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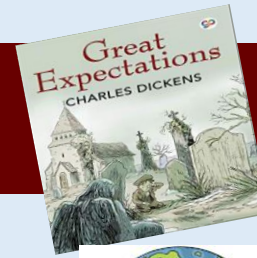
Exploring The Gothic



Poetry of the First World War



Crime and Non-Fiction Writing



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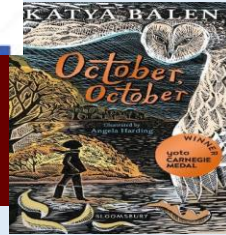
My Origin Story



The Roots of English



Myths and Legends



Nature Poetry



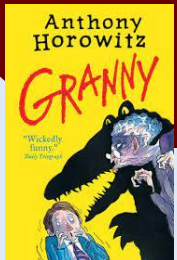
Your Planet Needs You



Research Project Presentations (Hobbies and Interests)



Formal and informal letters (Hotel review)



Formal Reports (Police reports: Traditional tales)



Short Stories (Classics)



Narrative (The Blitz)



Biographies (Authors)



Explanation (Contraptions)



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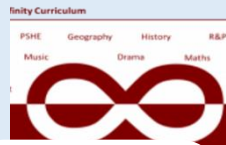
Transition unit



Informal Letters (To first schools)



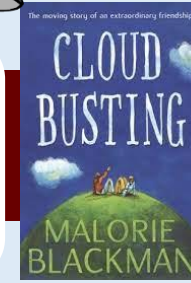
Instructions (What makes a good pupil?)



Character and Setting Descriptions (Aliens and Planets)



Narrative- (Voyage to a new planet)



Performance Poetry (Poetry Slam)



# YEAR 5 Theme: Journeys Leading to Discoveries (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)

**Scheme of Learning**

**Letter to your first school**




**Knowledge Grammar Foci**

- Paragraphs with clear topic sentences
- Punctuation is used to structure writing - commas for list, question marks and contractions
- Capital letters and full stops
- 1<sup>st</sup> person
- Direct address
- Verb tenses

**Sequencing Statements/ Cross Curricular Learning**

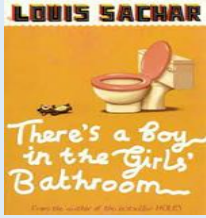
- To use a neat, joined handwriting style with increasing accuracy and speed
  - To proofread consistently and amend their own and others' writing, correcting errors
- (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)**
- Careers Applying for all jobs and careers**

**Enrichment Opportunities and British Values**



THE RULE OF LAW    MUTUAL RESPECT    INDIVIDUAL LIBERTY


**LOUIS SACHAR**



There's a Boy in the Girls' Bathroom

- Vocabulary, Inference, Prediction. Explain. Retrieve summarise
- Exploring change in a novel
- Effective use of adjectives
- Use quotations as evidence
- Modal verbs to give advice


- PSHE - friendship**
- To refer to authorial style, overall themes (e.g. triumph of right versus wrong) and features
  - To begin to use ideas from own reading and modelled examples to plan writing
- (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)**
- Careers: Counsellor and teaching: active listening skills**



INDIVIDUAL LIBERTY    THE RULE OF LAW    MUTUAL RESPECT

**A**

**Instructions What makes a good pupil?**


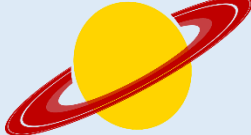







- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models
- Bullet points, numbered stages, chronological order, time adverbials
- To use informal and formal language in different sections
- Present tense, Imperative Verbs, second person
- Shifts in formality

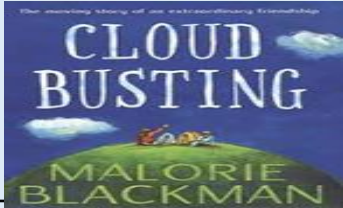

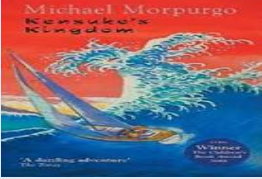






- Infinity Curriculum/DT – Food Tech.**
- To use a neat, joined handwriting style with increasing accuracy and speed
  - To consistently organise writing into paragraphs
  - To proofread consistently and amend own and others' writing, correcting errors
- (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)**
- Careers Technical Writer: create instructions for websites**






INDIVIDUAL LIBERTY    THE RULE OF LAW    MUTUAL RESPECT






<p><b>Scheme of Learning</b></p>	<p><b>Character Descriptions (Aliens)</b></p> 	<p><b>Setting Descriptions (A new planet)</b></p> 	<p><b>Narrative (Voyage to a new planet)</b></p> 
<p><b>Knowledge GPS Foci</b></p>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using relative clauses beginning with who and whose, using commas to clarify meaning or avoid ambiguity in writing</li> <li>To use figurative language</li> <li>Simple sentences are joined to make complex sentences using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Using relative clauses beginning with which, where, when, that or with an implied (i.e. omitted) relative pronoun</li> <li>To use prepositions to extend sentences</li> <li>To more advanced punctuation such as parenthesis and hyphenated words</li> <li>To use the five senses to add detail</li> </ul>	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how to develop characters and settings</li> <li>Use different cohesive devices to connect clauses in a sentence.</li> <li>Use correctly punctuated direct speech to convey character.</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>Science- The Solar System and Beyond</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Considering how authors have developed characters in what pupils have read, listened to or seen performed</li> <li>Assessing the effectiveness of own and others' writing</li> </ul> <p><b>(Respect, Kindness.)</b></p> <p><b>Careers</b> Planetary Protection Officer: defending the planet from invaders</p>	<p><b>Science- The Solar System and Beyond</b></p> <ul style="list-style-type: none"> <li>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p><b>(Respect, Kindness)</b></p> <p><b>Careers</b> Astrophysicist: studying large objects and tiny particles in space</p>	<p><b>Science – scientific vocabulary and diagrams</b></p> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>To proofread consistently and amend their own and others' writing, correcting errors</li> </ul> <p><b>(Ambition, Etiquette, Respect, Kindness.)</b></p> <p><b>Careers</b> Astronaut: explore new discoveries in outer space</p>
<p><b>Enrichment Opportunities and British Values</b></p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>MUTUAL RESPECT</p>		 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>MUTUAL RESPECT</p>





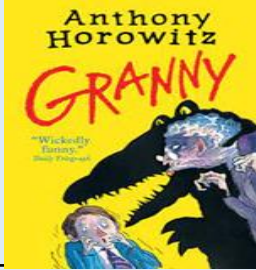






<p><b>Scheme of Learning</b></p>		<p><b>Performance Poetry Competition</b></p> 	<p>A</p> 
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction, Explain</li> <li>Retrieve</li> <li>Figurative language as a poetry device</li> <li>Use of annotation to collect evidence</li> <li>Types and structure of poetry</li> <li>Physiological discussions</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>Use relevant strategies to build vocabulary</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction, Explain, Retrieve</li> <li>Retrieval- nouns/pronouns- inverted commas</li> <li>Categories of nouns</li> <li>Possessions/apostrophes</li> <li>Non-fiction</li> <li>Verb tenses</li> <li>Subject verb agreement</li> <li>Definitions/ using a dictionary</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>PSHE - friendship</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>To recognise and discuss some different forms of poetry</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p> <p><b>Careers Poet:</b> writing for art organisations/ freelance writing/</p>	<p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture &amp; posture - Facial expression &amp; eye contact</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Vocabulary - Appropriate vocabulary choice - Register – Grammar</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p> <p><b>Careers Poet:</b> Running workshops for educational sites</p>	<p><b>Geography – maps and countries</b></p> <ul style="list-style-type: none"> <li>To use dictionaries to check the meaning of words <b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></li> </ul> <p><b>Careers Crew on a yacht/cruise ships.</b>  <b>Lifeguard:</b> oversee water activities  <b>Marine biologists:</b> study ocean life</p>
<p><b>Enrichment Opportunities and British Values</b></p>	  	 	 

<p><b>Scheme of Learning</b></p>	<p><b>Research project Diary Entry (Ship's log: Myths and Legends)</b></p> 
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Ability to acquire problem-solving skills based on evaluation</li> <li>• Acquire skills for effective communication, such as verbal and presentational skills as well as written and organizational skills</li> <li>• Acquire skills for independent research, such as problem identification, and the ability to plan and execute a research project appropriate to the problem under investigation</li> <li>• To develop resourcefulness, flexibility, creativity, and clarity of thought, also the self-confidence that is gained because of managing an independent research project</li> <li>• The ability to critically analyse a situation and to draw conclusions.</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<ul style="list-style-type: none"> <li>• <b>History –Myths and Legends</b></li> <li>• Understand the concept of a Myths and Legends</li> <li>• <b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></li> </ul> <p><b><u>Careers</u> Behaviour researcher: study and research actions and consequences</b></p>
<p><b>Enrichment Opportunities and British Values</b></p>	 <p><b>TOLERANCE</b> OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p><b>INDIVIDUAL LIBERTY</b></p>



# Year 6 Theme: Challenges leading to problem solving (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)

<h2>Scheme of Learning</h2>	<p><b>Explanation</b> How does a contraption work?</p> 	<p><b>Biographies (Authors)</b></p> 	
<h2>Knowledge Grammar Foci</h2>	<ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>To habitually proofread for spelling and punctuation errors</li> <li>Time adverbials/Coordinating conjunctions</li> <li>Commas are used in a list./Present tense</li> </ul>	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how to develop characters and settings</li> <li>To use personal pronouns consistently</li> <li>To use past tense consistently</li> <li>To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise</li> <li>To examine the use of superlatives to emphasise the description</li> <li>Exploring similes</li> <li>To make comparisons</li> </ul>
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p><b>Design and Technology – Resistant Materials</b></p> <ul style="list-style-type: none"> <li>To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>To consistently link ideas across paragraphs</li> </ul> <p><b>(Ambition.)</b> <b>Careers</b> Product designer/ robotic engineer: developing ideas for products to suit a particular function and aesthetic</p>	<ul style="list-style-type: none"> <li>To consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b> <b>Careers</b> Journalism/archive research, creative writing, history, and interviewing</p>	<ul style="list-style-type: none"> <li>To participate in discussions about books, building on own and others' ideas and challenging views courteously</li> </ul> <p><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></p> <p><b>Careers</b> Author: create fiction stories, write research pieces, publish blogs or develop newspaper columns</p>
<h2>Enrichment Opportunities and British</h2>	 <p>THE RULE OF LAW</p>	 <p>MUTUAL RESPECT</p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>MUTUAL RESPECT</p>  <p>INDIVIDUAL LIBERTY</p>

<p><b>Scheme of Learning</b></p>	 <p><b>Narrative</b> <b>The Blitz</b></p>	 <p><b>Short Stories</b> <b>(Classic)</b></p>	 <p><b>Police Report</b> <b>(Traditional tales)</b></p>
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how to develop characters and settings</li> <li>Use different cohesive devices to connect clauses in a sentence</li> <li>Use correctly punctuated direct speech to convey character. Distinguish between the language of speech and writing using a shift in formality</li> <li>To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction. Explain. Retrieve summarise</li> <li>Spelling: hyphens</li> <li>Grammar: Past and Progressive Tense</li> <li>Spelling: Prefixes</li> <li>Grammar: Commas for Clauses</li> </ul>	<ul style="list-style-type: none"> <li>To use the passive voice.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>To habitually proofread for spelling and punctuation errors</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>History – WW2</b></p> <ul style="list-style-type: none"> <li>To consider, when planning narratives, how authors have developed characters and settings</li> <li>To consistently link ideas across paragraphs</li> </ul> <p><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></p> <p><b>Careers</b> Historical content writer/ freelance writer:</p>	<ul style="list-style-type: none"> <li><b>History- pre-1950.</b></li> <li>What life was like pre 1950s</li> <li>To understand and appreciate classic literature</li> <li>What makes a classic a classic</li> <li>To explore the difference between classic and the modern-day texts</li> <li>To analyse characters and settings from the time period</li> </ul> <p><b>(Respect, Kindness and Pride.)</b></p> <p><b>Careers:</b> Author: using classic stories to create classic of the future</p>	<ul style="list-style-type: none"> <li>To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p><b>(Etiquette, Honesty, Respect,)</b></p> <p><b>Careers:</b> Police and other law enforcement services</p>
<p><b>Enrichment Opportunities and British Values</b></p>	  	 	  

<p><b>Scheme of Learning</b></p>	 <p><b>Discussion/ Debate (The Trial)</b></p>	 <p><b>Formal and informal letters</b></p>	
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Standard English and persuasive techniques confidently in a range of formal and informal contexts</li> <li>• Expressing ideas and keeping to the point, participating in formal debates and structured discussions</li> <li>• Summarising and/or building on what has been said</li> <li>• Speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• To select vocabulary and grammatical structures that reflect what the writing requires – showing different levels of formality</li> <li>• To use the subjunctive form in formal writing.</li> <li>• To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary, Inference, Prediction, Explain Retrieve, Summarise</li> <li>• Imagine and describe a setting</li> <li>• To explore characters</li> <li>• To introduce foreshadowing</li> <li>• Explaining words in context</li> <li>• Explaining how language choices enhance meaning</li> <li>• To understand a plot structure</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><u>PHSE- Rule of Law/ Honesty</u></p> <p>Physical and Linguistic Articulation <u>(Honesty, Respect, )</u></p>	<ul style="list-style-type: none"> <li>• To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models <u>(Etiquette, Honesty, Respect, Kindness and Pride.)</u></li> </ul> <p><u>Careers</u> Applying for all jobs and careers and other personal/professional reasons</p>	<ul style="list-style-type: none"> <li>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction</li> </ul> <p><u>( Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>
<p><b>Enrichment Opportunities and British Values</b></p>	 		  



<p><b>Scheme of Learning</b></p>	 <p><b>Persuasive Speech Hobbies and Interests</b></p>		
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>• Use first person, direct address, modal verbs and rhetoric questions for persuasion</li> <li>• Use passive and subjunctive voice for authority and formality</li> </ul>		
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>• Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture &amp; posture - Facial expression &amp; eye contact</li> </ul> <p>Linguistic Oracy</p> <ul style="list-style-type: none"> <li>• Vocabulary - Appropriate vocabulary choice - Register – Grammar</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>		
<p><b>Enrichment Opportunities and British Values</b></p>	 <p>MUTUAL RESPECT</p> <p>INDIVIDUAL LIBERTY</p> <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>		