

# Curriculum Content

## Unit I Disasters

### Nuclear Disasters (Fiction Skills)

### The Beaufort scale (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Compare different story openers and look at factual information presented in a table.
- ❖ **vocabulary**- Explore synonyms of nice. Identify and Use idioms.
- ❖ **Spellings**- Investigate words beginning with *exc* and practice spelling words ending with vowels including their plurals.
- ❖ **Grammar**- Auxiliary verbs to indicate tense of a sentence. Identify double negatives.
- ❖ **Sentence Construction**- Complete sentences and past tense.
- ❖ **Writing Composition**-Stories in 1<sup>st</sup> person, factual report, letters to a friend.

## Unit 2 Journeys

### The Old Forest (Fiction Skills)

### The Titanic (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Investigate characters through their interrelationships and compare first- hand and second- hand description of text.
- ❖ **Vocabulary**- Explore origin of root words, review prefixes and suffixes.
- ❖ **Spellings**-Revise range of prefixes and use dictionary to find others.
- ❖ **Grammar**- Investigate effect on meaning of changing word order.
- ❖ **Sentence Construction**- Identify the subject of a verb and use of active and passive verb.
- ❖ **Writing Composition**-Write a story, including dialogues that describe a character. Styles of Stimulus passages.

## Unit 3 Space

### Cetaurus1 (Fiction Skills)

### Walking on the Moon (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Understand dramatic convention including scripting and identify features of dramatic text including chronological sequence including connectives.
- ❖ **Vocabulary**- Explore use of synonyms and rank synonyms from least to more.
- ❖ **Spellings**-Revise rules for making plural nouns and verbs.
- ❖ **Grammar**- Distinguish between direct and reported speech.
- ❖ **Sentence Construction**- Practice use of imperative forms of verbs in instruction and command.
- ❖ **Writing Composition**-Writing instructional text for characters given and writing scene from plat scripts. Giving stage direction.

## Unit 4 London

### Visiting London (Fiction Skills)

### Getting Around in London (Non-Fiction Skill)

- ❖ **Reading Comprehension**-Analyze and compare styles of different poets. Read and evaluate an instructional text.
- ❖ **Vocabulary**- Revise use of Adverbs. See how to use Adverbs in dialogue.
- ❖ **Spellings**-Learn spelling rules for adding suffixes to word ending with *e* and plurals of nouns and verbs ending with *f* and *fe*.
- ❖ **Grammar**- Practice making noun and verb agree in a sentence.
- ❖ **Sentence Construction**- Practice use of imperative forms of verb and past tense.
- ❖ **Writing Composition**-Write a poem in two verses that contrast positive and negative.

## Unit 5 Flight

### The Flight of Icarus (Fiction Skills)

### Bird Wings (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Identify features of Myth, Legends and Fables. Compare Practice, skimming, scanning and close reading.
- ❖ **Vocabulary**- Revise use of prefix to create antonym.
- ❖ **Spellings**-Revise use of homophones, see/sea, sun/son. Limericks using hard and soft c sound.
- ❖ **Grammar**- Identify and distinguish between direct and indirect speech. Distinguish between common and abstract noun.
- ❖ **Sentence Construction**- Practice linking sentences using conjunctions. Revise punctuation of direct speech.
- ❖ **Writing Composition**-Explore story character's thoughts and feelings. Research and short report on an animal chosen.

## Unit 6 World Religions

### A Buddhist Tale (Fiction Skills)

### Religions in the UK (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Identify features of moral tales Extract information from a non-chronological report.
- ❖ **Vocabulary**- Explore origin of common eponyms, figurative language.
- ❖ **Spellings**-Revise range of prefixes and use dictionary to find others.
- ❖ **Grammar**- Explore ea and oo letter patterns. Explore the four possible sounds of the ou letter pattern.
- ❖ **Sentence Construction**- Learn editorial strategies to avoid repetition of ideas in sentences.
- ❖ **Writing Composition**-Write a report using notes, quotes and bibliography. Styles of Stimulus passages.

## Unit 7 Night

### The Highway Man (Fiction Skills)

### The Night Sky (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Identify features of narrative poem. Extract information from a non-chronological report.
- ❖ **Vocabulary**- Explore origin of common eponyms, figurative language. Identify metaphor and distinguish from similes.
- ❖ **Spellings**- Practice use of spelling rules for adding suffixes. i.e. whether word ends in a vowel.
- ❖ **Grammar**- Identify agreement between noun and verb in a sentence.
- ❖ **Sentence Construction**- Revise use of pronouns including possessive pronoun.
- ❖ **Writing Composition**-Write a report using notes, quotes and bibliography and styles of Stimulus passages.

## Unit 8 Australia

### The Man from Snowy River Man (Fiction Skills)

### The Great Barrier Reef (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Identify which paragraphs in passage.
- ❖ **Vocabulary**- Explore origin of common eponyms, figurative language. Identify metaphor and distinguish from similes.
- ❖ **Spellings**- Learn spelling conventions for adding suffix-ful to a word to make it into an adjective.
- ❖ **Grammar**- Practice and use relative pronouns, eg who, whom, whose, which, that.
- ❖ **Sentence Construction**- Identify differences between punctuation of standard and non-standard English.
- ❖ **Writing Composition**-Make notes on stimulus passage. Write explanations based on diagram given. Explain a process, using text and labeled diagram.

## Unit 9 The Caribbean

### Jamaica (Fiction Skills)

### Anansi (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Understand third person point of view from which the tale is told. Distinguish between facts and opinion.
- ❖ **Vocabulary**- Practice using a thesaurus to find synonym.
- ❖ **Spellings**- Explore spelling rules for adding suffixes- eg-ness,-ment,-ly.
- ❖ **Grammar**- Practice and revise use of preposition.
- ❖ **Sentence Construction**- Identify differences between punctuation of standard and non-standard English. Punctuate more complex sentences.
- ❖ **Writing Composition**- Rewriting parts of the stimulus passage. Write explanations based on diagram given.

## Unit 10 Our Planet

### How the Earth began? (Fiction Skills)

### Rainforest in danger (Non-Fiction Skills)

- ❖ **Reading Comprehension**-Compare Earth creation stories from two cultures. Make notes on stimulus passage as basis of class debate.
- ❖ **Vocabulary**- Practice using a thesaurus to find synonym.
- ❖ **Spellings**- Explore advance functions of dictionaries. Identify shorter words within longer words.
- ❖ **Grammar**- Rewrite sentences to use younger audience. Write formal and informal letter on the given topic.
- ❖ **Sentence Construction**- Identify main and subordinate clause. Identify clauses, verbs and auxiliary verbs.
- ❖ **Writing Composition**- Rewriting parts of the stimulus passage, compare stimulus passages according to criteria given.

## Unit 11 The Strange Stories

### The Giant of Grabbist (Fiction Skills)

### The Lochness Monster (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Understand how dialect can be used to tell traditional tale. Identify a point of view from which a tale is told.
- ❖ **Vocabulary-** Explore regional accents and dialect words.
- ❖ **Spellings-** Explore and revise superlative and comparative form of adjectives and adverbs.
- ❖ **Grammar-** Practice and revise parts of speech.
- ❖ **Sentence Construction-** Revise and practice use of conjunctions including pairs.
- ❖ **Writing Composition-** Identify styles in writing stimulus passage. Write explanations based on diagram given.

## Unit 12 The Mythical Creatures

### Poems about Strange Beasts (Fiction Skills)

### Advertising (Non-Fiction Skills)

- ❖ **Reading Comprehension-** Discuss personal response to words phrases and pictures and analyze features of performance poems.
- ❖ **Vocabulary-** Use dictionaries or thesaurus to define words use in stimulus poems and explore use of acronyms.
- ❖ **Spellings-** Learn how to change adjective endings. Revise comparatives and superlatives.
- ❖ **Sentence Construction-** Convert non- standard sentences into Standard English.
- ❖ **Writing Composition-** Identify styles in writing stimulus poems. Write explanations based on diagram given.

