

Year 5 and 6 CYCLE 2 2022 - 2023	Clues from the Past	What on Earth?	You and Whose Army	Animal Magic	There's No Place like Home	Home and Away / Water of Life
Learning Challenge Curriculum	Were the Anglo-Saxons really smashing and successful?	Which mountain would you choose to climb?	Were the Vikings vicious and always victorious?	Are humans more important than animals?	How did the Industrial Revolution shape the Burnley we see today?	Lake District holidays
Curriculum driver (main subject)	History	Geography	History	Wider Curriculum	History	Geography
Science	Electricity	Evolution and inheritance	Living things and their habitats	Light	Animals including humans	Science Week
Genre	Historical fiction	Non-Fiction Recount	Suspense narrative	Non-Fiction texts Narrative based on real events	Narrative Novel with a theme – Science link	
English Core Text	Saxon Boy Beowulf (Michael Morpurgo)	No Summit out of sight	The Last Viking Viking Boy Baldur's Bones	An Elephant Story Dancing Bear Chained	Oliver Twist (Usborne version) Street Child Pig Heart Boy	Poetry Swallows and Amazons – film vs book (INTO film resources) Shakespeare The Tempest / Twelfth Night Hamlet / Macbeth
Text Type and Outcome	Scaffolded 1 Poetry: Kennings Short Write Narrative: Formal letter advice to the king explaining the threat from Grendel.	Scaffolded 1 Non-Fiction: Persuasive letter to headteacher – climb Pendle Hill / Watch the World Cup	Scaffolded 1 Narrative: Diary entry – the attack of the rats in role as Finn, Meg or Bill	Scaffolded 1 Non-Fiction: Persuasion – letter to government to promote a World Wide ban the use of animals in circuses – model 1 reason	Scaffolded 1 Persuasive letter to doctor	Scaffolded 1
	Independent 1 Narrative: Formal letter advice to the king on how to protect his kingdom from Grendel.	Independent 1 Non-Fiction: Persuasive letter to authorities for Jordan to climb 7 summits	Independent 1 Narrative: Diary entry – the attack of the rats from rat's perspective or as a different main character for children WTS	Independent 1 Non-Fiction: Persuasion – letter to government to promote a World Wide ban the use of animals in circuses with 3 different reasons	Independent 1 Persuasive letter to other patient	Independent 1

Grammar	Subjunctive form Explore, collect and use vocabulary typical of formal and informal speech and writing Explore, collect and use subjunctive forms for formal speech and writing	Explore, collect and use vocabulary typical of formal and informal speech and writing Explore, collect and use subjunctive forms for formal speech and writing	Explore how hyphens can be used to avoid ambiguity	Use devices to build cohesion between paragraphs in discursive texts Explore, collect and use vocabulary typical of formal writing Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.		
Text Type and Outcome	Scaffolded 2 Narrative: Dialogue between Beowulf and his men.	Scaffolded 2 Non-Fiction: Non-Chronological Report – Elephant	Scaffolded 2 Narrative: version of Baldur’s back story	Scaffolded 2 Non-Fiction: balanced argument for and against keeping animals as pets	Scaffolded 2 Instructions – Diving and swimming	Scaffolded 2
	Independent 2 Narrative: Dialogue between Hrothgar and Beowulf	Independent 2 Non-Fiction: Non-Chronological Report – Big 5 Ngorongaro Conservation Area	Independent 2 Narrative: their own version of Baldur’s back story	Independent 2 Non-Fiction: balanced argument for and against keeping animals in zoos	Independent 2 Instructions – Daredevil Dive	Independent 2
Grammar	Identify the subject and object of a sentence. Explore and investigate active and passive	Identify and use colons to introduce a list. Identify and use semi-colons within lists.	Deviate narrative using a flashback Manipulate sentences to create particular effects.	Use devices to build cohesion between paragraphs in discursive texts Explore, collect and use vocabulary typical of formal writing		

			Use devices to build cohesion between paragraphs in narrative Identify the subject and object of a sentence. Explore and investigate active and passive	Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.		
Text Type and Outcome	Scaffolded 3 Narrative: write their own descriptive scene of Grendel entering Mead Hall	Scaffolded 3 Non-Fiction: Aron Ralston Story	Scaffolded 3 Non-Fiction: Instructions – how to make a Viking Longship	Scaffolded 3 Narrative: Shirley and Jenny story recount	Scaffolded 3 Newspaper report on the transplant – Cam	Scaffolded 3
	Independent 3 Narrative: write their own descriptive fight scene in Mead Hall.	Independent 3 Non-Fiction: Aron Ralston Story Newspaper Report / Journalistic writing	Independent 3 Non-Fiction: Instructions – how to get a Viking to Valhalla	Independent 3 Narrative: Shirley and Jenny story recount – POV Sol (keeper) or either elephant	Independent 3 Newspaper report on the transplant – Real life	Independent 3
Grammar	Use figurative language to describe action alteration noun + noun phrases similes and metaphors verbs	Chronological order Third person Rhetorical questions Direct and indirect speech and punctuation	Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.	Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative		
Text Type and Outcome	Scaffolded 4 Narrative: Children write a recount from the perspective of Hrothgar.	Scaffolded 4 Non-Fiction: Biography Edmund Hillary / Tenzig Norgay	Scaffolded 4	Scaffolded 4 Non-Fiction: Newspaper Report – Anne the Elephant arrives at Longleat	Scaffolded 4 Informal letters / messages between	Scaffolded 4

	Independent 4 Narrative: Children write a recount from the perspective of Beowulf	Independent 4 Biography – Charles Darwin (science)	Independent 4	Independent 4 Non-Fiction: Newspaper Report – Cecil the Lion (topic link)	Independent 4 Cam and Marlon – test of friendship	Independent 4
Grammar	Noun phrases to describe a setting Adverbials to show feelings					
Text Type and Outcome	Scaffolded 5 Narrative: Retell – character and setting description					
	Independent 5 Narrative: Retell – battle scene description					
Grammar	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Indicating degrees of possibility using adverbs] Linking ideas across paragraphs using adverbials of time					

	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of expanded noun phrases to convey complicated information concisely Devices to build cohesion within a paragraph					
Other writing opportunities	Children will describe the party and the feasting referring to the activities mentioned in the invitation Children write an obituary for Beowulf.	Dialogue between Jordan & Dad (Sc) Jordan & Mum (In)	Novel Study – lots of short written responses to reading based on the development of the characters.			
Cross Curricular Writing	Diary of the invader they have chosen for their profile page. They should recount what it was like to cross the sea to Britain and to land on the coast. Write a NC report including 3 topic paragraphs about the Anglo-Saxons. Balanced argument on the crime and punishment system.	Explanation of 5 different types of mountain Vegetation zones – explanation What is a glacier? Fact file on Denali	Non-fiction – What made the Vikings successful? Non-chronological report – Viking Warriors Biography / Factfile – Alfred the Great Poem – Dane-Geld Rudyard Kipling			
Linked Text to be read for pleasure or for cross curricular links						

Enrichment						
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