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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 WilliamsThe story of the Second World War by Peter Chrisp | Flood by [Alvaro F. Villa](https://www.amazon.co.uk/s/ref%3Ddp_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) NarrativeNon-fictionPoetry | **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…NarrativeNon-fictionPoetryAll writing  | Verb inflectionsCommas to avoid ambiguityRelative clauses Rhetorical questionsChanging of tenses effectivelyModal verbsInformal languageParenthesis (commas, dashes, brackets)AdverbialsOrganisational devices- bullet pointsLanguage devices such as alliteration, metaphors, personificationPrepositional phraseGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly demarcated sentences Correct use of capital letters | Fronted adverbialsVerb inflectionsExpanded noun phraseLanguage devices such as alliteration, metaphors, personificationPrepositional phrasesParenthesis (commas, dashes, brackets)AdverbialsOrganisational devices- headingsDialogue- direct and indirect speechModal verbsNoun phrasesGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly demarcated sentences Correct use of capital letters | Setting and character descriptionApostrophe for possessionDialogue- direct speech punctuationParenthesis (commas, dashes, brackets)Relative clausesOrganisational devices- headingsModal verbsCommas to avoid ambiguityVerb InflectionsAdverbialsSetting description Rhetorical questionGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly 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 clausesAdverbialsMulticlause sentencesVerb inflictions (we were, I did etc.)Direct speechApostrophes | Similes/metaphorsExpanded noun phrasesMulticlause sentencesDirect speech to convey character and actionSubordinate clausesFronted adverbials | Multiclause sentencesTense – simple, perfect, progressiveRecap previous skills (dependent on class)Verb inflictions (we were, I did etc.)Direct speechRelative clauses |
| Spelling (links to NNS) Year 5Year 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 rootsStatutory spellings (Y5/6 list) | \* etymological/ morphological strategies \* homophones\* rare GPCs \* words ending in ‘ant’, ‘-ance’ and ‘-ancy’ \* root words and meaningStatutory 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) NarrativeNon-fictionPoetry | **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…NarrativeNon-fictionPoetryAll writing | Adverbs Relative clauses Commas to clarify meaning and avoid ambiguityRhetorical questionsExpanded noun phraseOrganisational devices- headings, bullet points. Semi-colon, colon, dashesParenthesis (commas, dashes, brackets)Modal verbsHyphensDescription of characterGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly demarcated sentences Correct use of capital letters | Integrating dialogue and punctuating speechVerb inflectionsAdverbialsModal verbs Parenthesis (commas, dashes, brackets)Organisational devices- headings, bullet points. Modal verbsParenthesisAdverbialsParenthesis (commas, dashes, brackets)PrepositionsDescriptive languageGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly demarcated sentences Correct use of capital letters | Prepositional phrasesDialogue- inverted commas for direct speechApostrophe- possession and contractionRelative clauses Setting and character description Formal language – subjunctive, passive voiceRelative clausesHyphensModal verbsParenthesis (commas, dashes, brackets)Verb inflectionsAlliterationGenre featuresCohesionMulti-clause sentences including subordinating and coordinating conjunctions. Correct tenseCorrectly 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 clausesAdverbialsMulticlause sentencesVerb inflictions (we were, I did etc.)Direct speechApostrophes | Similes/metaphorsExpanded noun phrasesMulticlause sentencesDirect speech to convey character and actionSubordinate clausesFronted adverbials | Multiclause sentencesTense – simple, perfect, progressiveRecap previous skills (dependent on class)Verb inflictions (we were, I did etc.)Direct speechRelative clauses |
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