

ENGLISH UKS2 – ROTATION 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: Clockwork By Phillip Pullman Including 1 session per week free write	Key Text: Harry Potter and the Chamber of Secrets by JK Rowling Including 1 session per week free write	Key Text: The Explorers By Katherine Rundell Including 1 session per week free write	Key Text: Greek Myths Including 1 session per week free write	Key Text: The Hunger Games Including 1 session per week free write Poetry: The Highway Man	
GENRES	NARRATIVE – HORROR RECOUNTS – NEWSPAPER REPORTS	NARRATIVE – FANTASY PLAYSCRIPTS INSTRUCTIONS/PROCEDURAL	NARRATIVE- ADVENTURE EXPLANATIONS	NARRATIVE – TRADITIONAL TALES DISCUSSION AND PERSUASION	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY NON-CHRONOLOGICAL REPORTS	
Reading	Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> I can explain my view giving reasons from the text. I can use key words from the text when I am summarising the main ideas of paragraphs/sections. I can usually identify and name different genres of writing. I can take part in discussions about books and I can politely challenge the views of others. I can summarise the main ideas of paragraphs/sections succinctly. I can explain and discuss information I have found in a text. I can take part in discussions about books, and use differences of opinions to build my own views. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> I can usually self-evaluate my own understanding of stories, for instance, making comparisons with other texts. I can usually use key details from the text to support my views when I am predicting what I think will happen. I can usually discuss the language an author has used and its effect on the reader. I can discuss how the context can change the meaning of words. I can usually self-evaluate my own understanding of stories, for instance, making comparisons within the text. I can usually provide a reasoned explanation from the text when I am predicting what I think will happen. I can usually discuss figurative language an author has used and its effect on the reader. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage Comprehension <ul style="list-style-type: none"> I routinely use evidence from the text to support my views when I am inferring. I can talk about key themes found in different genres of writing. I can explain in detail my understanding of what I have read through presentations and debates, preparing for opposing views. I can usually infer when I'm reading a story, using evidence from the text to support my ideas. I can make comparisons between texts. I can explain and discuss my understanding of what I have read through debates. 	
Additional subjects + writing options	Science – Forces and Friction – Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Materials Non Chronological Report writing, Explanation text		Science –Humans Report writing, Explanation text, Information text	
	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving	Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?	Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today? DT Biscuit making linked to science changing materials Instructions	Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?	Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?	Discovery RE: SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?

<p>Links to subjects</p>	<p>History Local study Geography – mapping Germany Identify the capital of Germany on the map Identify East and West Germany on the map Use a blue crayon to draw these major bodies of water on the map: Danube, Rhine, Elbe and Weser rivers Do research to determine if Glockenheim, Germany is a real or fictional city. If it is real, label it on the map. Find an important geographic fact about Germany and write it on the map. Colour your map as desired Art Portraits linked to People in Action</p>	<p>History The Ancient Mayans Art + DT make magic wands Design a room in Hogwarts Design a robe Christmas decorations build cars using craft materials and then use the cars to explore the relationship between force, mass, and acceleration</p>	<p>Geography Study of a region in North or South America</p>	<p>Emersion History of the Ancient Greeks Geography Local study Art + DT Make images or models of the rainforest either as a whole class or individually</p>	<p>DT moving vehicles Instructions Geography + History the children will use a charity such as ActionAid or Oxfam to explore world food crisis. Tracking the history of the charities and the impact they have on world hunger. They will locate areas of the world who are experiencing food shortages due to climate, human impact, war. Discussion and persuasion</p>	<p>Art Henri Rousseau – Tiger in a Tropical Storm Explanation text</p>
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PAG

All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.

<p>Y5</p> <ul style="list-style-type: none">• I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.• I can use commas within a sentence to ensure meaning is clear. <p>Y6</p> <ul style="list-style-type: none">• I can use longer noun phrases.• I can use adverbials to build cohesions within a paragraph.	<p>Y5</p> <ul style="list-style-type: none">• I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.• I can use commas within a sentence to ensure meaning is clear. <p>Y6</p> <ul style="list-style-type: none">• I can use longer noun phrases.• I can use adverbials to build cohesions within a paragraph.	<p>Y5</p> <ul style="list-style-type: none">• I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.• I can use commas within a sentence to ensure meaning is clear.• I can use ellipsis in an appropriate way in my writing. <p>Y6</p> <ul style="list-style-type: none">• I can use a passive voice appropriately in my writing.• I can use adverbials to build cohesion in a paragraph.• I can use semi-colons, colons and dashes to mark independent clauses in a sentence.• I can use hyphens to avoid confusion.• I can use longer noun phrases.	<p>Y5</p> <ul style="list-style-type: none">• I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.• I can use commas within a sentence to ensure meaning is clear.• I can use ellipsis in an appropriate way in my writing. <p>Y6</p> <ul style="list-style-type: none">• I can use a passive voice appropriately in my writing.• I can use adverbials to build cohesion in a paragraph.• I can use semi-colons, colons and dashes to mark independent clauses in a sentence.• I can use hyphens to avoid confusion. <p>I can use longer noun phrases.</p>	<p>Y5</p> <ul style="list-style-type: none">• I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.• I can use modal verbs and adverbs to show a range of possibility.• I can use ellipsis in an appropriate way in my writing.• I can use a passive voice appropriately in my writing.• I can use adverbials to build cohesion in a paragraph.• I can use semi-colons, colons and dashes to mark independent clauses in a sentence.• I can use hyphens to avoid confusion.• I can use longer noun phrases.• I can use a colon to introduce a list and semi-colons within a list.• I can use past perfect verbs to show relationships between time and cause.• I can identify and use the subjunctive mood.	<p>Y5</p> <ul style="list-style-type: none">• FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING• I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>.• I can use modal verbs and adverbs to show a range of possibility.• I can use present perfect verbs to show relationships between time and cause.• I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.• I can use commas within a sentence to ensure meaning is clear.• I can use ellipsis in an appropriate way in my writing.• I can use modal verbs and adverbs to show a range of possibility.• I can use present perfect verbs to show relationships between time and cause. <p>Y6</p> <ul style="list-style-type: none">• FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING• I can use a passive voice appropriately in my writing.• I can use adverbials to build cohesion in a paragraph.• I can use semi-colons, colons and dashes to mark independent clauses in a sentence.• I can use hyphens to avoid confusion.• I can use longer noun phrases.• I can use a colon to introduce a list and semi-colons within a list.• I can use past perfect verbs to show relationships between time and cause.• I can identify and use the subjunctive mood.•
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<p>Spelling Read Write Inc</p>	<p>Y5</p> <ul style="list-style-type: none"> Unit 1 words with silent letter b Special focus words that contain the letter string ough Unit 2 words ending in-ible Unit 3 Words ending able Revision <p>Y6</p> <ul style="list-style-type: none"> Unit 1 suffixes Special focus words containing the letter string – ough Unit 2 suffixes Special focus Homophones and other words that are often confused Revision 	<p>Y5</p> <ul style="list-style-type: none"> Special focus orange words Unit 4 words with a silent letter t Special focus orange words Unit 5 words ending –ibly, - ably Revision <p>Y6</p> <ul style="list-style-type: none"> Unit 3 suffixes Special focus homophone and other words that are often confused Unit 4 suffixes Special focus orange words Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 6 words ending in –ent Special focus orange words Unit 7 words ending in –ence Special focus orange words Revision Y6 Unit 5 suffixes Special focus orange words Unit 6 The sh sound spelt ti or ci Special focus homophones and other words that are often confused Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 8 the ee sound spelt ei Special focus homophones and other words that are often confused Uit 9 words ending in –ant, - ance and – ancy Special focus orange words Revision <p>Y6</p> <ul style="list-style-type: none"> Unit 7 the sh sound spelt si ot –ssi Special focus orange words Unit 8 silent letters Special focus orange words Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 10 words ending shus spelt –cious Special focus orange words Unit 11 words ending in shus spelt –tious Special focus orange words Unit 12 words endingin shul spelt cial or –tial <p>Y6</p> <ul style="list-style-type: none"> Unit 9 the spelling ei and ie Special focus hyphens Unit 10 words ending –iblee and –able Special focus words common mistakes Unit plural nouns Plual nouns 	<p>Y 5</p> <ul style="list-style-type: none"> Revision Assessment <p>Y6</p> <ul style="list-style-type: none"> Revision assessment
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