

ENGLISH UKS2 – ROTATION 1	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: SHACKLETON'S JOURNEY By: William Grill Including 1 session per week free write	Key Text: - COSMIC By Frank Cottrell Boyce Including 1 session per week free write	Key Text THE NOWHERE EMPORIUM By: Ross Mackenzie Including 1 session per week free write	Key Text: WHY THE WHALES CAME BY: Michael Morpurgo Additional texts Letters from the Lighthouse	Key Text: LOST THINGS BY: Shaun Tan Poetry Personification Poems Including 1 session per week free write	
GENRES	RECOUNTS – BIOGRAPHIES NON-CHRONOLOGICAL REPORTS	NARRATIVE – SCIENCE FICTION RECOUNTS – NEWSPAPER REPORTS	NARRATIVE – FANTASY EXPLANATIONS	NARRATIVE – HISTORICAL DISCUSSION AND PERSUASION	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY	
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 Earth and Space Non Chronological Report writing, Explanation text		Science – Living things and their habitats Inc. classification, life processes, reproduction and adaptation Non Chronological Report writing, Explanation text		Science – Light Report writing, Explanation text, Information text	Science –Evolution Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?	Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?	Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?	Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings	Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?	Discovery RE : ISLAM Y6 Summer – Does belief in Akirah (life after death) help Muslims lead good lives?
Links to subjects	History WWII Art - extension - Painting relating to science Art +DT: design and create a shelter (igloo)	History WWII Design Make an Anderson shelter	Geography Physical environment -volcanoes and earthquakes Art Observational Drawing extension science drawing plants History	Geography Biomes Art + DT Draw the home based on evidence and label; what does it tell you about the character?	Design and Technology - Marionette Puppets PSHE There are links inks with current affairs – for example refugees; Syria. (RE/PSHE).	Art - fruit shaped clay pinch pots Geography These are a selection of short stories. Erik arrives and is a

	<p>show the children examples of the ways in which artists have responded to Antarctica. Compare this work with work by different artists.</p> <p>Geography: Describe the landscape, weather, people and vegetation of Antarctica.</p>		<p>Have your pupils' research one of the cities mentioned in the book:</p> <p>What century will they research? Has the city landscape changed over the years? What's the population? Are there any famous locations? What is the city culture?</p>	<p>See setting/ description/ picture ppt.</p> <p>History extension Research how war would have impacted on daily life, considering things such as why were people suspicious of people who were strangers or different</p>		<p>stranger in a strange land. The children could map areas around the world where there are vast numbers of refugees.</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.

Spelling

Read Write Inc

<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.
<p>Y5</p> <ul style="list-style-type: none"> Unit 1 words with silent letter b 	<p>Y5</p> <ul style="list-style-type: none"> Special focus orange words 	<p>Y5</p> <ul style="list-style-type: none"> Unit 6 words ending in –ent Special focus orange words 	<p>Y5</p> <ul style="list-style-type: none"> Unit 8 the ee sound spelt ei 	<p>Y5</p> <ul style="list-style-type: none"> Unit 10 words ending shus spelt –cious 	<p>Y 5</p> <ul style="list-style-type: none"> Revision Assessment

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Unit 7 words ending in –ence Special focus orange words Revision <p>Y6</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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>Y6</p> <ul style="list-style-type: none"> Revision assessment
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