


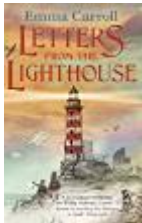




Year 5/6 English Long Term Overview (with other key drivers for Learning Quest) CYCLE B






to inform

to entertain

to discuss/persuade

to explain

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">What would you like to invent?</p> <p>history: British Study that extends beyond 1066 <i>Changing Power of Monarchy: Victorians</i></p> <p>Science: Electricity</p> <p>Text Driver: <i>Cogheart</i> by Peter Bunzl</p> <p>LOVE (Core value) COURAGE (Core value) FELLOWSHIP (Core value) CONFLICT (Big idea)</p>  <p>parallel texts: The Lone Robot (Literacy Shed film), Wallace and Gromit: The Wrong Trousers,</p> <p>to entertain and to persuade: write a pitch to sell an invention to John Hartman</p>	<p style="text-align: center;">What was it like to be an evacuee?</p> <p>history: British Study that extends beyond 1066 <i>Changing Power of Monarchy: World War(I)and II and The Battle of Britain</i> (Local history – Chawton House used as a home for evacuees)</p> <p>Text Driver <i>Letters from the Lighthouse Keeper</i> (class reader): Emma Carroll</p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>parallel texts: Rose Blanche, Carrie’s War, Where the Poppies now Grow, The Lion and the Unicorn, When Hitler Stole Pink Rabbit,</p>	<p style="text-align: center;">How can we be guardians of our world?</p> <p>science: Living things and their habitats</p> <p>Text Driver A: <i>Guardians of the Planet: How to be an eco-hero</i></p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>parallel texts: The story of a plastic spoon, David Attenbrough film clips etc.</p> <p style="color: green;">to inform and to persuade</p> <p>Write a double page spread on being a ‘Guardian of the Planet’.</p> <p>APPRENTICE WRITES:</p>	<p style="text-align: center;">What does the Rainforest do for us?</p> <p>science: evolution and Inheritance</p> <p>geography: human and physical locational, place, and geographical skills (rivers)</p> <p>Text Driver: <i>The Explorer</i> by Katherine Rundell (as class reader from Spring 1)</p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>parallel texts: Jemmy Button, A River, Journey, Swallows and Amazons, The Floodland, River Story</p>	<p style="text-align: center;">Who lives in a house like this?</p> <p>geography: human and physical locational, place, and geographical skills comparing People and Places – recap on knowledge of local area and compare to The Amazon and the Alps</p> <p>Text Driver: <i>Survivors</i> by David Long</p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>parallel texts: The Lost book of Adventure, Shackleton’s Journey, The Hidden Forest by Jeannie Baker The Promise by Nicola Davies, What a Wonderful World</p>	<p style="text-align: center;">What do I need to keep Healthy?</p> <p>science: Animals including humans</p> <p>Text Driver: Treasure https://vimeo.com/80030516</p> <p>LOVE (core value) COURAGE (core value) FELLOWSHIP (Core value) ENVIRONMENT (Big idea)</p>  <p>to entertain Write the old lady’s backstory - how did she get to be here? Children bring in an everyday object that is precious to them.</p> <p>to explain: Write the object’s biography.</p>

<p>APPRENTICE WRITES: Description of Malkin, letter writing between Lily and Papa, Police report on the death of Lily's mother.</p>	<p>to entertain: Write a tense account of the children accessing the lighthouse, using p. 100 as a WAGOLL.</p> <p>APPRENTICE WRITES: Write a short newspaper article for the end of chapter 1 – when the bomb goes off, write postcards that show what Olive would really like to say to her mum, Learn about Morse code and write their own codes</p>	<p>Write a letter to the rest of the school encouraging them to be a 'guardian of the planet'.</p>	<p>to entertain: Write the Explorer's back story: is he happy to have crashed?</p> <p>APPRENTICE WRITES: Pause at "He stared, stunned, ahead of him." Write what the children have found using knowledge of the rainforest: setting description, what is it like for the children to wake up in the Amazon? Write an interior monologue appealing to all of the senses. Following the mention on p. 36 of Fred's boarding school report, write the full report, or reports for the other children imitating the register.</p>	<p>to entertain and to inform and to explain: Create your own tale of survival, perhaps using the geography of a place studied - The Amazon, Himalayas, Antarctica etc. Use the bare facts of a survival tale to expand into an account for the book. Diary entries, video diaries, emails home etc. could be written.</p> <p>APPRENTICE WRITES: Setting descriptions of inhospitable places</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>Learning Journey 2</p>
 <p>to discuss: Write a balanced argument as to whether mechs should have the same rights as humans.</p> <p>APPRENTICE WRITES: Write descriptions in the style of the author, create a fact file about the different type of airships.</p>	 <p>to discuss/persuade: Should children have been evacuated?</p> <p>APPRENTICE WRITES: Practise writing PEE paragraphs that give evidence for a point, these can be shared at a 'town meeting'</p>	 <p>Text Driver B: The Wonder Garden by Jenny Broom LOVE (Core value) ENVIRONMENT (Big idea) DIVERSITY (Big Idea)</p> <p>parallel texts: other books by Jenny Broom</p> <p>to entertain and to inform: Children could imagine that they are explorers who have been sent to a 'Lost World'. They will need to produce a similar spread for this new</p>	 <p>to explain: Write a survival guide from the viewpoint of a character - the children have returned and want others to learn from their experience. Think, for example, about the fruit that the children find that they can and can't eat.</p> <p>APPRENTICE WRITES: Write a recipe to make 'grub pancakes' drawing on the text, write fact files or non-</p>	 <p>to entertain: Create a narrative retelling of a key scene. For example, the rich setting offered by the witches in Act I.</p> <p>APPRENTICE WRITES: Create a character description of Lady Macbeth, one of Shakespeare's most memorable female characters. Children could write a letter or diary in character.</p>	<p><i>Local Geography study: What is happening in Chawton and the local area?</i></p> <p>CORE Values: Love, Courage and Fellowship</p> <p>BIG Ideas: Diversity, conflict and environment</p>

		<p>habitat using the features in the text.</p> <p>APPRENTICE WRITES: Take an animal and imitate the author's style for an area, write an introduction for the lost world's habitat.</p>	<p>chronological reports about the animals that the children encounter: these can all be pulled together to make the survival guide.</p>	<p>Write a scene in modern English.</p> <p>To inform: Write 'A Guide for Kings and Queens' for a young prince or princess - what lessons can be learned from the play?</p> <p>APPRENTICE WRITES News reports at key moments in the play, with reflection on events and consideration of what the future may hold.</p>	
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