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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Wider curriculum focus** | **Science** – Electricity | **History** – World War Two | **Science** – Evolution & Inheritance | **Geography** –North America: New Orleans | **Science** – Diet & Exercise | **Creative arts -** Shakespeare |
| **WRITING** |
| **Purpose of writing** | To persuade / entertain | To persuade / entertain | To entertain / persuadeTo Discuss | To entertain / persuade | To inform | To entertain / discuss |
| **‘Driver’ Text**  | Rooftoppers by Katherine Rundell | Crater Lake | Whitebird by R J Palacio | When the Sky Falls by Phil Earle | Macbeth by William Shakespeare | Macbeth by William Shakespeare |
| **Writing Outcomes**  | **Persuasive Letter –** From Charles to Miss Eliot**Matteo poem** | **Balanced argument –** Deciding whether to stay in the centre or hide in the woods**Instructions:** Crater Lake How to catch and return a bug eye to human form | **Fiction - 3rd Person Narrative –**Turning graphic novel to narrative**Non-fiction - Leaflet –** Robinwood | **3rd Person Narrative –** Travelling through London**Emotive letter in first person –** writing from Joseph to Grandma | **Response to an image/picture****Biography -** Shakespeare | **Poetry** – Shakespearian sonnet**Argument** – Is Shakespeare still relevant today? |
| **Reading & supplementary texts**  | **Fiction –** The Invention of Hugo Cabret by Brian Selznick**Non Fiction –** Tesla biography | **Fiction –** Whitebird by R J Palacio**Non Fiction –** The orchestra? | **Fiction -** **Non Fiction –** On The Origin of Species by Sabina RadevaAmazing Evolution: The Journey of Life by Anna Claybourne | **Fiction –** 7 basic plots**Non-fiction -** The Princess & the Frog (poem / song lyrics) | **Fiction** - When the Sky Falls by Phil Earle | **Fiction** – Twelfth night by Shakespeare**Non Fiction** – Information texts on Shakespeare’s England |
| **Planned opportunities for oracy (Including constructive feedback)** | Class debates/courtroom (Charles & Miss Eliot) | Perform instructions |  | Drama based on Joseph’s journey through London | Shakespearean drama | Shakespearean dramaIs Shakespeare still relevant today?Free choice creative writing |

**SPAG Progression**

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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Spelling** | * Year 5/6 Statutory Words
* Year 5 & Year 6 UKS2 Full List
* Challenge words
 | * Words with the short vowel sound /i/ spelled y
* Words with the long vowel sound /i/ spelled y
* The prefix over
* The suffix -ful
* Words which can be nouns and verbs
* Words with an /oa/ sound spelled 'ou' or 'ow'
* Words with a soft c spelled ce

Prefixes dis- un- over- & im- Words with the /f/ sound spelled ph* Words with origins in other countries
* Words with unstressed vowel sounds
* Words ending 'cial' /shul/ after a vowel
 | Words ending 'tial' /shul/ after a consonantWords starting acc-Words ending -ablyWords ending -ibleAdding the suffix -ibly to create an adverbWords ending with 'ent' and 'ence* Suffixes -er -or & -ar
* Adverbs synonymous with determination

Adjectives used to describe settingsAdjectives used to describe feelingsAdjectives used to describe charactersGrammar vocabulary 1Grammar vocabulary 2Mathematical vocabulary |
| **Punctuation** | * Can use brackets, dashes and commas to indicate parenthesis.
* Can use the colon to introduce a list, and use semi colons within a detailed list.
 | With support, can: * Use hyphens to avoid ambiguity.
* Punctuate bullet points consistently.
* Use semi-colons, colons or dashes to mark boundaries between independent clauses (GD)
* Use hyphens to avoid ambiguity.
 | * To use previously taught punctuation independently
 |
| **Vocabulary and Grammar** | * Revision of previously taught objectives
* Understand how words are related by meaning as synonyms and antonyms (big/large/little).
* Link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (eg. use of **adverbials** such as on the other hand, in contrast, or as a consequence) and **ellipsis**
* Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
 | * Intro terminology: subject, object, active, passive.
* Use of the **passive** to affect presentation of information in a **sentence.**
* The difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg. question tags, or the use of **subjunctive** forms in very formal writing).
* Use the perfect form of verbs to mark relationships of time and cause.
* Use of layout devices (eg. headings, sub-headings, columns, bullets or tables, to structure text)
 | \*Consolidation and teaching of specific gaps.  |