non-fiction
* Answer questions about non-fiction texts.
* Make predictions about a text
 | **PERSUASIVE LETTERS**Anne Boleyn letter to Henry VIII persuading him not to have her executed |
| **Links to emergency home learning** | **How to train your dragon- persuasive letter –Oak Academy**<https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-persuasive-letter-cnk3gr><https://classroom.thenational.academy/lessons/to-explore-relative-clauses-6xjp4c><https://classroom.thenational.academy/lessons/to-plan-a-persuasive-letter-65h68r><https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-trying-hard-part-2-6mvk6c><https://classroom.thenational.academy/lessons/to-write-the-opening-to-a-persuasive-letter-6hjkct><https://classroom.thenational.academy/lessons/to-write-the-first-paragraph-of-a-persuasive-letter-6gwpac><https://classroom.thenational.academy/lessons/to-write-the-second-paragraph-of-a-persuasive-letter-60r66d><https://classroom.thenational.academy/lessons/to-write-the-closing-paragraph-of-a-persuasive-letter-6crpac> |
|  | **New topic- A child’s war****Linked text - Rose Blanche** |
| Week 2 & 318.1.21&25.1.21 | * Cohesion between paragraphs
* Time connectives
* Figurative language including similes and metaphors.
 | * Make comparisons within and across books
* Discuss words and phrases that capture readers’ interest and imagination
* Focus upon the skill of ‘Summarise’
 | **SETTING DESCRIPTION**Write a description of the image on page 1 of the book from Rose Blanches point of view. Use the 5 sensesIt must include her emotions, be in the first person and in present tense |
|  | **Teacher planned. Resources to be adapted for children to use at home.****Links to be sent via ClassDojo** |
| Week 4 &51.2.21&8.2.21 | * Develop knowledge of subject specific vocabulary including synonyms
* Subordinating and coordinating conjunctions
* Cohesive devices
 | * Develop reading for pleasure
* Focus upon Summarise VIPERS SKILLS
* Distinguish between statements of fact and opinion
* Retrieve record and present information from non-fiction
* Answer questions about non-fiction texts.
 | **NON CHRONOLOGICAL REPORT**Write a non-chronological report about children during world war 2- focus on evacuation and children during the war. |
|  | **Wild Cats- Non-Chronoligcal report - Oak Aacdemy**<https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-non-chronological-report-6cwket><https://classroom.thenational.academy/lessons/to-develop-and-generate-subject-specific-vocabulary-6mtp4e><https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-6mtkec><https://classroom.thenational.academy/lessons/to-learn-about-tigers-and-their-appearance-c5j3cc><https://classroom.thenational.academy/lessons/to-practise-using-formal-conjunctions-chj3cr><https://classroom.thenational.academy/lessons/to-write-the-opening-paragraph-of-a-non-chronological-report-6grp2e><https://classroom.thenational.academy/lessons/to-write-the-appearance-paragraph-of-a-non-chronological-report-c5j3jd><https://classroom.thenational.academy/lessons/to-edit-a-non-chronological-report-c9j3ac><https://classroom.thenational.academy/lessons/to-learn-about-tigers-diet-and-habitat-75j6ce><https://classroom.thenational.academy/lessons/to-write-the-closing-paragraph-of-a-non-chronological-report-6gukec> |
| Week 615.2.21 | * Dashes for parenthesis
* Possessive pronouns
* Subordinating conjunctions in a variety of positions within a sentence.
* Fronted adverbials marked accurately with a comma
 | * Focus upon Predict VIPERS SKILLS
* Make predictions about a text based upon details stated and implied
* Draw inferences about characters’ feelings, thoughts, emotions and actions.
* Discuss words and phrases that capture readers’ interest and imagination
 | **DIARY ENTRY- ROSE BLANCHE**First person diary entry from one section of the story- Roses perspective |
|  | **DIARY ENTRY\_ THE GOLDEN COMPASS OAK ACADEMY**<https://classroom.thenational.academy/lessons/to-plan-a-diary-6mtk2r><https://classroom.thenational.academy/lessons/to-write-a-diary-6hhpcc><https://classroom.thenational.academy/lessons/to-generate-vocabulary-68u30r><https://classroom.thenational.academy/lessons/to-explore-using-pronouns-relative-and-possessive-pronouns-6cvpat> |