

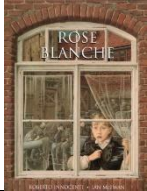

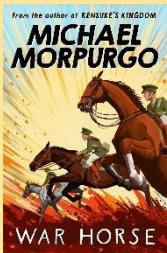


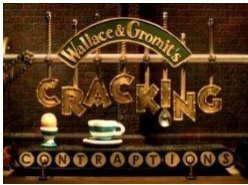




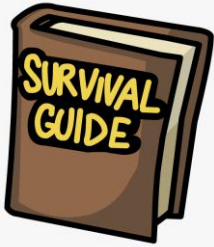
CYCLE A 2020-21

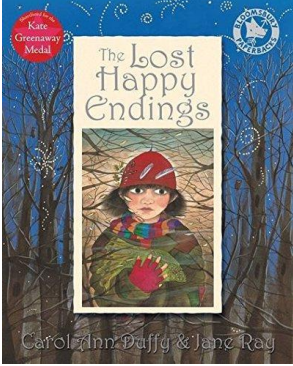
	Text type and Genre	Key texts (Pillar Two)	Hook for the unit (Pillar Three)	Writing outcome /purpose for writing (Pillar One and Four)	Grammatical Conventions (Pillar Five)
Autumn 1 (7 weeks) Protecting the Environment	Classic Narrative Poetry	Here We Are by Oliver Jeffers 	Online session with poet Neal Zetter-perform poems and share strategies for writing	Create own Here We Are poems and publish on school website	<ul style="list-style-type: none"> • Noun phrases
	Fiction: Suspense	Alma – short film 	Listen to the start of Alma film without seeing it, discuss thoughts, emotions and predictions	Stories to entertain and pupils to read them to each other for a horror story afternoon	<ul style="list-style-type: none"> • Prepositional phrases • Direct speech • Multi-clause sentences
Autumn 2 (7 weeks) War and its Impact	Non-Fiction: Recount	Rose Blanche by Ian McEwan 	Range of diary entries to explore and highlight features. Infer feelings and explain.	To write diary entry in character of their own choosing and finished pieces to go on display.	<ul style="list-style-type: none"> • First person • Past tense • Fronted adverbials • Modal verbs
	Fiction: Historical Fiction	Germans in the Woods – short film 	Immerse pupils in war life: examine it, depict it, study it, discuss it, perform it with different sources	Flashbacks To write a flashback as soldier in the war. Published pieces to form a book	<ul style="list-style-type: none"> • identifying phrases and clauses, • subordinate clauses to add detail • determiners, • parenthesis



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	Poetry: Cinquain	<i>In Flanders Field</i> by John McRae and <i>Where the Poppies Now Grow</i> by Hilary Robinson and Martin Impey. 	To read the poem and watch the retelling of the story and to draw the images that come into their minds and discuss.	To create their own war cinquain. Finished versions to be sent to Westwood/Grove for SWAN feedback.	<ul style="list-style-type: none"> ● uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
Spring 1 <i>Journeys</i> 	Non-Fiction: Explanation	<i>Wallace and Gromit's Cracking Contraptions</i> 	Watching an example of one of the Cracking Contraptions e.g. Autochef https://youtu.be/2igRcGxlshA	To create their own explanation for one of the cracking contraptions and to illustrate for display.	<ul style="list-style-type: none"> ● Modal verbs ● Noun phrases ● Use of the semi-colon, colon and dash to mark the boundary between independent clauses, ● Parenthesis
	Fiction: Historical Narrative 	<i>The Matchbox Diary</i> 	Read <i>The Journey</i> by Francesca Senna and immerse them in the picture book-discussing whether they were right to leave/how their life has changed	Link with History unit and write a flashback piece about some of their significant memories from that journey (Titanic, Kindertransport, Windrush, Roanoke, Australia convicts)	<ul style="list-style-type: none"> ● Ensure the consistent and correct use of tense throughout a piece of writing ● Use commas to clarify meaning or avoid ambiguity in writing ● Use brackets, dashes or commas to indicate parenthesis ● Use the perfect form of verbs to mark relationships of time and cause ● To accurately punctuate

<p>Spring 2</p> <p><i>Alpine Region Study</i></p>	<p>Non-Fiction: Persuasion</p>		<p>Y5: Mrs Aldous sends video about the Y5 missing break times to catch up on extra work to inspire them to persuade Mrs Aldous why they should be allowed them.</p>	<p>Y5: Persuasive formal letter to Mrs Aldous. Y6: Report to persuade others to try their hobbies Y5/6: Alps tourist leaflet linked to Geography</p>	<ul style="list-style-type: none"> ● Use brackets, dashes or commas to indicate parenthesis ● Ensure the consistent and correct use of tense throughout a piece of writing
	<p>Poetry: Japanese, Haiku, Tanka, Renga</p>	 <p>The Great Realisation by Tomas Roberts</p>	<p>Watch The Great Realisation about 2020- discuss the ideas of hope and positivity that are discussed in the poem to inspire their Japanese poems</p>	<p>To produce a collaborative Renga poem to be added to a glass bottle and sent out to sea to spread joy and positivity to others when it washed up on the shore.</p>	<ul style="list-style-type: none"> ● Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
<p>Summer 1</p> <p><i>Our World in the Future</i></p>	<p>Fiction: Fantasy (1 week)</p>	<p>Flotsam by David Wiesner</p> 	<p>A set of 6 trays with items of Flotsam that were washed up. Pupils to investigate trays and use inference skills to work out their identities.</p>	<p>To use a range of descriptive vocabulary effectively to describe the world under the sea</p>	<ul style="list-style-type: none"> ● Use of adverbs and prepositional phrases to describe (how, where, when, how often)
	<p>Non-Fiction Discussion (3 weeks)</p>		<p>Virtual visits from RSPCA, CEFAS, local fishing merchant and representative from the Oil and Gas industry to answer the question, 'Are our oceans really dying?'</p>	<p>Purpose: Inform/raise awareness of issue Outcome: Collaborative pupil video on Youtube/Facebook to raise awareness</p>	<ul style="list-style-type: none"> ● Use brackets, dashes or commas to indicate parenthesis ● Formal and informal language ● Use of subordinating conjunctions

					<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
	Fiction: Science Fiction (3 weeks)		To immerse pupils in Science Fiction through videos and short stories	To create a Science Fiction story as part of a competition for Disney who are looking to make a new Sci-fi film for 10-13 year olds	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Summer 2 <i>Ancient Greeks</i>	Non-Fiction: Non-Chronological reports		Share some examples of secondary school leaflets and extend by looking at pre-school leaflets and comparing the different audiences/language and styles.	To create a survival guide/leaflet to inform Year 4 pupils about life in UKS2.	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use semi colons, colons or dashes to mark boundaries between independent clauses

	<p>Fiction: Fantasy</p>	 <p>The Lost Happy Endings Carol Ann Duffy & Jane Ray</p>	<p>Take a walk in the school woods to listen to the sounds and feel of the environment. Explain that the little girl in the story lives in the woods.</p>	<p>To write a re-telling of the ending to entertain our peers.</p>	<ul style="list-style-type: none">● Relative clauses● Ensure the consistent and correct use of tense throughout a piece of writing● Use commas to clarify meaning or avoid ambiguity in writing
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