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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 & 2  4.1.21  &  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 & 3  18.1.21  &  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 &5  1.2.21  &  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 6  15.2.21 | * 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> | | |