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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** | **The Great Kapok Tree** – CherryA children's book inspired by murder: the 25th anniversary of 'The ... | **The Explorer -** RundellThe Explorer | **Arthur and the Golden Rope** – Stanton | **Explore Vikings**Vikings (Explore!)**100 facts Vikings** 100 Facts Vikings – Bitesized Facts & Awesome Images to Support KS2 Learning  |
| **Writing Outcomes** | -Persuasive formal letter-Setting description  | -Adventure story based on travelling through a dangerous placeDialogue to convey character and move the action on-Writing in role as Fred after the plane crash-Postcard writing from a faraway place |  -Creation of their own myth (setting description to create atmosphere, character description, dialogue and action)  |  -Non-chronological page about an artefact   |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-Link ideas **across paragraphs** using **adverbials for time**, **place** and **numbers** e.*g. later, nearby, secondly.*-Create complex sentences by adding a **relative clause using a relative pronoun**: who, which, where, whose, when, that-Create and punctuate complex sentences using **ed opening clauses** e.g. *Exhausted from the climb, she collapsed in a heap*.-Demarcate complex sentences using **commas in order to clarify meaning**.-Identify and **use brackets to indicate parenthesis**, e.g. in formal writing: *The polar bear (Ursus maritimus) inhabit arctic sea ice and continental coastlines*.-Show a growing understanding of **formality** and **register** in their language choices. | **Daily Spellings***Revision of previous learning +*-With growing confidence Link ideas **across paragraphs** using **adverbials for time**, **place** and **numbers**-Create and punctuate complex sentences using **ing opening clauses**, e.g*. Grinning with anticipation, Beowulf launched himself at the lurching creature.*-Show **characterisation** through the use of **description, action** and **dialogue** (which is accurately punctuated)-Explore, identify, collect and **use noun phrases** e.g. *Beowulf stared in horror at the destruction in the old hall shocked at the carnage and bloodied sight in front of him.* |
|  | **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** | The Iron Man: Amazon.co.uk: Hughes, Ted, Mould, Chris: BooksThe Iron Man: A Children's Story in Five Nights**The Iron Man** – HughesFilm – **The Iron Giant** **Iron Man Poem** – Williams  | **Leon and the Place Between** – McAlister and Baker Smith Leon and the Place Between |  **Cosmic** – Cottrell Boyce Cosmic | **Until I met Dudley** – McGough and Rosen**Film Clip – Snoozatron (to learn about explanations)****Picture of a rocket from ‘A Grand Day Out’**Curiosity: The Story of a Mars Rover: 1**Curiosity** – The Story of the Mars Rover – Motum |  |
| **Writing Outcomes** | -Description of the Iron Man toppling off the mountain-Writing in role as Hogarth’s father-Iron Man Poem –pupils produce own version |  -Narrative- Portal storySetting description of the circus tent/land on the other side-Dialogue between the magician and children | -Space adventure narrative including moon landing/setting description | -Explanation of how to fly a new spaceship/drive the Mars Rover |  |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-Select appropriate structure, vocabulary and grammar to describe atmospheric settings.-Create **complex sentences by dropping in a relative clause**. Use a range of relative pronouns: *who, which, where, whose, when, that.*-Independently, create and punctuate complex sentences using **ing opening clauses**-Identify and use **commas to indicate parenthesis**, e.g. *Pass through the door, which had been abandoned for years, and you will reach the field* of dreams.-Show a growing awareness of the **historic & social contex**t of their writing *eg Shackleton’s letters.* This will impact on the **level of formality** and the **register** of their sentence structures and language choices. | **Daily Spellings***Revision of previous learning +*-Identify the **audience** and **purpose.** Select the **appropriate language** and **structures**.-Demarcate complex sentences using commas, in order to clarify meaning, including those which have **relative clauses.**-Identify and use **dashes to indicate parenthesis**, e.g. in *less formal writing: The day was tiring – although we pillaged greatly – so I lay down wearily.*-Use **expanded noun phrases to convey information concisely**, *e.g. Leif Erikson was a respected sailor with a determined and adventurous soul.* |  |
|  | **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** | Malala's Magic Pencil**Malala’s Magic Pencil** – Yousafzai **Malala** – Little People Big Dreams Malala Yousafzai (57) (Little People, BIG DREAMS)**Children Who Changed the World** – Williams  | **The Children of the Benin Kingdom** – OrjiImage result for children of the benin kingdom ks2 TES | The Journey: Amazon.co.uk: Sanna, Francesca: Books**The Journey** – Sanna  | **The Boy at the Back of the Class –** RaufImage result for the boy at the back of the class |  |
| **Writing Outcomes** |  -Biography of Malala | -First person narrative in role as Ada -Writing in role as Madu – first impressions of Edo city and the Ogiso   |  -Writing in role to recount the journey  | -Diary of Ahmed’s first day -Persuasive formal letter about letting refugees to come into school/Manchester |  |
| **Focus GAPS** | **Daily Spellings***Revision of previous learning +*-Assess the effectiveness of own and others’ writing in relation to **audience** and **purpose**, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning with a growing awareness of formality and register.-With growing confidence use devices to **build cohesion between paragraphs.****-Revise the different sentence structures,** *e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers.* Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures-Create and punctuate complex sentences using **ed and ing opening clauses** in fiction and non-fiction writing,-Using relative pronouns (*who, which, where, whose, when, that)* to create complex sentences **by using relative clauses, both at the end of sentences and embedded within**, *e.g. The saddened child watched her father, who was waiting for the train. The father, who was waiting for the train, looked down at his daughter sadly.* | **Daily Spellings***Revision of previous learning +*-With growing independence, chose appropriate structure, sentence structure and language to respond to the context, purpose and audience of the text.-Create complex sentences where the **relative pronoun is omitted** e*.g. The soothsayer standing at the summit of the pyramid, pondered the moments ahead.***-Blend action, dialogue** and **description within** and **across paragraphs.**-Explore the importance of **synonyms** and **antonyms** through reading and writing. |  |