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| Core Texts | <p>Space Pirates and Other Stories - Tony Bradman</p> <p>Alien Invasion</p> <p>Hidden Figures: The True Story of Four Black Women and the Space Race - Margot Shetterly & Laura Freeman</p> | <p>Moon Landing newspaper reports – fact and opinion</p> <p>Diary entries – including Tim Peake</p> <p><i>Observatory trip</i></p> | <p>Greek Myths - Marcia Williams</p> <p>Pandora’s Box</p> <p>Medusa and Perseus</p> <p>Hercules</p> <p>Dadalus and Icarus</p> <p>Arion and the Dolphin</p> <p>Orchard Book of Greek Myths – Geraldine McCaughrean</p> <p><i>Greek Actor visitor</i></p> | <p>House sale details – from current estate agents</p> <p>Non-fiction texts about aspects of Greek life and culture</p> <p>So You Think You've Got It Bad? A Kid's Life in Ancient Greece – Chae Strathie</p> <p>Visitor's Guide to Ancient Greece - Lesley Sims</p> <p><i>Ancient Greek Day</i></p> | <p>Traditional Stories from the Amazon - Saviour Pirotta</p> <p>The Grek Kapok Tree - Lynee Cherry</p> <p><i>Reptylers visit</i></p> | <p>Indigenous People non fiction</p> <p>Rainforest Warrior – Anita Ganeri</p> <p>Rainforest non fiction</p> <p>Up in the Canopy - James Aldred</p> <p>Video extracts</p> <p><i>Forest School</i></p> |
| Core writing outcomes | <p>Fiction Sci Fi story</p> <ul style="list-style-type: none"> <i>In narratives, describing settings, characters and atmosphere and integrate dialogue</i> | <p>Non-fiction Biography of a chosen astronaut</p> <ul style="list-style-type: none"> <i>Selecting the appropriate form and using other</i> | <p>Fiction Prediction writing of the ending of Medusa and Perseus</p> <ul style="list-style-type: none"> <i>Predicting what might happen from</i> | <p>Non-fiction Persuasive writing – the language of estate agents</p> <ul style="list-style-type: none"> <i>Recognising, identifying and discussing themes</i> | <p>Non-fiction Creative Writing Rainforest immersion, revisiting GPS so far</p> | <p>Fiction A Day in the Life of an indigenous child based on own research</p> |



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| | <p><i>to convey character and advance action</i></p> | <p><i>similar writing as models for their own</i></p> <p>Non-Fiction Newspaper report of the moon landing</p> <ul style="list-style-type: none"> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes</i> • <i>Distinguish between statements of fact and opinion</i> <p>Non-fiction Formal letter writing – a letter of application to become an astronaut (introducing persuasive devices)</p> <ul style="list-style-type: none"> • <i>Applying and using effectively formal or informal language structures for different genres</i> • <i>Selecting appropriate grammar and vocabulary which shows understanding of how such choices</i> | <p><i>details stated and implied</i></p> <p>Fiction Greek myth</p> <ul style="list-style-type: none"> • <i>Drawing on wider reading and performances to inform development of setting and character in narratives</i> • <i>Recognising, identifying and discussing themes in a wider range of writing</i> | <p><i>in a wider range of writing</i></p> <p>Fiction playscript based on a Greek Myth</p> <ul style="list-style-type: none"> • <i>Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms</i> • <i>Using a wide range of devices to build cohesion within and across paragraphs</i> • <i>Retrieving, recording and presenting information from a range of texts including nonfiction and applying these skills in a range of contexts</i> • <i>Beginning to understand and explain how writers use organisational and presentational devices to create their own voice and</i> | <p>Non-fiction information poster based on independent animal research</p> <ul style="list-style-type: none"> • <i>Using organisational and presentational devices to structure texts and guide the reader</i> • <i>Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries</i> <p>Non-fiction Non chronological report based on Reptylers visit</p> <p>Informal letter writing based on The Explorer</p> <ul style="list-style-type: none"> • <i>Applying and using effectively formal or informal language</i> | <ul style="list-style-type: none"> • <i>Consistent use of tense throughout a piece of writing</i> <p>Fiction Creative writing Rewrite The Greek Kapok Tree</p> <ul style="list-style-type: none"> • <i>Selecting the appropriate form and using other similar writing as models for their own</i> |
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| | | <p><i>can change and enhance meaning</i></p> <p>Non-fiction Recount of school visit to the planetarium</p> | | <p><i>influence the reader</i></p> <ul style="list-style-type: none"> • <i>Identifying and evaluating how language, structure and presentation contribute to meaning</i> | <p><i>structures for different genre</i></p> <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations etc.</i> | |
| <p>The craft of writing Editing Other writing activities</p> <p><i>In the research, planning drafting and editing, children will refine their ability to reflect on and make changes to enhance the effectiveness of their writing.</i></p> | <p>Fiction Writing conversations between sci fi characters</p> <ul style="list-style-type: none"> • <i>Distinguishing between the language of speech and writing and choosing the appropriate register</i> <p>Fiction Informal writing – focusing on informal and diary writing inspired by pictures</p> | <p>Non-fiction Tim Peake biography</p> <ul style="list-style-type: none"> • <i>Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries</i> <p>Photographs of Guy Fawkes –</p> <ul style="list-style-type: none"> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes</i> | <p>Fiction Rewriting Pandora's box Greek myth</p> <ul style="list-style-type: none"> • <i>Selecting the appropriate form and using other similar writing as models for their own</i> <p>Fiction Writing from the perspective of King Midas & Theseus and Minotaur</p> | <p>Fiction Write a playscript from a given scenario</p> | | <p>Fiction Understanding and making predictions – writing inspired by traditional stories of the Amazon</p> |





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| <p>Oracy (Speaking, Listening and Drama)</p> | | <p>Choral reading of war poetry – performing poems</p> | <p>Read and present a chosen myth <ul style="list-style-type: none"> • <i>Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</i> </p> | <p>Prepare a debate – books are better than gaming <ul style="list-style-type: none"> • <i>Using relevant textual reference and/or quotation to support views</i> <p>Playscripts – group work performance</p> </p> | | <p>Deforestation – research, prepare and carry out a debate <ul style="list-style-type: none"> • <i>Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary</i> </p> |
| <p>Poetry (analyse, create, perform)</p> | <p>A Rocketful of Space Poems – John Foster & Korky Paul</p> <p>Free verse - writing space poetry <ul style="list-style-type: none"> • <i>Creating and performing poetry</i> • <i>Discuss a wide range of poetry</i> <ul style="list-style-type: none"> • <i>Prepare poems to read aloud, showing understanding through tone,</i> </p> | <p>Remembrance Day poems – including Wilfred Owen <ul style="list-style-type: none"> • <i>Creating and performing poetry</i> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes</i> <ul style="list-style-type: none"> • <i>Learn a range of poetry by heart</i> • <i>In their selections of vocabulary and grammar, demonstrating an</i> </p> | | <p>Cinquain poem – Ancient Greece <ul style="list-style-type: none"> • <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <ul style="list-style-type: none"> • <i>Select the appropriate form and use other similar writing as</i> </p> | <p>Jungle Song - Miriam Moss</p> <p>Narrative poem - Rainforest <ul style="list-style-type: none"> • <i>Performing their own compositions using appropriate intonation, volume and movement so that meaning is clear</i> • <i>In selections of vocabulary and grammar, demonstrate an understanding of</i> </p> | |



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| | <i>intonation and volume so meaning is clear to the audience</i> | <i>understanding of how these choices can change and enhance meaning for the audience</i> | | <i>models for their own</i> | <i>how these choices can change and enhance meaning for the audience</i> | |
| Reading spine | <p>Space Race – Journey to the Moon and Beyond – Sarah Crudass</p> <p>Space Maps: Your Tour of the Universe - Lara Albanese</p> <p>Grand Tour of the Solar System- Dr Maggie Aderin-Pocock</p> | <p>Autobiographies and biographies (various astronauts) Variety of space and universe non fiction</p> <p>The Moon - Dr. Sanlyn Buxner</p> <p>The Book of the Moon - Dr. Sanlyn Buxner, Dr. Pamela Gay & Dr. Georgiana Kramer</p> <p>Space Explorers: 25 extraordinary stories of space exploration and adventure - Libby Jackson</p> | Who Let the Gods Out? – Maz Evans | | The Explorer - Katherine Rundell (guided reading) | |
| Grammar and punctuation | <p>Revision of: -</p> <ul style="list-style-type: none"> • Nouns, verbs, adverbs, adjectives, determiners, prepositions, expanded noun phrases. • Paragraphs/punctuation so far • Speech – inverted commas | <p>Revision of: -</p> <ul style="list-style-type: none"> • Paragraphs and punctuation revised ongoing • Relative clauses, embedded clauses • Speech punctuation • Synonyms, antonyms | <p>Revision of: -</p> <ul style="list-style-type: none"> • Paragraphs and punctuation revised ongoing • Expanded noun phrases, prepositions • Using a thesaurus, powerful verbs • Coordinating conjunctions | | | |



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| | <ul style="list-style-type: none"> • Tenses • Cohesion – time adverbials • Modal verbs • Hyperbole • Fact and opinion • Similes and metaphors • Etymology • Prefixes dis- mis- over- re- • Chronological order • Bullet points • Dictionary skills | <ul style="list-style-type: none"> • Modal verbs • Question marks, exclamation marks • Parenthesis () - - ,, • Etymology and prefixes • Suffixes -ible -able • Collective nouns • Colons and semicolons | <ul style="list-style-type: none"> • Word classes. Nouns, verbs, adjectives, adverbs, conjunctions, determiners, prepositions • Subordinating conjunctions • Inverted commas • Editing for improvement • Parenthesis () - - ,, • Semi colons • Subject, object, active and passive voice (Y6) | | | |
| <p>Spelling</p>  | <ul style="list-style-type: none"> • -ough words • Silent letters • able/ible • homophones | <ul style="list-style-type: none"> • Plurals -s -es -ies • apostrophe for contractions and possession • Using hyphens • Proofreading and checking spelling • Dictionaries to create word webs | <ul style="list-style-type: none"> • Rare GPCs • ably/ibly • homophones | <ul style="list-style-type: none"> • proofreading spellings • building words from root words • ei and ie words | <ul style="list-style-type: none"> • Strategies for learning words • Using etymological and morphological strategies for spelling • Proofreading words on statutory list • Homophones | <ul style="list-style-type: none"> • Proofreading • Using the dictionary • Problem suffixes • Homophones |
| <p>Handwriting</p>  | <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task • Using an un joined style – for example – for labelling a diagram/ writing email address • Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft | | | | | |