

St Marys English Curriculum – Upper Juniors (Years 5 and 6) Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beautiful Text	Street child Berlie Doherty	Street child Berlie Doherty	Short stories by Paul Jennings - uncanny	The pebble in my pocket: A history of the Earth	The extraordinary History of Chocolate – Hans Erickson Holes – Louis Sacher	Macbeth - Shakespeare abridged
Genre Punctuation and Grammar	<p>Grammar Revision (1 week)</p> <p>Character development & viewpoint</p> <p>Diary (setting description)</p> <p>Grammar: Figurative language Complex sentences Clauses (variety) Extracts from Victorian novels (Great Expectations, Dickens) for character and setting Advance character through setting</p> <p>Formal letter& informal email: Persuasive text</p> <p>Grammar: Informal writing Contractions apostrophes</p> <p>Newspaper Reports</p> <p>Shaftesbury’s exposure of working conditions Grammar: Active/Passive Dialogue Reported and direct speech</p> <p>Black History Month</p> <p>Biography (e.g. Marcus Rashford/Rpsa Parks/Martin Luther King) Grammar:</p>	<p>Balanced argument – globalisation</p> <p>Rotary writing</p> <p>Advent poetry (Cross curricular RE)</p>	<p>Story Writing – Short Stories – Paul Jennings (Uncanny, unreal, unbelievable)</p> <p>Stories from other cultures: Chinese myths and legends (Tales from China – Cyril Long) (Talk for writing techniques)</p> <ul style="list-style-type: none"> - Romulus and Remus - Pandora’s box - African creation story - Chinese 	<p>SATS revision</p> <p>Poetry - Invictus by William Henry.</p> <p>I I am the master of my fate, I am the captain of my soul.</p> <p>Speaking and Listening.</p> <p>– Sports Broadcast for the Invictus Games</p> <p>Modern Poetry – Carol Ann Duffy</p> <p>Explanation writing – volcano and earthquakes</p>	<p>Instructional texts</p> <p>How chocolate is made - (Workshop)</p> <p>Narrative writing - Holes</p>	<p>Playscript & drama (Norden farm or visit)</p> <p>Faith and culture writing - Hinduism – Story of Diwali - Short story</p>

	Formal language Active & passive Relative clauses Subjunctive mood Tenses					
Reading and Comprehension	Comprehension					
<p>maintain positive attitudes to reading and understanding:</p> <ul style="list-style-type: none"> • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read:</p> <ul style="list-style-type: none"> • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. 						

St Marys English Curriculum – Upper Juniors (Years 5 and 6) Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beautiful Texts	Private Peaceful (Michael Morpurgo)	No one is too small to make a difference (Greta Thunberg)	Non-fiction (Battle of Britain)	Lost Lives Survivors stories (David Long)	Skellig (Robert Swindells)	Poems from around the world – Rudyard Kipling Survivors by David Long
Genre Punctuation and Grammar	<p>Setting Similes, metaphors, personification Expanded noun phrases</p> <p>Persuasion (leaflet & poster) Viewpoint Relative pronouns</p> <p>Playscript & drama Colons</p> <p>Diary writing Time adverbials Speech in inverted commas Brackets & dashes for parenthesis Relative clauses</p> <p>First World War poetry (Cross curricular history) Pobble 365</p>	<p>War Poetry (1 week)</p> <p>Formal letter writing (Cross curricular geography)</p> <p>Discursive text – balanced argument Debate</p> <p>Book review,</p>	<p>Narrative writing -Structure– Flashbacks -Setting and character descriptions Short Film: The Piano – WW2</p> <p>Factfile/Newspaper/ Report (History) Pobble 365</p>	<p>Narrative</p> <p>Explanation text (Easter Vigil)</p> <p>Poetry week – cross curricular geography</p> <p>Diary, Discussion, Instructions, Information text Pobble 365 SATS revision</p>	<p>character analysis, descriptive setting writing, diary entry, poetry writing, internal monologue, balanced argument, discussion text Non-chronological report, informal note writing, Newspaper Explanation Fact files Information text Recount</p> <p>Short story - suspense - Dracula - Creating atmosphere Integrating dialogue to convey character and advance action direct speech, figurative language, prepositions, expanded noun phrases, writing in the first person, adverbs, adjectives,</p>	<p>Reading Poetry (including poems from other cultures) Poetry IF – Rudyard Kipling If you can meet with Triumph and Disaster And treat those two impostors just the same.</p> <p>Non-chronological report (geography) Pobble 365</p> <p>Faith and culture writing</p> <p>Playscripts - Romeo & Juliet</p>

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