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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 –** Thompson  Image result for how to live forever book | | | | **Grimm Tales** – Pullman  Image 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 pronouns  e.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** – Usborne  C:\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 sentence  e*.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). | | | | | | |  | | |