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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** |
| **Autumn 1** | **Autumn 2**  |
| **Focus Text** | **Lost Happy Endings –** Duffy Image result for lost happy endings book**How to Live Forever –** ThompsonImage result for how to live forever book  | **Grimm Tales** – PullmanImage result for grimm tales pullman**Faery Tales** – Duffy Image result for faery tales duffy **Hansel and Gretal** – Gaiman Image result for hansel and gretal gaiman   | **Greek Myths – Williams** **Pandora’s box** **Theseus and the Minotaur** **Perseus and Medusa** **C:\Users\e.green\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BA904066.tmp****Percy Jackson and the Lightening Thief –** Riordan(extract about Medusa)**C:\Users\e.green\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4CD55A33.tmp** | Leo and the Gorgon's Curse, Brownstone's Mythical Collection by ...**Leon and the Gorgon’s Curse** – Stanton | **A Boy Called Christmas** – Haig Image result for a boy called christmas  |
| **Writing Outcomes** | -Alternative endings-setting/character descriptions -Retell from character’s POV -dialogue between characters -Persuasive writing (get Peter to read the book at the end of the story)  | -Alternative versions -Retelling from a different POV -Character descriptions | -character descriptions -recounts-non-chronological report about a Greek monster of their own creation.   | -Adventure/saga writing-Dialogue   | -Persuasive letter -Instructions  |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-Appropriate use of **paragraphing** for different text types-Use of **fronted adverbials** for **when** e.g. *As the clock struck twelve, the tadpoles plummeted from the sky.* Use a comma after the fronted adverbial-Use **inverted commas** to punctuate direct speech, developing characterisation using action, dialogue and description.-Appropriate pronounse.g. **third person** in narratives-Use **nouns for precision****-Standard English verb inflections** e*.g. We were instead of we was* | **Daily Spellings***Revision of previous learning +***-Link ideas across paragraphs** using fronted adverbials for when and where e.g. *Several hours later…, Back at home…***-Expanded use of conjunctions** appropriate to texts *eg causal*-Exploration of language choice to show **formality** and **tone** when producing fiction and non-fiction writing**-Specific noun, adjective, verb, adverb** & **preposition** appropriate to context *eg. technical language and precise amounts in instructional writing* |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** |
|  | **Spring 1** | **Spring 2** |
| **Focus Text** | **Who Let the God’s Out** – Evans**C:\Users\e.green\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D752B8DD.tmp** | **The Lost Thing** – Tan **A Visitor’s Guide to Ancient Greece** – UsborneC:\Users\e.green\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2DFFCC9C.tmp**So You Think You’ve Got It Bad? A Kid’s Life in Ancient Greece** – Strathie C:\Users\e.green\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7ADF183.tmp |  **Krindlekrax –** Ridley Image result for krindlekrax  | **Wisp A Story of Hope** – Fraillon Image result for wisp a story of hope**Refugees and Migrants** – Roberts Image result for refugees and migrants book |  |
| **Writing Outcomes** |  -Care guide for Cerberus -Information text about an immortal creature -Job application letter from an immortal to Plutus (formal letter)  |  -Tourist leaflet for ancient Greece-Postcard writing-Letters -Non-chronological reports  | -Explanation text-Writing with empathy -Alternative ending narrative | -Retell part of the story from the POV of the wisp-Prayer/poem of hope  |  |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-With support select the appropriate language and structures for the **audience** and **purpose.**-Learn manipulation of **multi-clause sentences**-Create sentences with **fronted adverbials for where** e.g. *In the distance, a lone animal caterwauled*. Use a comma after the fronted adverbial.-Link ideas across paragraphs using **fronted adverbials for where** *e.g. Back at the side street,…***-Capture voice** of character through language choice and appropriate punctuation | **Daily Spellings***Revision of previous learning +*-Develop **settings** using vocabulary to **create emphasis, atmosphere**, or **suspense**.-Explore, identify, **collect and use noun phrases** *e.g. the snake-haired creature with the eyes of death.*-Use **inverted commas and other punctuation** to indicate direct speech ant that gives clues about character’s feelings e.g. *Arthur announced worriedly*, *“You can’t expect me to climb that!”*-Explore and use the **formal elements** of journalistic writing |  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** |
|  | **Summer 1** | **Summer 2**  |
| **Focus Text** | **Horrible Histories Rotten Romans** **The Roman Soldiers’ Handbook –** Usborne Roman Soldier's Handbook (Usborne Handbooks) | **Boudicca** – Llewellyn Chariots and Champions: A Roman Play**Chariots and Champions – a play about Roman Britain** – Donaldson **Clip of Boudicca persuading her men to follow her**  | **Flotsam –** Wiesner Image result for flotsam book**What a Waste: Rubbish, Recycling and Protecting our Planet** – French Image result for what a waste book**The Tindims** – Gardner Image result for the tindims  |  |
| **Writing Outcomes** | -Diary of an ineffectual Roman soldier -Job advertisement for a Roman Soldier  | -Boasting poem -Persuasive speech in role as Boudicca  | -Newspaper article -Persuasive letter-Information leaflet-Writing a balanced argument |  |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-With growing awareness select the **appropriate language** and structures for the **audience** and **purpose**.-Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.-Create and use **complex sentences with adverb starters** in own writing. Use a comma to separate the clauses.-Use inverted commas and other punctuation to indicate direct speech. **Start a** **new paragraph when a new speaker says something**.-Identify, select and effectively use pronouns e.g. **second person** in persuasion (you, your, yours). | **Daily Spellings***Revision of previous learning +*-Use paragraphs in fiction and non-fiction confidently and appropriately.-Create **sentences with fronted adverbials** for **when and where** and begin to expand the multi-clause sentencee*.g. Moments later, holding his enemy high above his head, Hercules appeared on the hillside***-Improvise and compose dialogue**, demonstrating their understanding of **Standard English** and **non-Standard English** when appropriate-Identify, select and effectively use pronouns e.g. first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours). |  |