





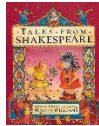



Year 5/6 English Long Term Overview (with other key drivers for Learning Quest) CYCLE A

to inform

to entertain

to discuss/persuade

to explain

Autumn 1 What did we learn from the ancient civilisations?	Autumn 2 Are we at the centre of the universe?	Spring 1 How close does the civil war get to Chawton?	Spring 2 How can we not lose words?	Summer 1 Does the punishment fit?	Summer 2 Do you have the skills? The Great Chawton Bake Off
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>What did we learn from the ancient civilisations?</p> <p>history: Earliest civilisations Overview of ALL (Egypt, Sumer, Indus Valley, Shang China) and in depth study of The Aztecs</p> <p>geography: human and physical , locational and place, geographical skills</p> <p>Text Driver: <i>Beetle Boy</i> by MG Leonard</p> <p>LOVE (Core value) ENVIRONMENT (Big idea)</p>  <p>parallel texts: The Last Wild, Bug Wars</p> <p style="color: green;">to inform</p> <p>Apprentice Writes: Explore other non-fiction books which describe animals/ insects. Imitate based on these. Create fact files/ Top Trump cards about these insects/animals</p>	<p>Are we the centre of the universe?</p> <p>science: Earth and Space Text Driver: <i>Destination: Space</i> by Dr Christoph Englert / Tom Clohosi Cole</p> <p>LOVE (Core values) COURAGE (Core values) ENVIRONMENT (Big idea)</p>  <p>parallel texts: George's Secret Key to the Universe, The Story of Astronomy and Space, other fiction and non-fiction books about space.</p> <p style="color: green;">to inform style: orange;">to explain</p> <p>Apprentice Writes: Create diary writes of adventurers who have explored Space.</p>	<p>How close does the civil war get to Chawton?</p> <p>history: Local History Study <i>Changing Power of Monarchy</i></p> <p>geography: locational and place, human and physical, geographical skills and fieldwork</p> <p>Text Driver: <i>The Arrival</i> by Shaun Tan</p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>parallel texts: other books by Shaun Tan, the Island by Armen Greder, A Story Like the Wind</p>	<p>How can we not lose words?</p> <p>science: Living Things and their habitats (Y5)</p> <p>Text Driver A: <i>The Lost Words</i> by Robert Macfarlane and Jackie Morris</p> <p>LOVE (Core value) ENVIRONMENT (Big idea) DIVERSITY (Big idea)</p>  <p>parallel texts: other poetry about the natural world</p> <p style="color: red;">to entertain</p> <p>Apprentice Writes: creating an imitative line using video stimulus about animal, explore figurative language and create pictures as memory prompts</p>	<p>Does the punishment fit?</p> <p>history: Local History Study: Crime and Punishment Change and continuity.</p> <p>Text Driver: <i>Romeo and Juliet</i> by William Shakespeare</p> <p>LOVE (Core value) COURAGE (Core value) CONFLICT (Big idea) DIVERSITY (Big idea)</p>   <p>alongside The RSC Shakespeare Toolkit for Primary Teachers</p> <p>parallel texts: other Shakespeare stories and explore different versions</p> <p>A range of 'drop-in' writes to ensure a wide range of coverage for SATS writing evidence</p>	<p>Do you have the skills? The Great Chawton Bake Off!</p> <p>science: Properties and Changes of materials</p> <p>Text Driver: <i>Bake me a Story</i> by Nadiya Hussain and <i>Master Chef Junior Bakes</i> COURAGE (Core value)</p>   <p style="color: orange;">DIVERSITY</p> <p>(Big idea) style: orange;">to explain style: green;">to entertain style: green;">to inform</p> <p>Apprentice Writes: write instructions for younger members of the school to follow when making recipes. Explain the science of changing</p>

<p>OUTCOME: Create a non-fiction text rooted in the story - 'Darkus Cuttle's Beetle Guide'.</p>	<p>Write a statement from the prime minister /President on a new finding in Space</p> <p>OUTCOME: Create a similar page for an imagined planet or galaxy, using language features of explanation and report seen in the text.</p>	<p>to inform to entertain/describe</p> <p>Apprentice Writes: First person narrative Diary entry News report Character back story</p> <p>OUTCOME: Write a letter back home from the traveller</p>	<p>OUTCOME: write an acrostic poem in the same style</p>	<p>to explain to discuss to entertain to inform</p> <p>Apprentice Writes: Create a setting description, use dialogue to advance the action, News reports at key moments in the play, with reflection on events and consideration of what the future may hold.</p> <p>OUTCOME: Create a narrative retelling of a key scene.</p>	<p>properties of materials when baking.</p> <p>OUTCOME: write a narrative to go alongside a favourite recipe for a younger member of our school</p>
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>		<p>Learning Journey 2</p>
<p>to entertain</p> <p>Apprentice Writes: Diary of Lucretia Cutter at key points in text (could be group write). Online news report of Darkus' father's disappearance.</p> <p>OUTCOME: Chapter one of the sequel.</p>	<p>to discuss</p> <p>Apprentice Writes: explanations/ instructions about space exploration: these could be for new explorers to create a Travel brochure about life in space</p> <p>OUTCOME: Discussion about whether people should travel to space.</p>	<p>to inform</p> <p>Apprentice Writes: Persuasive letter A step-by-step guide</p> <p>OUTCOME: A guide to the new land</p>	<p>to explain to inform</p> <p>Apprentice Writes: Pupils to write a short paragraph about their chosen natural object.</p> <p>OUTCOME: write a leaflet about one of the Lost Words</p>	<p>OUTCOME: Create, write and present a news report (Video creation – use of green screen etc.) inspired by the deaths of Romeo and Juliet</p>	