

Autumn 1 (12 weeks) Danny, Champion of the World	Spring 1 (5 weeks) Journey to Jo’burg	Summer 1 (6 weeks) Science Fiction
<p><u>Reading:</u></p> <p>Fiction: <i>Danny, Champion of the World</i> by Roald Dahl and extracts from</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> • Characterisation • Presentation of feelings and emotions • Writer’s use of language to present ideas • The structure of the text and structural devices used within the texts • Writer’s view point • Impact on the reader/different interpretations • Forming an opinion of their own • Sequencing <p>Poetry: A selection of poems (2/3) – embedded into the teaching of the fiction text.</p> <p><i>Midnight Wood</i> – Raymond Wilson (LA)</p> <p><i>Stopping by Woods on a Snowy evening</i> – Robert Frost (MA)</p> <p><i>The Way through the Woods</i> – Rudyard Kipling(MA)</p>	<p><u>Reading:</u></p> <p>Fiction: <i>Journey to Jo’burg</i> by Beverley Naidoo , Extracts from <i>Getting Granny’s Glasses</i> by Ruskin Bond, <i>The Banana Machine</i> – Alexander McColl Smith (Collins Focus 5)</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> • Characterisation • Presentation of feelings and emotions • Writer’s use of language to present ideas • The structure of the texts and structural devices used within the texts • Writer’s view point • Impact on the reader/different interpretations • Forming an opinion of their own <p>Poetry: A selection of poems (2/3) – embedded into the teaching of the fiction text.</p> <p>Traditional African Songs (Between the Lines 1)</p>	<p><u>Reading:</u></p> <p>Fiction:</p> <p><i>The Boy from the Back of Beyond</i>- Helen Johnson (Y5 Footprints in Space)</p> <p>Poetry:</p> <p>Compare and contrast the following:</p> <p>The Moon- Robert Louis Stevenson</p> <p>Moon Li Bai</p> <p>Silver – Walter de la Mare</p> <p>Non Fiction:</p> <p>Stylistic conventions of non-fiction texts –</p> <p>Viewpoints – New Homes (for and against)</p> <p>Newspaper reports</p> <p>Information texts – Can we live in Space? (Op Y5 SAT Footprints in Space)</p> <p>Holiday brochures</p> <p>Leaflets</p>

<p>Non-Fiction: Stylistic conventions of non-fiction texts</p> <p>Research Pheasants (possible websites- RSPB, Game and Wildlife Conservation Trust, Living with birds)</p> <p><u>Writing: (assessed pieces)</u></p> <p>Instruction writing – Write instructions on how to make a kite</p> <p>Playscript writing - change Chapter 4 into playscript</p> <p>Poetry writing - Use Chapter 8 – the woods- as stimulus</p> <p>Narrative writing-Lost in the Woods</p> <p>Discursive writing using the language of argument- Should corporal punishment be allowed?</p> <p>Non-chronological writing – Report about Pheasants (including bibliography)</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><u>Speaking and Listening:</u> 5 minute presentation on a subject of their choice</p>	<p>Non Fiction: : Stylistic conventions of non-fiction texts</p> <p>Extracts from biography of Nelson Mandela Information texts about South Africa</p> <p><u>Writing: (Assessed pieces)</u></p> <p>Biography writing- write a biography of Nelson Mandela</p> <p>Summary writing- write a summary of the first 3 chapters</p> <p>Poetry writing- write a poem inspired by Ch 3 Oranges</p> <p>Diary Writing- write Naledi’s diary of her day in Jo’burg</p> <p>Review Writing- Write a book review</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><u>Speaking and Listening:</u> Hot seat the main characters from the novel</p> <hr/> <p>Self-assessment of unit.</p> <p>End of Unit Assessment:</p>	<p><u>Writing (assessed pieces):</u></p> <p>Newspaper report writing Narrative writing Persuasive holiday brochure writing</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><u>Speaking and Listening:</u> Share key paragraphs from persuasive brochure with class</p> <hr/> <p>Self-assessment of unit.</p> <p>End of Half Term Assessment: SAT test questions 2009- The Earthship</p> <p>GPS test</p>
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<p>Research a subject and produce a presentation to the class. Must not read from a script but may use notes/ppt to help.</p> <p>Self-assessment of unit.</p> <p>End of Unit Assessment: Y6 SAT Reading Test 2003 questions GPS test</p>	<p>Y6 SAT test questions - 2008 The Hottest Day GPS test</p>	
<p>Autumn 2 (4 weeks) Endangered animals</p>	<p>Spring 2 (6 weeks) Poetry</p>	<p>Summer 2 (7 weeks) Street Child</p>
<p><u>Reading:</u> Areas to cover through reading: Fiction: <i>Extract from Jim Hedgehog and the Lonesome Tower</i> - Russell Hoban Non Fiction: Stylistic conventions of non-fiction texts Identifying and explaining purpose and audience: Leaflets, Information texts, magazine articles, letters etc Poetry: <i>City Jungle</i>- Pie Corbett <i>Reynard the Fox</i> – John Masefield</p> <p><u>Writing (Assessed Pieces):</u> Information Leaflet-Write a leaflet about an</p>	<p><u>Reading:</u> Areas to cover through reading: Fiction: Extract from <i>Alice in Wonderland</i>- Lewis Carroll Poetry:</p> <ul style="list-style-type: none"> • Concrete poetry • Rap • Rhythmic and choral performance • Ballads • Nonsense poems <p>Looking specifically at:</p> <ul style="list-style-type: none"> • Figurative language and structure • Rhythm and rhyme <p>Concrete poems selection, Coral poems selection, <i>The Nightmail</i> –WH Auden, <i>The Cataract at Ladore</i> - Robert Southey, <i>Gran</i></p>	<p><u>Reading:</u> Areas to cover through reading:</p> <ul style="list-style-type: none"> • Characterisation • Presentation of feelings and emotions • Writer’s use of language to present ideas • The structure of the texts and structural devices used within the texts • Writer’s view point • Impact on the reader/different interpretations • Forming an opinion of their own <p>Fiction: <i>Street Child</i>- Berlie Doherty</p>

<p>endangered animal Persuasive letter- Write a persuasive letter to a radio station about protecting hedgehogs Information writing- Looking after a Miptor.</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <p><u>Speaking and Listening:</u> Read aloud persuasive letter to class and peer assess</p> <p>Self-assessment of unit.</p> <p>End of Unit Assessment: Y6 SAT 2014 The Octopus GPS test</p> <p>Cross Y5 Moderation of writing</p>	<p><i>Can you Rap?</i>-Jack Ouseby, <i>The Raggle-Taggle Gypsies</i>,<i>The Owl and the Pussy-Cat</i>-Edward Lear Non Fiction: Stylistic conventions of non-fiction texts Identifying and explaining purpose and audience:</p> <p>Research the origins of Romany people</p> <p>Explanation of the formation of waterfalls</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the new KS2 GPS specification</p> <hr/> <p><u>Writing: (Assessed pieces)</u></p> <p>Concrete poetry –write own Fact sheet – write a fact sheet about Romany people Narrative writing-Behind the Waterfall <u>Speaking and Listening:</u> Performance of rap poem in groups Choral performance of poems</p> <p>Self-assessment of unit. End of Unit Assessment: Reading SAT Test</p>	<p>Extracts from playscript Working Children – Wes Magee Poetry: The Chimney Boy’s Story-Wes Magee</p> <p>Non Fiction: Information texts about workhouses Information texts about Dr Barnado</p> <hr/> <p><u>Writing: (Assessed pieces)</u> Descriptive writing Letter writing Diary writing Persuasive poster</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><u>Speaking and Listening:</u> Group Performance of playscript</p> <p>Self-assessment of unit. End of Unit Assessment: Y6 SAT Reading</p>
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