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| Topic | Quality Text/ stimulus | Unit and Length | Short burst writing throughout the English unit | | | End of Unit outcome | Cross Curricular Writing (In English)  Expectation that one lesson per term in topic/science/RE have a writing focus. | | |
| Revolution!- The Victorians and the Industrial Revolution | Street Child by Berlie Doherty | Narrative- 3 weeks | Diary entry first person | Setting description | Narrative – dialogue | Lost chapter narrative about a Street Child |  | Science- Biography on inventor of the light bulb | Topic- non-chronological report about Victorian inventions |
| Non-fiction  3 weeks  Biography | Recount of trip to Victorian school | Alma  Relative clauses  Apostrophes for contraction | Diary entry as Brunel | Biography of Brunel |
| A Christmas Carol | Narrative- 3 weeks | Character description of Scrooge  Synonyms  Semi colons | Setting description- contrasting Xmas present to xmas past  Adverbials of time and place  Prepositions |  | Playscript based on book  Argument based on working conditions | RE- Bible story | Instructions for how to make light up xmas card | Comparison of rich and poor children |
| Non-Fiction  3 weeks | Dialogue about working conditions  Passive voice  Modal verbs | Newspaper report  Conjunctions  Hyphens/ dashes  Change of formality |  |

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| Term | Topic | Quality Text/ stimulus | Unit and Length | Short burst writing throughout the English unit | | | End of Unit outcome | Cross Curricular Writing (In Big Write Book)  Expectation that one lesson per term in topic/science/RE have a writing focus. | | |
| 3 | Frozen Kingdom | The Titanic |  |  |  |  | Information report – the class system on the Titanic |  |  |  |
|  |  |  |  | Newspaper reports – the sinking of the Titanic |
| 4 | Shackleton’s Journey – William Girll | Narrative – 4 weeks |  |  |  | Narrative – 3rd person story of part of Shackleton’s journey | Science- Explanation on heart |  |  |

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| Term | Topic | Quality Text/ stimulus | Unit and Length | Short burst writing throughout the English unit | | | | | End of Unit outcome | Cross Curricular Writing (In Big Write Book)  Expectation that one lesson per term in topic/science/RE have a writing focus. | | |
| 5 | Darwin’s Delights |  | Explanation text – The Circulatory System  Non-Fiction  2 weeks | Information paragraph – The Heat  EGPS focus – Prepositions | Information paragraph – The Lungs  EGPS focus – Passive voice | |  | | Explanation text – The Circulatory System | Topic – Darwin’s voyage  Letters |  |  |
| Darwin’s Voyage  Non-fiction  2 weeks | Write a brief autobiographical piece about your life. Milestones, etc.  EGPS focus – Adverbials and Prepositions | Choose a memorable moment from your life to write about.  EGPS focus – Modal verbs | | Research –  Darwin’s life. Flowchart  EGPS focus –Bullet points/colons | | Biography of Charles Darwin |
| SATS week  w/c 14.5.18 |  | | | | | No writing outcome this week |
| Darwin’s voyage  Fiction  1 week | Animal description of a Galapagos Island  EGPS – Simile/metaphor | | Setting description – Galapagos Island scene  EGPS – Noun phrases | |  | Diary entry – Darwin’s arrival at Galapagos Islands |  |  |  |
| 6 |  | w.c 4.6.18 | CAMP | | | | | |  |  |  |
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