

The Good Shepherd  
Catholic Primary  
School



Year 5

Autumn Curriculum  
Newsletter

**OUR LADY  
IMMACULATE**  
CATHOLIC ACADEMIES TRUST

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mr. Maye and Mr. Ali

*Father, creator of all,  
you 'ordered the earth' to bring forth  
life and crowned its goodness by  
creating family life.  
Teach us the beauty of human  
love, show us the value of  
family life  
and help us to live in  
peace with everyone.  
Amen*

### CUSP Curriculum

We follow the Unity Schools Partnership CUSP curriculum model written by Alex Bedford. The comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>Creation and Covenant</b>	<p><b>Hear</b> -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's bibles should be used to share this scripture. The scripture for this branch is predominantly based on Exodus - The Burning Bush (Ex 3:1-15) The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)• Jesus' summary of the law (Matt 22:36-40)</p> <p><b>Believe</b> – This section details the Catholic belief and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children.</p> <p><b>Live</b>- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives.</p> <p><b>Celebrate</b> – This section explores ways in which Catholics respond to the scripture and teaching through their prayer and liturgy. It also offers an invitation for the children to express their own wonder and awe and learn to pray, praise and celebrate their faith -</p>
	<b>Prophecy and promise</b>	

ENGLISH CUSP CURRICULUM – SEE BELOW

• MATHS

**Block 1**

	1	2	3	4	5	6	7	8	9	10	11	12																																								
Y5	Place value (U1)		Addition and subtraction (U1)		Multiplication and division (U1)		Time	Fractions (U1)		Multiplication /division (U2)	Geometry																																									
	[1] Reading/writing numbers to 400,000 in numerals	[2] Reading/writing numbers to 400,000 in words	[3] Counting in tens and hundreds	[4] Counting in tens, hundreds and thousands	[5] Identifying and representing numbers	[6] Comparing and ordering numbers	[7] Rounding to nearest 10 and 100	[8] Rounding to nearest 10, 100, 1,000 and 10,000	[1] Facts for 1 with decimal numbers to 1 dp and associated problem solving	[2] Facts for 1 and 10 with decimal numbers to 1 dp and associated problem solving	[3] Complements for 1,000 and related facts	[4] Mental calculation Making next/previous ten; near doubles	[5] Calculation strategies Left to right addition; number line; partitioning the minuend	[6] Estimation	[7] Add numbers with more than 4-digits (with exchanging)	[8] Subtract numbers with more than 4-digits (with exchanging)	[9] Addition reasoning	[10] Subtraction reasoning	[1] 9 × table (revision)	[2] Reasoning about multiplication	[3] Factors	[4] Understanding division and recalling division facts	[5] Division problems	[6] Multiplication arithmagons	[7] Common factors and common multiples	[8] Prime numbers	[8] Square numbers	[1] Solving problems	[2] Converting between units of time	[3] Reading timetables	[4] Solving problems	[1] Counting in thirds and ninths	[2] Find non-unit fractions of quantities	[3] Equivalent fractions	[4] Comparing and ordering fractions [a]	[5] Comparing and ordering fractions [b]	[6] Improper fractions and mixed numbers [a]	[7] Improper fractions and mixed numbers [b]	[8] Recognising hundredths and linking to tenths and other fractions	[1] Revision of unit 1: reasoning, factors and multiples	[2] Multiplying by 10 and 100	[3] Multiplying and dividing by 10, 100 and 1,000	[4] Multiplying 4-digit numbers	[1] Angles	[2] Angles	[3] Angles	[4] Angles	[5] Quadrilaterals	[6] Angles in quadrilaterals	[7] Drawing shapes	[8] Coordinates	[9] Coordinates - translation and reflection

Quizzes for lessons at home

[www.Mathsquiz.org](http://www.Mathsquiz.org) login details username- [tgs@mathsquiz.org](mailto:tgs@mathsquiz.org) password- 13579

SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	<b>Vector Drawing</b>	Children will be learning about Vector Drawing using Google Drawings online. In this unit, learners start to create vector drawings.
		They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.
	<b>Systems and Searching</b>	Children will learn about Systems and Searching. Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
MUSIC	<b>NMPAT singing</b>	A teacher from the Northamptonshire Music and Performing Arts Trust will teach the children a range of music knowledge and skills during Autumn term 1.
		CUSP CURRICULUM – SEE BELOW
PE	<b>Unit 1 Personal Skills</b>	<ul style="list-style-type: none"> <li>• I can cope well and react positively when things become difficult.</li> <li>• I can persevere with a task and improve my performance through practice.</li> </ul> <b>Fundamental Movement Skills:</b> <ul style="list-style-type: none"> <li>• Coordination - Ball Skills</li> <li>• Agility - Reaction / Response</li> </ul>
	<b>Unit 2 Social Skills</b>	<ul style="list-style-type: none"> <li>• I help organise roles and responsibilities and can guide a small group through a task.</li> <li>• I cooperate well with others and give helpful feedback.</li> </ul> <b>Fundamental Movement Skills:</b> <ul style="list-style-type: none"> <li>• Dynamic Balance - On a Line.</li> <li>• Counter Balance - With a Partner.</li> </ul>
ART AND DESIGN		CUSP CURRICULUM – SEE BELOW
DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
		CUSP CURRICULUM – SEE BELOW
PSHE	<b>Get Heartsmart</b>	<ul style="list-style-type: none"> <li>• I can suggest some ways that I can care for my heart.</li> <li>• I can suggest some ways that I can care for other people's hearts.</li> <li>• I can describe some qualities of a good leader.</li> <li>• I can describe some qualities of the heart reputation I would like to have.</li> <li>• I can suggest some ways to know what I should and shouldn't watch.</li> <li>• I can explain how another person has supported or encouraged me and how that made me feel.</li> <li>• I can write a thank you letter and express gratitude to someone.</li> <li>• I can suggest some ways to help myself sleep well.</li> <li>• I can list some benefits of sleeping well.</li> </ul> I can explain some ways that I can protect my own and other's hearts.
	<b>Don't Forget to Let Love in!</b>	<ul style="list-style-type: none"> <li>• I am starting to describe myself in a positive way consistently.</li> <li>• I understand that I have value and purpose.</li> <li>• I am aware of how the words I listen to about myself can make me feel.</li> </ul>

Homework		<ul style="list-style-type: none"> <li>• I can suggest opposing truths to those lies.</li> <li>• I can describe how listening to and believing lies makes me feel.</li> <li>• I can describe how listening to and believing truth makes me feel.</li> <li>• I am beginning to understand and demonstrate different ways I can respond to pressured scenarios.</li> <li>• I can recall a significant event and person in my life.</li> </ul> <p>I can recall a way I have 'Let Love in' this week.</p>
	<b>English</b>	<ul style="list-style-type: none"> <li>• Pupils are expected to read every day and record this on <b>Boomreader</b>. Login details for this have been provided. Please ask if you have any questions.</li> <li>• Each week, pupils are to do a test for spelling, punctuation and grammar on <b>www.spag.com</b> using their log-in. If you would like to support your child with areas they find challenging in this, we recommend BBC Bitesize online.</li> <li>• Each Friday, a spelling homework sheet will be sent home which will link to the spelling they have learnt in school that week. Pupils are to complete and return it by the following Thursday.</li> </ul>
	<b>Maths</b>	Each week, pupils will be given homework. Additional support and websites will also be used. Eg WWN and Mathsquiz.org

## French

### Overview of the block

Year 5 Block A Local places	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
<b>Week 1</b>	Introducing aller Revisiting school locations Introducing local locations	Revisiting alternative phonic code in French	Pronunciation focus			Revisiting locational knowledge about France
<b>Week 2</b>	Introducing new locations		Saying simple sentences aloud fluently	Reading and interpreting simple phrases using known vocabulary		Introducing the Euro
<b>Week 3</b>	Revisiting aller Revisiting locations Introducing directions: left, right, straight on, first, next			Reading and matching phrases to their meaning Reading simple sentences with known vocabulary		Learning about one significant French city and simple French maps
<b>Week 4</b>	Revisiting aller and locations Introducing new locations Introducing the question: where are you going? Introducing you go				Writing aller in the first and second person	Learning about two significant French landmarks and simple French maps
<b>Week 5</b>	Revisiting aller and locations Introducing compass points Introducing s'il vous plait		Giving simple directions	Reading and interpreting simple directions		
<b>Grammatical constructs introduced</b>	er verbs – conjugation including vous form					

# Overview of the sequence

The teaching sequence is based on two French lessons lasting a minimum of 15 minutes each per week.

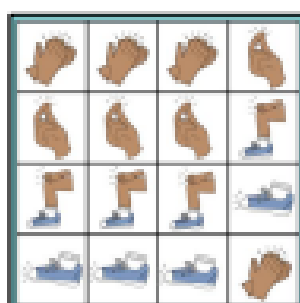
5-week cycle	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓	✓		
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5	✓	✓	✓	
Week 6	Flexible content for revisiting and enrichment			



## Year 5 Music: Untuned percussion – Block A

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond	Introduce the 6/8 time signature	Experiment with sound	Structure a soundscape	Perform a musical story



Body percussion

At the end of this block, pupils will ...

**Know:**

The terms simple time, compound time and motif

How to notate a simple rhythmic motif

**Be able to:**

Clap back and perform rhythms in compound time, e.g. 6/8

Select sounds to create a desired effect

CUSPA Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard*	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard*	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied

## Year 5 Music: Introducing structure – Block B

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Identify structure	Sing in harmony	Add an accompaniment	Sing a canon	Rehearse, record and evaluate



Paloma Faith  
English singer and actress

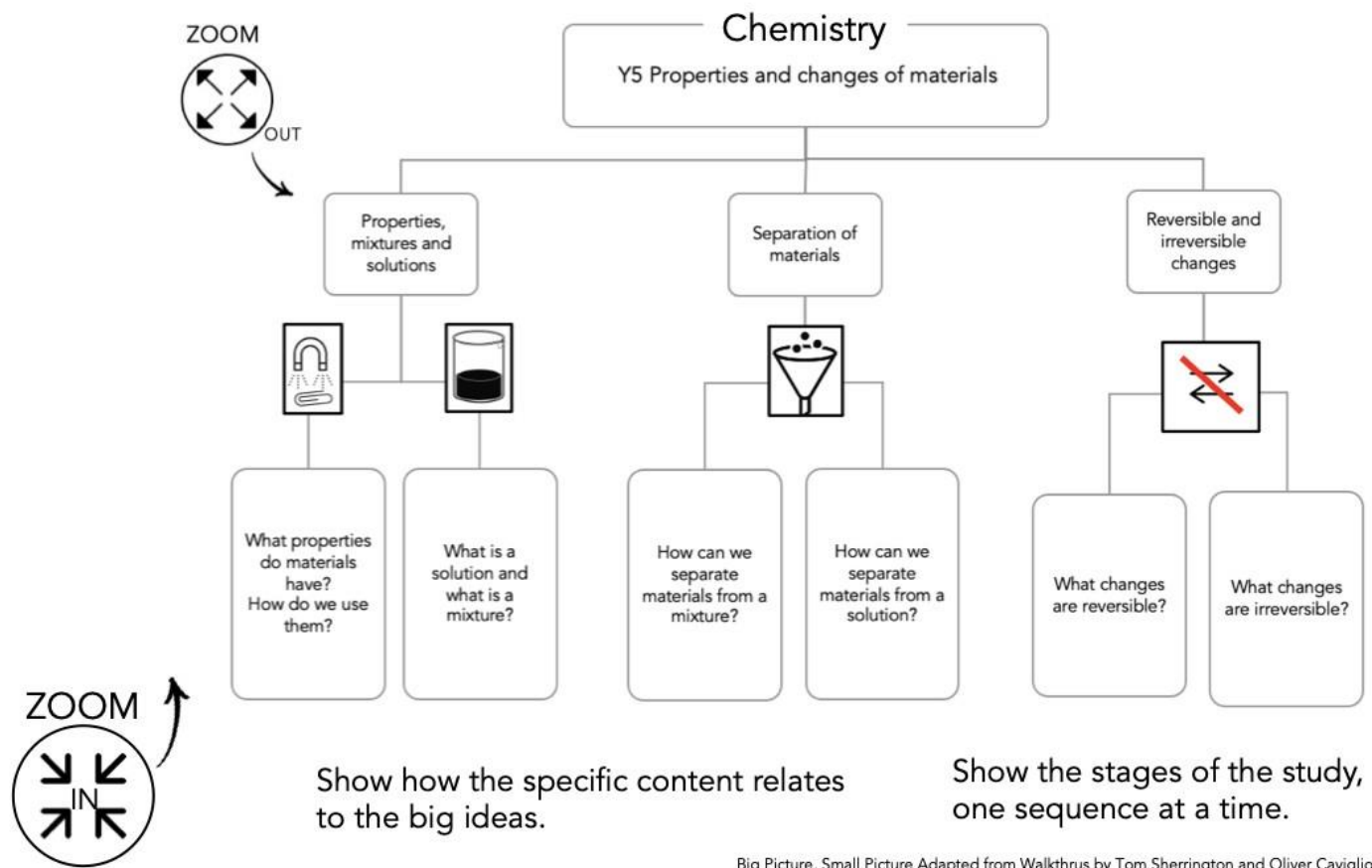
At the end of this block, pupils will ...

Know:	Be able to:
The stylistic features of pop music	Describe music in terms of its structure
The terms soprano, alto and countermelody	Sing songs in two-part harmony and rounds in three parts

CUSP Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied

# CHEMISTRY

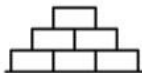
Chemistry is the study of the composition, behaviour and properties of matter, and of the elements of the Earth and its atmosphere.  
(BBC Bitesize)



## Previous learning – curriculum narrative

Science / Geography Y4  
Water cycle

Science Y4  
Electricity

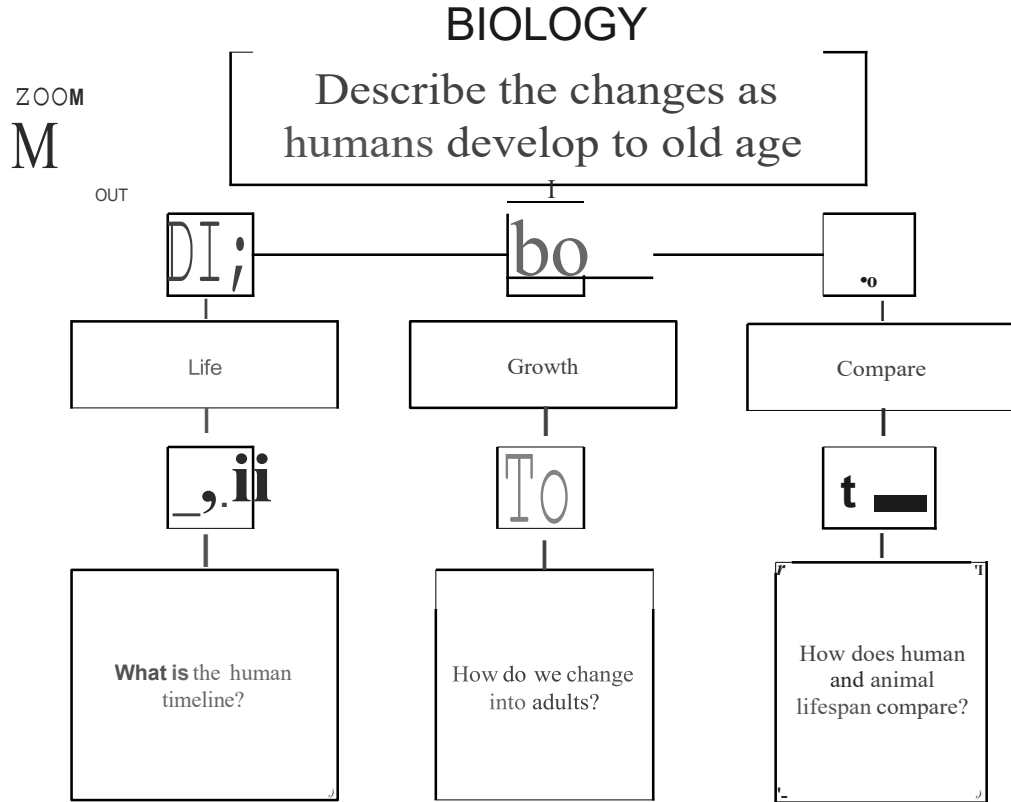


Science Y4  
States of matter

Science Y5  
Earth and space

# BIOLOGY

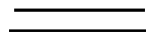
The study of living things



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Prior learning - Curriculum narrative



Year 2

Animals, including humans notice that animals, including humans, have offspring which grow into adults

Year 3

Animals, including humans skeletons for growth and support

# History

## HISTORY

The study of the past - learning about people, places, events and changes.

### CIVILISATION

A large group of people who follow similar laws, religion and rules.

Great civilisations have cities, architecture, laws, culture and art.

### POWER

The power to advance technology, architecture and the arts.

The power over and between city-states .

Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.

Power struggle: Athens vs Sparta  
Alexander the Great – unified power.

War with the Persians.

### DEMOCRACY

A form of government voted for by the people.

Although some citizens of Athens could vote, it wasn't a true democracy.

Sparta wasn't ruled tyrannically – it had rules, and they were brutal!

### KNOWLEDGE

The formulation and advanced use of knowledge by great thinkers.

Mathematical theories, science and astronomy were forged by great thinkers, including:

Pericles  
Socrates  
Archimedes

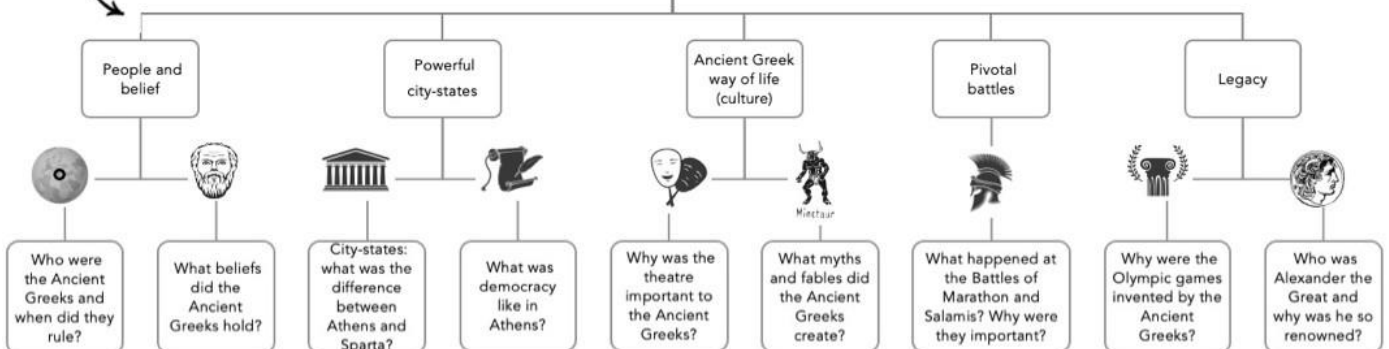
Great designers and engineers built phenomenal buildings.

ZOOM



## CIVILISATION | POWER | DEMOCRACY | KNOWLEDGE

Achievements of the Ancient Greeks



Pupils should be taught about: **Ancient Greece** – a study of Greek life and achievements and their influence on the western world

Previous learning: curriculum narrative

### Year 3 History

Stone age to the Iron Age

Introduce Rome and the impact on Britain

### Year 4 History

Britain's settlement by Anglo-Saxons and Scots

### Year 4 History

Viking and Anglo-Saxon struggles

Ancient Egyptians

### Year 4 Geography

Latitude and Longitude

# Geography

## GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

### LOCATION

The locational position of a place in context to where it is found in the world, continent, country, region, county, city town or village

### PHYSICAL FEATURES

The natural environment  
Shaped by nature

### PLACE

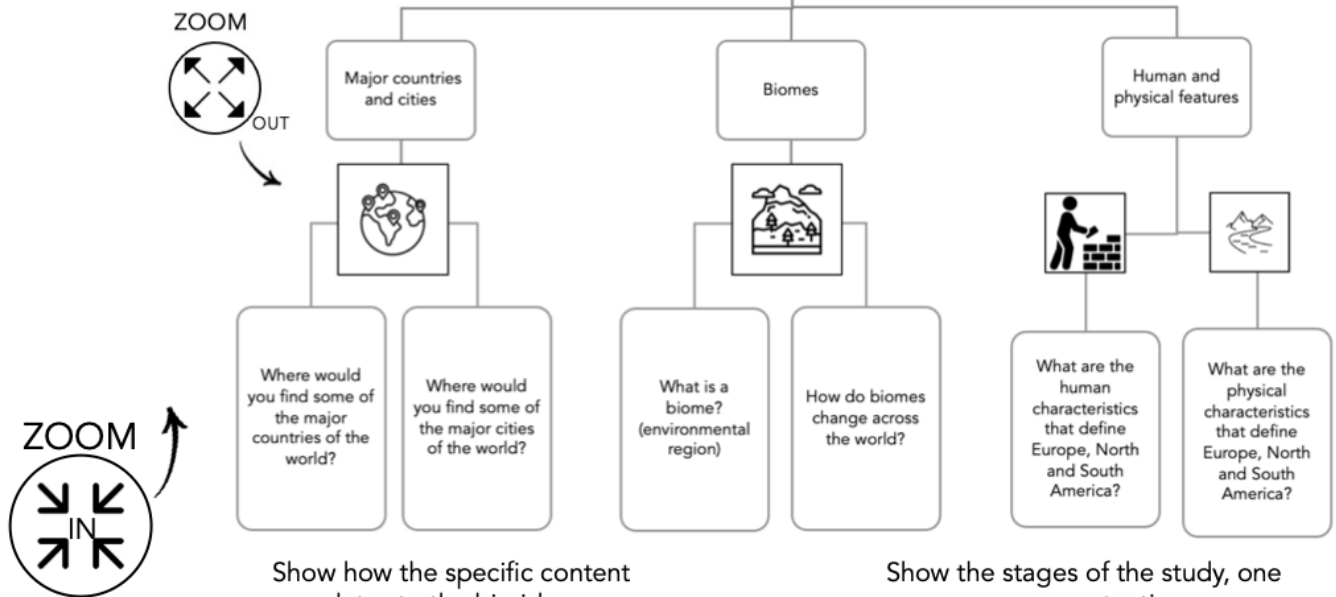
What a place is like and how it is connected to other places.

### HUMAN FEATURES

The built environment  
Made by humans

## LOCATION & PLACE HUMAN & PHYSICAL FEATURES

World countries and biomes



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

### Previous learning

#### Year 3

Human and physical study  
UK Study  
OS maps and skills

#### Year 4

Latitude and longitude  
Rivers  
Water cycle  
Map skills using environmental regions



# Art & Design

Lesson 1	Lesson 2	Lesson 3
Explore materials	Explicit teaching of techniques	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by <i>subtractive drawing</i>  What abstract art is  Lines can be used to suggest harmony	Combine drawing techniques, making informed decisions based on knowledge of what could happen  Transfer and enlarge an image  Work in the style of an artist




*Green Town* (1978)
*Blue Blues* (1994)

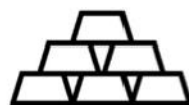
by Friedensreich Hundertwasser

In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- refine drawing skills to focus on lines and details
- make detailed thumbnail drawings using a pencil or paint



**Prior Learning**

- understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction
- make secondary and tertiary colours

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques of reduction printing	Application of knowledge and techniques previously learned

At the end of this block, pupils will ...	
Know:	Be able to:
Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last	Create reduction prints and explain and record the process



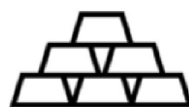

*Grevy's Zebra and Campbell's Soup Can*  
by Andy Warhol




*Shingle Street and Orford*  
by John Brunson

In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	creative Response



**Prior Learning**

Pupils will be able to:

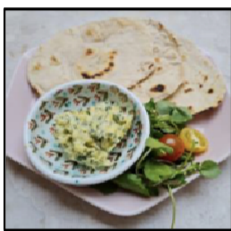
- explain what a monoprint is

- understand stencilling, impression and collagraph block printing methods

# Design and Technology

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring diets from different cultures	Exploring diets from different cultures
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills
Evaluating outcomes	Evaluating outcomes	Modifying and improving

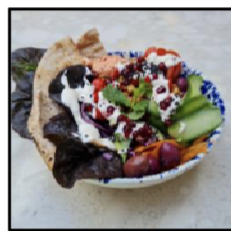
At the end of this block, pupils will ...	
Know:	Be able to:
Some foods and key ingredients from other cultures	Make, roll and cook a flatbread
How other cultures' food can be nutritious	Prepare a range of vegetables
	Present foods to a high standard



*Flatbread and garlic butter*



*Smørrebrød*



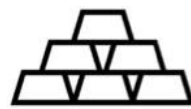
*Mezze bowl*

In this block, pupils will look to Middle Eastern and Danish foods for inspiration and consider what they can learn from the diets of different cultures. They will learn how to make flatbreads and use a range of techniques to make delicious, appetising food.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- use knife skills safely to prepare a range of vegetables



**Prior Learning**

- knead, roll and shape dough
- use the claw and bridge techniques confidently

Lesson 1	Lesson 2	Lesson 3
Understanding and selecting materials	Using fixings and fastenings	Using knowledge of programming to control a product

At the end of this block, pupils will ...	
Know:	Be able to:
Technology can be used to program and control a product	Combine elements of their design knowledge to fulfil a brief



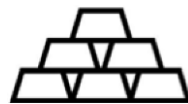
Emily Brooke  
Inventor of the *Laserlight* bike light projector

In this block, pupils will draw on the knowledge they have learnt so far to design and make a road safety belt. Pupils will write a simple program for a micro:bit and evaluate their outcome against the design brief.

CUSP Design & Technol011y Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Years	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- describe the properties of materials
- identify and attach fastenings



Prior Learning

- understand and use simple algorithms
- design and debug simple programs

## Writing

- Third person stories set in another culture
- Formal letters of application
- Poems that use word play
- Dialogue in narrative
- Poems which explore form
- Balanced argument

### Third person stories set in another culture

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of the extended task	Execution of the extended task and focused editing teaching

### Formal letters of application

<b>Week 1</b>	<b>Week 2</b>
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

### Poems that use word play

<b>Week 1</b>
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

### Dialogue in narrative

Week 1	Week 2	Week 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

### Poems which explore form

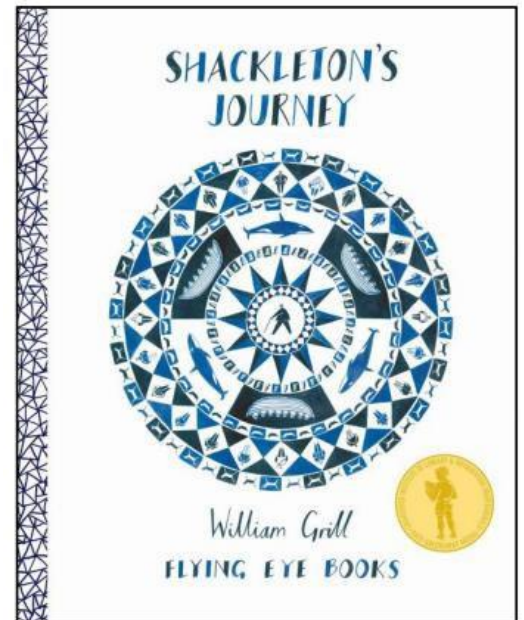
Week 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

### Balanced argument

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

## Reading

- Shackleton's Journey
- Secrets of a Sun King
- If – Rudyard Kipling



Week 1	Week 2
Focus on the core text for summarising and authorial intent	Focus on the core text for comparing and giving a personal response
Focus on a letter, a report and an interview for retrieval	Focus on a poem, an internal monologue and a narrative for inference

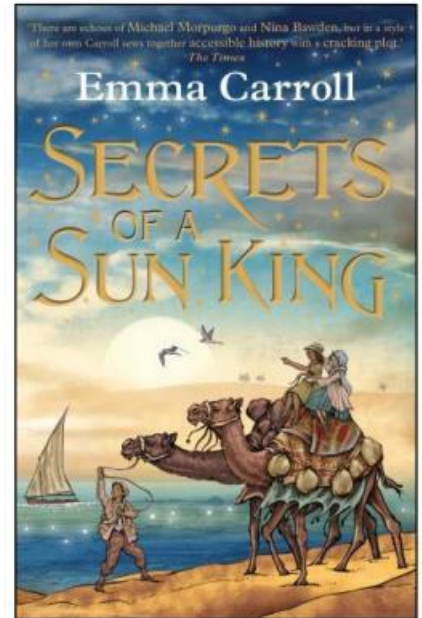
Week 1	Week 2
Focus on the core text for predicting and understanding themes	Focus on the core text for summarising and a personal response
Focus on an extended narrative and a diary extract for retrieval	Focus on a news report, a poem and a playscript for inference

Week 1	Week 2
Focus on the core text for comparing and authorial intent	Focus on the core text for predicting and understanding themes
Focus on a report, an advertisement and a persuasive speech for retrieval	Focus on an information leaflet, a biography and a poem for inference

This beautifully illustrated book tells of Ernest Shackleton's incredible expedition as he attempted to cross Antarctica. After much preparation, he set off in 1914 with his crew on *Endurance*. However, the boat became grounded in the polar ice and Shackleton and his crew faced many challenges in a fight to survive, including having to evacuate *Endurance* and row across treacherous seas to seek help. This is a story of heroism, human endurance and the value of teamwork. The text is clear and informative but it is the art work which dominates and allows the reader to engage with and understand Shackleton's amazing adventures and achievements.

## Secrets of a Sun King /If - Rudyard Kipling

Set in 1922, the story simultaneously tells of Howard Carter's search for the tomb of Tutankhamun and the adventures of the main character, Lil, who opens a mysterious package found on her grandfather's doorstep. Inside, she finds an Egyptian artefact, sent by a famous Egyptologist who has just been found dead - perhaps a victim of the so-called curse of Tutankhamun. With her friends, Tulip and Oz, she sets off to return the artefact to its rightful place in Egypt, in the hope that it will stop the alleged curse. Their time in Egypt reveals both ancient and personal secrets and culminates in an interesting encounter with Howard Carter, whose private persona turns out to be somewhat different to his public one.



Week 1	Week 2
<p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a report, some museum labels and an advertisement for retrieval</p>	<p>Focus on the core text for comparing and authorial intent</p> <p>Focus on a balanced argument, a sports commentary and a discussion for inference</p>

Week 1	Week 2
<p>Focus on the core text for comparing and a personal response</p> <p>Focus on a set of instructions, a narrative extract and a fact sheet for retrieval</p>	<p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the poem <i>If</i> and a news report for inference</p>