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| **UKS2 Cycle A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic  Science | **Poppies, Peace and Power**  Light and Electricity | **Poppies, Peace and Power**  Light and Electricity | **Natural Disasters**  Materials | **Natural Disasters**  Materials | **Space**  Space | **Space**  Space |
| Text | My Secret War Diary by Marcia Williams  The story of the Second World War by Peter Chrisp | | Flood by [Alvaro F. Villa](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Alvaro+F.+Villa&text=Alvaro+F.+Villa&sort=relevancerank&search-alias=books-uk) | | The Space Race by Sarah Cruddas | |
| Text type (Focus)  Narrative  Non-fiction  Poetry | **Flashback story-** The piano flashback through a soldier’s life.  **Informal letter-** letter written home by a soldier at war/ letter from family to a soldier at war.  **Balanced argument-History-** Should Britain have participated in WW2?  **Free verse-** Poetry about the war from perspective of a soldier. | | **Diary entry-** Tsunami- The impossible film.  **Newspaper report-** Reporting on devastating earthquake- Christchurch/ Haiti (teachers choice).  **Renga-Art-** Japanese style poem written about Hokusai’s wave.  **Library display writing- to be confirmed based on book week.** | | **Film narrative-** The Avatar, setting and character description narrative based on film clips.  **Narrative from a different viewpoint-** Laika’s story, switching between telling the story of Laika traveling to space and the viewpoint of the dog.  **Explanation text- Science-** The International Space Station- information about what the ISS is and why we utilise it.  **Iambic pentameter-** ten syllables per line used to describe elements of our understanding of space and the universe. | |
| Objectives within…  Narrative  Non-fiction  Poetry  All writing | Verb inflections  Commas to avoid ambiguity  Relative clauses  Rhetorical questions  Changing of tenses effectively  Modal verbs  Informal language  Parenthesis (commas, dashes, brackets)  Adverbials  Organisational devices- bullet points  Language devices such as alliteration, metaphors, personification  Prepositional phrase  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Fronted adverbials  Verb inflections  Expanded noun phrase  Language devices such as alliteration, metaphors, personification  Prepositional phrases  Parenthesis (commas, dashes, brackets)  Adverbials  Organisational devices- headings  Dialogue- direct and indirect speech  Modal verbs  Noun phrases  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Setting and character description  Apostrophe for possession  Dialogue- direct speech punctuation  Parenthesis (commas, dashes, brackets)  Relative clauses  Organisational devices- headings  Modal verbs  Commas to avoid ambiguity  Verb Inflections  Adverbials  Setting description  Rhetorical question  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | |
| Prior skills to recap  (PaG) | Sentence structures (what makes a sentence: subject, verb)  Word classes  Descriptive techniques – show not tell, expanded noun phrases, group of 3 adjectives etc.  Subordinate clauses  Adverbials  Multiclause sentences  Verb inflictions (we were, I did etc.)  Direct speech  Apostrophes | | Similes/metaphors  Expanded noun phrases  Multiclause sentences  Direct speech to convey character and action  Subordinate clauses  Fronted adverbials | | Multiclause sentences  Tense – simple, perfect, progressive  Recap previous skills (dependent on class)  Verb inflictions (we were, I did etc.)  Direct speech  Relative clauses | |
| Spelling  (links to NNS)  Year 5  Year 6 | *\** letter string ‘ough’  \* ‘silent’ letters  \* etymology  \* words ending in ‘-able’ and ‘-ible’  \* homophones  \* words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’  \* suffixes beginning with vowels to words ending in ‘-fer’  Statutory spellings (Y5/6 list) | \* plurals (adding ‘-s’, ‘-es’ and ‘-ies’)  \* apostrophe for contraction and possession  \* hyphen  \* morphemes  \* homophones (‘ce’/‘se’)  \* /ʃəs/ spelt ‘-cious’ or ‘-tious’  Statutory spellings (Y5/6 list) | *\** apostrophe for possession  \* rare GPCs  \* etymology  \* words ending in ‘-ably’ and ‘-ibly’  \* homophones  \* ‘ough’ letter string  \* words ending ‘-cial’ and ‘-tial’  \* generating words from prefixes  Statutory spellings (Y5/6 list) | *\* root words*  *\* homophones*  *\** the /i:/ sound spelt ‘ei’  \* ‘ei’ and ‘ie’ words  \* homophones  \* generating words from prefixes and roots  Statutory spellings (Y5/6 list) | \* etymological/  morphological strategies  \* homophones  \* rare GPCs  \* words ending in ‘ant’, ‘-ance’ and ‘-ancy’  \* root words and meaning  Statutory spellings (Y5/6 list) | \* suffix revision  \* homophones  \* personal words  *\* w*ords ending ‘-ent’, ‘-ence’ and ‘-ency’  *\* homophones*  Statutory spellings (Y5/6 list) |

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| **UKS2 Cycle B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic  Science | **Vikings**  Humans and Animals | **Vikings**  Humans and Animals | **Egyptians**  Micro-organisms | **Egyptians**  Micro-organisms | **Rainforests**  Evolution | **Rainforests**  Evolution |
| Text | Viking Boy by Tony Bradman | | Tutankhamun by Patricia Cleveland-Peck | | Journey to the River Sea by Eva Ibbotson | |
| Text type (Focus)  Narrative  Non-fiction  Poetry | **Narrative from other culture-** History Hackers- A Viking adventure, travelling back in time to the Viking time.  **Persuasive writing-** The Vikings were nothing more than brutal savages. Children are to persuade their reader that the statement is true. Trade vs Plunder.  **Non-chronological report-** The life of a Viking. Information about long boats, homes, clothes, diet etc.  **Tectractys poem-** Physical description of a Viking person. | | **Descriptive writing-** Tadeo Jones Literacy Shed. Character and setting description about an explorer unveiling treasures in Egyptian pyramids.  **Instructions-** How to create a mummy.  **Calligram-** Poetry in the shape of a pyramid.  **Library display writing- to be confirmed based on book week.** | | **Writing in the style of an author-** Teacher’s choice- spend time analysing a chosen author’s style. Plan and create a narrative linking to information retrieved about the rainforest during topic lessons.  **Formal letter-** A letter written to The National Geographic about a new discovery made in the rainforest.  **Biography-** Francisco de Orellana, the first person to navigate the Amazon River.  **Ottava Rima-** Iambic poetry about the different layers of the rainforest. | |
| Objectives within…  Narrative  Non-fiction  Poetry  All writing | Adverbs  Relative clauses  Commas to clarify meaning and avoid ambiguity  Rhetorical questions  Expanded noun phrase  Organisational devices- headings, bullet points.  Semi-colon, colon, dashes  Parenthesis (commas, dashes, brackets)  Modal verbs  Hyphens  Description of character  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Integrating dialogue and punctuating speech  Verb inflections  Adverbials  Modal verbs  Parenthesis (commas, dashes, brackets)  Organisational devices- headings, bullet points.  Modal verbs  Parenthesis  Adverbials  Parenthesis (commas, dashes, brackets)  Prepositions  Descriptive language  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | | Prepositional phrases  Dialogue- inverted commas for direct speech  Apostrophe- possession and contraction  Relative clauses  Setting and character description  Formal language – subjunctive, passive voice  Relative clauses  Hyphens  Modal verbs  Parenthesis (commas, dashes, brackets)  Verb inflections  Alliteration  Genre features  Cohesion  Multi-clause sentences including subordinating and coordinating conjunctions.  Correct tense  Correctly demarcated sentences  Correct use of capital letters | |
| Prior skills to recap  (PaG) | Sentence structures (what makes a sentence: subject, verb)  Word classes  Descriptive techniques – show not tell, expanded noun phrases, group of 3 adjectives etc.  Subordinate clauses  Adverbials  Multiclause sentences  Verb inflictions (we were, I did etc.)  Direct speech  Apostrophes | | Similes/metaphors  Expanded noun phrases  Multiclause sentences  Direct speech to convey character and action  Subordinate clauses  Fronted adverbials | | Multiclause sentences  Tense – simple, perfect, progressive  Recap previous skills (dependent on class)  Verb inflictions (we were, I did etc.)  Direct speech  Relative clauses | |
| Spelling  (links to NNS)  Year 5  Year 6 | *\** letter string ‘ough’  \* ‘silent’ letters  \* etymology  \* words ending in ‘-able’ and ‘-ible’  \* homophones  \* words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’  \* suffixes beginning with vowels to words ending in ‘-fer’  Statutory spellings (Y5/6 list) | \* plurals (adding ‘-s’, ‘-es’ and ‘-ies’)  \* apostrophe for contraction and possession  \* hyphen  \* morphemes  \* homophones (‘ce’/‘se’)  \* /ʃəs/ spelt ‘-cious’ or ‘-tious’  Statutory spellings (Y5/6 list) | *\** apostrophe for possession  \* rare GPCs  \* etymology  \* words ending in ‘-ably’ and ‘-ibly’  \* homophones  \* ‘ough’ letter string  \* words ending ‘-cial’ and ‘-tial’  \* generating words from prefixes  Statutory spellings (Y5/6 list) | *\* root words*  *\* homophones*  *\** the /i:/ sound spelt ‘ei’  \* ‘ei’ and ‘ie’ words  \* homophones  \* generating words from prefixes and roots  Statutory spellings (Y5/6 list) | \* etymological/  morphological strategies  \* homophones  \* rare GPCs  \* words ending in ‘ant’, ‘-ance’ and ‘-ancy’  \* root words and meaning  Statutory spellings (Y5/6 list) | \* suffix revision  \* homophones  \* personal words  *\* w*ords ending ‘-ent’, ‘-ence’ and ‘-ency’  *\* homophones*  Statutory spellings (Y5/6 list) |