

Grammar Terminology	Word	Sentence	Text	Punctuation	Spelling
<ul style="list-style-type: none"> <li>) subject,</li> <li>) object,</li> <li>) active,</li> <li>) passive</li> <li>) synonym,</li> <li>) antonym</li> <li>) ellipsis,</li> <li>) hyphen,</li> <li>) colon,</li> <li>) semi-colon,</li> <li>) bullet points</li> <li>) perfect form</li> </ul>	<ul style="list-style-type: none"> <li>) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>) How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<ul style="list-style-type: none"> <li>) Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they to come</u> in some very formal writing and speech]</li> <li>) Using expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li> <li>) Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	<ul style="list-style-type: none"> <li>) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>) Use of the colon to introduce a list and use of semi-colons within lists</li> <li>) Punctuation of bullet points to list information</li> <li>) How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>) Using brackets, dashes or commas to indicate parenthesis</li> </ul>	

OPPORTUNITIES FOR WRITING (Including cross-curricular):	GEOGRAPHY		
<p><b>Composition:</b> Pupils should be taught to: Plan, draft, edit and review their writing.</p>	<p><b>As Geographers, we will:</b></p> <ul style="list-style-type: none"> <li>) Study the continent of North America</li> <li>• Compare and contrast North America with the United Kingdom</li> <li>) We will find out about some of the countries, capitals, cities, landmarks and wildlife.                             <ul style="list-style-type: none"> <li>) We will start by looking at maps of North America so we can see where it is and name some of its countries.</li> </ul> </li> </ul> <p>We will then focus our studies on the United States of America (USA), looking at:</p> <p><b>Physical features:</b></p> <ul style="list-style-type: none"> <li>• Some of the amazing landscapes, wildlife and plant life of the National Parks</li> <li>• The vast mountain ranges of the Rockies, Appalachians and Sierra-Nevada</li> <li>• Some active volcanoes, such as Mount St. Helens, which has erupted many times, including a major eruption in 1980</li> <li>• The San Andreas fault – the USA’s earthquake zone</li> <li>• The Great Lakes that border the USA and Canada, and Niagara Falls</li> <li>• We will discover some of the incredible weather features such as the violent tornadoes in ‘Tornado Alley’, the summer wild fires of California and the dramatic drops in temperature that some states experience during winter</li> <li>• Some of the great rivers, such as the Colorado and the Mississippi</li> <li>) We will compare and contrast some of these features with those in the United Kingdom</li> </ul> <p><b>Human features:</b></p> <ul style="list-style-type: none"> <li>• The states and cities, focusing on the skyscrapers and monuments of New York, the home of Hollywood – Los Angeles, the home of the Golden Gate Bridge – San Francisco, the Windy City – Chicago, and the home of government – Washington DC</li> <li>• The Hoover dam in Arizona</li> <li>• Land use and economic activity in some of the areas we study</li> <li>) We will study some of the diverse cultures across the USA, including a study of some Native American people.</li> <li>) We will find out about some of the national festivals, such as Thanksgiving and the 4<sup>th</sup> of July. We will explore the origins of the national flag: the Stars and Stripes. We will also look at some past historical figures such as John F. Kennedy and Martin Luther King.</li> </ul>		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul> </td> <td style="width: 33%;"> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul> </td> <td style="width: 33%;"> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul> </td> </tr> </table> <p><b>Tom Sawyer writing opportunities:</b></p> <p><b>Write stories of adventure :</b> Write an alternative adventure that Tom Sawyer could go on with Huck. OR</p> <p><b>Write stories set in places pupils have been :</b> write their own adventure story located in a Tom Sawyer’s ‘world’. (see Pie Corbett story plans)</p> <p><b>Write in a journalistic style :</b> Write a newspaper report about the missing boys <b>Diary</b> of when they play pirates.</p> <p><b>Character description</b> of Tom and Huck</p> <p>Write a <b>persuasive letter</b> to abolish slavery/ask Tom to change his ways</p> <p>Write a <b>balanced argument/discussion</b> about Slavery/boarding up the caves.</p> <p><b>Poem</b> about the paths on the island</p> <p><b>Cross curricular :</b></p> <p>write a <b>non-chronological report</b> about Tornado Alley/ Native Americans /wildlife.</p> <p>Write a <b>recount</b> about the St Helen volcano eruption.</p> <p><b>Comparative studies</b> on Native America and modern America or between America and UK</p> <p><b>Adventure story</b> set on the Colorado river/Mississippi River.</p> <p>Write Native American <b>poetry</b>/chants/<b>speeches</b> on slavery</p> <p>Write an <b>explanation</b> about what happens on 4<sup>th</sup> July / how steam boats work</p>		<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul>
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Music	Art	PSHE	ICT	SCIENCE	MATHS
<ul style="list-style-type: none"> <li>) Native American / 1800s</li> <li>) Southern blues</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and paint images of the landscapes and cities we study;</li> <li>• Create Dream Catchers, inspired by our studies of Native American Chippewa;</li> <li>•Take inspiration from some of America’s great artists</li> <li>) 19<sup>th</sup> Century fashion show</li> </ul>	<ul style="list-style-type: none"> <li>) Slavery – speeches etc</li> <li>) Social class divide/injustice</li> <li>) Morals</li> <li>) Bush craft/survival</li> </ul>	<p>As per ICT curriculum</p>	<ul style="list-style-type: none"> <li>) Stalagmites and stalactites and how they are formed.</li> <li>) How steam boats/paddle boats work</li> </ul>	<ul style="list-style-type: none"> <li>) Distances – Longitude and latitude</li> <li>) Time zones</li> <li>) Dates and calendars of festivals</li> </ul>

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