

# The Good Shepherd Catholic Primary School



## Year 5

Summer Curriculum Newsletter

Thank you for your continued support throughout the Autumn and Spring terms. We are pleased to share our Summer Curriculum Newsletter, which outlines the learning your child will be engaging in this term. Alongside the topics and modules, we will cover in class, the newsletter also provides clear objectives and expectations for each subject. We have a super exciting term ahead, including a Year 5 trip to the National Space Museum, along with many other engaging learning experiences.

We hope you find this information helpful in supporting your child's learning at home.

Mr Maye and Mr Ali

*Father, pour out your Spirit upon  
your people, and grant us a new  
vision of your glory,  
a new faithfulness to your Word and a  
new consecration to your service,  
that your love may grow among us,  
and your kingdom come:  
through Christ our Lord.  
Amen.*

## CUSP Curriculum

We decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The curriculum resources we have purchased support teachers in Year 5 to plan and teach History, Geography, Science, Art & Design, Design and Technology, English Reading and Writing.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>Pentecost – Serving: Transformation</b>	<p>In this topic, we will explore the belief that the Spirit of God is active in each person and in a special way within the community of believers, the Church. We will come to understand that it is the work of the Spirit that enables us to hear God’s message, respond to it, and share it with others.</p> <p>During the “Reveal” phase, we will focus on the idea of energy in different forms such as wind, fire, water, and sunlight, helping us to connect these images with the presence and action of the Holy Spirit. Throughout the topic, we will act, read, and draw different biblical stories, including <i>On the Road to Emmaus</i> and <i>Saul is Transformed by the Holy Spirit</i>.</p> <p>In our RE reading, we will focus on the Holy Gospel according to Luke. Towards the end of the topic, we will explore the Fruits of the Holy Spirit and discuss how they are shown and lived out in everyday life.</p> <p>To support and enrich our learning, we will also be visited by Reverend Simon Penhalagan, who will help us deepen our understanding of the Holy Spirit and its role in the life of the Church.</p>
	<b>Reconciliation – Inter-Relating: Freedom &amp; Responsibility</b>	<p>During this topic, we will focus on the belief that God has given to each person the free will and power to choose. Using this, we will look into The Ten Commandments, The Greatest Commandment, The Beatitudes and ending with the understanding that God is loving and merciful. Throughout the topic, we will be focusing on scripture from both the New and Old Testament from Exodus, Isaiah, Amos, Mark and Matthew.</p>
	<b>Islam: Beliefs and Festivals</b>	<p>During our other faith topic, we will be focusing on the festivals of Islam. These will include Ramadan, Eid-ul-fitr. Furthermore, we will look into Islamic pilgrimage to the river Makkar (Mecca). Every year during the month of Hijja (2 months after Ramadan) some Muslims will make a pilgrimage to Makkah. All Muslims are expected to make this journey at least once in their life.</p>
	<b>Universal Church – World: Stewardship</b>	<p>We will be looking into the understanding that every human being is created in the image of God and has the special gift and challenge of sharing in God’s creation. When discussing creation, we will be looking at the first story of the Bible, Genesis 1: 1-31. Continuing through, we will be focusing on the calling of stewardship and the ways we are stewards of God’s creation. We will use scripture to support our learning from Leviticus 19: 9 – 10, Psalm 104, Isaiah 1:17 and Luke 12: 32 – 34.</p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	<b>Place value</b>	<ul style="list-style-type: none"> <li>• Reading and writing numbers to 700,000</li> <li>• Counting in steps of 10 with numbers &gt; 400,000</li> <li>• Counting in steps of 10 and 100 with numbers &gt; 400,000</li> <li>• Counting in steps of 10, 100 and 1,000 with numbers &gt; 400,000</li> <li>• Reading scales with 2, 4, 5 or 10 intervals</li> <li>• Ordering and comparing numbers to 700,000</li> <li>• Negative numbers</li> </ul>
	<b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• Addition and subtraction with decimal numbers to two decimal places (facts for one and related facts)</li> <li>• Problems with decimal numbers to two decimal places</li> <li>• Adding lots of numbers</li> <li>• Methods for addition</li> <li>• Methods for subtraction</li> </ul>

	<b>Multiplication and division</b>	<ul style="list-style-type: none"> <li>• Square numbers (revision)</li> <li>• Revision of unit 2 [3] 6 × table and related facts</li> <li>• Scaling multiplication and division facts</li> <li>• Multiplying 2-digit numbers by 2-digit numbers (open arrays and grid method)</li> <li>• Multiplying 2-digit numbers by 2-digit numbers (grid method and expanded column method)</li> </ul>
	<b>Fractions</b>	<ul style="list-style-type: none"> <li>• Addition of related fractions</li> <li>• Addition of related fractions (quarters, eighths, halves and sixteenths)</li> <li>• Addition of related fractions (thirds, sixths and twelfths; fifths, tenths and twentieths)</li> <li>• Subtraction of related fractions (2 lessons)</li> <li>• Multiplying proper fractions by whole numbers</li> <li>• Multiplying mixed fractions by whole numbers</li> </ul>
	<b>Percentages</b>	<ul style="list-style-type: none"> <li>• Percentage equivalents (for half, quarter and three-quarters)</li> <li>• More percentage equivalents (for tenths, fifths and twentieths)</li> <li>• Applying knowledge of fraction, decimal and percentage equivalents</li> <li>• Word problems involving converting fractions to percentages</li> <li>• Finding percentages of quantities</li> </ul>
	<b>Statistics</b>	<ul style="list-style-type: none"> <li>• Representing the same data in different ways</li> <li>• Venn diagrams with three sets</li> <li>• Interpreting tables</li> <li>• Line graphs (2 lessons)</li> <li>• Pie charts (2 lessons)</li> <li>• Representing the same data in different ways</li> </ul>
	<b>Place value</b>	<ul style="list-style-type: none"> <li>• Reading and writing numbers to 1,000,000</li> <li>• Counting forwards and backwards in steps of powers of 10</li> <li>• Making numbers in different ways</li> <li>• Partitioning in different ways (2 lessons)</li> <li>• Roman numerals to 500</li> <li>• Roman numerals 1,000</li> </ul>
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	<b>Flat-file databases</b>  <b>Programming – Selection in quizzes</b>	<p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>
MUSIC	<b>'Let's Play Brass!'</b>	For ten weeks, pupils will be taught to play a brass musical instrument by a specialist teacher from Northampton Music and Performing Arts Trust. This programme is based on the Key Stage Two Music National Curriculum. At the end of the project, we are thrilled to invite parents and guardians to attend a special performance, where the whole year group will showcase their progress, teamwork, and musical achievements.

PE	<p><b>Unit 5 - Physical Skills</b></p> <p><b>Fundamental Movements Skills (session one)</b></p> <p><b>Tennis (Session two)</b></p> <p><b>Unit 6 – Striking and fielding (Summer two term)</b></p>	<ul style="list-style-type: none"> <li>• I can perform a range of skills fluently and accurately.</li> <li>• I can use combinations of skills confidently in specific contexts.</li> <li>• I can link actions together so that they flow.</li> <li>• I can perform a variety of movements and skills with good body tension.</li> <li>• I can select and apply a range of skills with good control and consistency.</li> <li>• I can perform and repeat sequences with clear shapes and controlled movement.</li> <li>• Dynamic balance and agility: jumping and landing</li> <li>• Static balance</li> </ul> <p>This term, pupils will be developing their skills in tennis, focusing on building confidence, coordination, and enjoyment of the game. They will learn the fundamental techniques required to play, including correct grip, ready position, and basic footwork to move effectively around the court.</p> <p>As the term progresses, children will practise key strokes such as the forehand, backhand, and volley, as well as learning how to serve. They will also develop their control and accuracy through a variety of fun drills and activities designed to improve rallying skills.</p> <p>In addition to physical skills, pupils will be introduced to the basic rules and scoring system of tennis, helping them to understand how games are played. They will also learn the importance of teamwork, sportsmanship, and fair play through partner and small-group activities.</p> <p>By the end of the term, pupils will have had the opportunity to apply their skills in mini-games, building confidence and enjoying friendly competition in a supportive environment.</p> <p>For this part of the term in Summer two, pupils will be developing their skills in striking and fielding games, focusing on coordination, teamwork, and tactical awareness. They will learn the key techniques involved in striking a ball using both hands and equipment, as well as how to field effectively to prevent the opposing team from scoring.</p> <p>Children will practise a range of skills including throwing, catching, and striking, with an emphasis on accuracy, control, and timing. They will also learn how to apply these skills in different game situations, such as aiming for space when batting and working together to field and return the ball quickly.</p> <p>As the term progresses, pupils will be introduced to simple rules and strategies used in striking and fielding games, helping them to understand how to play fairly and effectively as part of a team. Activities will encourage communication, cooperation, and decision-making.</p> <p>By the end of the term, pupils will have the opportunity to take part in small-sided games, applying their skills in a fun and supportive environment while developing confidence and a positive attitude towards physical activity.</p>
ART AND DESIGN		CUSP CURRICULUM – SEE BELOW
DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW

<b>FRENCH</b>		CUSP CURRICULUM – SEE BELOW
PSHE	<b>Fake is a Mistake!</b>	<ul style="list-style-type: none"> <li>• I can explain why we don't need to lie about ourselves.</li> <li>• I can discuss how unrealistic images can make me feel.</li> <li>• I can explain some things I can do when I feel like I need to hide how I really feel.</li> <li>• I can give a simple description of what vulnerability is.</li> <li>• I can identify qualities that build trust for vulnerability.</li> <li>• I can give some advice against drinking alcohol.</li> <li>• I can list 5 great things about myself.</li> <li>• I can list what I have learned about why 'Fake is a Mistake'.</li> <li>• I can identify the difference between 'No Entry' and 'Welcome' responses to feedback.</li> <li>• I can list some risks associated with alcohol use in young people.</li> </ul>
	<b>No Way Through Isn't True!</b>	<ul style="list-style-type: none"> <li>• I can describe situations where I feel stuck.</li> <li>• I can suggest ways to persevere when I feel stuck.</li> <li>• I can say when I find a situation difficult or challenging.</li> <li>• I can give some examples of internal success.</li> <li>• I can give an example of something I would like to grow in internally to meet a goal I have.</li> <li>• I can name some tools that help me to live with hope.</li> <li>• I can explain key facts about the menstrual cycle.</li> <li>• I can describe ways to look after my health and wellbeing as I grow up.</li> <li>• I can recall a time when I felt stuck but found a way through.</li> <li>• I can use strategies that demonstrate 'No Way Through' isn't True!</li> </ul>
HOMEWORK	<b>Reading</b>	Reading individually or to an adult every day. The children should use Boom Reader to record this. It is beneficial to discuss what your child is reading with them as reading comprehension (rather than the ability to decode words) is our focus in Key Stage 2.
	<b>Spellings</b>	Spellings will be sent home on a Friday. This is for practice at home on the skills that have been learnt during the week and will not need to be returned to school. This does not involve learning spellings for a test – this follows school policy.

# French

## Overview of the block

Year 5 Block E: Playing together (Sport and hobbies)	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
<b>Week 1</b>	Revisiting <b>jouer</b> Introducing four new sports	Revisiting alternative phonic code in French  h ains ange ble oë gée and ore ous jar ein	Pronunciation focus			Revisiting a famous French sporting event  Introducing another sporting event
<b>Week 2</b>			Rehearsing simple sentences containing known verbs	Matching images of actions or activities with written phrases		Revisiting a known French sports personality  Introducing another
<b>Week 3</b>	Revisiting known sports Introducing two new sports		Reading and translating sentences containing known verbs			Introducing the Paris 2024 Summer Olympics
<b>Week 4</b>	Revisiting opinions written in the first and second person				Writing simple sentences about sports enjoyed	
<b>Week 5</b>	Revisiting known sports  Introducing three hobbies using the third person perspective		Using <b>aimer</b> to express opinions about hobbies and sporting activities	Matching known questions with appropriate answers		Revisiting the French dictionary to locate and translate singular and plural nouns
<b>Week 6 (optional – suggestions for enrichment)</b>						
<b>Grammatical constructs introduced</b>	er verbs in the first, second and third person					

ATSD

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## Overview of the block

Year 5 Block F Eating together (Preparing a meal)	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
<b>Week 1</b>	Revisiting the verb <b>vouloir</b> , to want Revisiting known food and drink nouns	Pronouncing au elles che osse oeu cre ail  a – m French phonetic alphabet	Pronunciation focus			Revisiting a famous French dish and introducing one more
<b>Week 2</b>	Revisiting known colours Introducing new adjectives		Reading aloud simple shopping lists, noting the position of adjectives of colour and size  Answering true / false questions relating to a shopping list			Revisiting a famous French chef and introducing one more
<b>Week 3</b>	Introducing <b>Qu'est-ce que c'est?</b> <i>What is it / that?</i> and responses <b>C'est ... This is ...</b> <b>Ce sont ...position</b> <i>These are ...</i>		Asking the question <i>What is that?</i> Giving responses starting with <i>This is ... , These are ...</i>  Revisiting the negative form, <b>ne ... pas</b>			Locating the origin of famous French delicacies on a map of France
<b>Week 4</b>	Introducing new food nouns				Revisiting indefinite articles <b>un, une, des</b> with a spelling focus	Learning more about the similarities and differences between French and British cuisine
<b>Week 5</b>	Revisiting known verbs relating to food preparation  Introducing new verbs for food preparation		Giving simple instructions relating to food preparation	Reading aloud a simple recipe card and identifying the verbs		
<b>Week 6 (optional – suggestions for enrichment)</b>	Cooking one of the recipes					
<b>Grammatical constructs introduced</b>	Revisiting the negative form, <b>ne ... pas</b> Indefinite articles					

# Art & Design

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and techniques	Explicit teaching of techniques  Exploration of materials and techniques	Applying knowledge skills and techniques  Evaluating outcomes

At the end of this block, pupils will ...	
Know:	Be able to:
Different effects can be achieved with watercolour paint	Select materials to create specific marks using watercolour paint



Image of five paintbrushes

Teachers should [click](#) here to show pupils an image of *Five Paintbrushes* (1972) by Jim Dine.

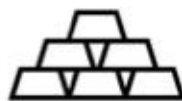
In this block, pupils will explore a range of effects which can be achieved using watercolour paint.

They will create a bank of effects and select from these to make specific marks.

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:

- change the consistency of paint by mixing with water, glue or flour



Prior Learning

- use the wet-on-wet technique to create interesting paint effects

Lesson 1	Lesson 2	Lesson 3
Introducing a stimulus	Responding to a stimulus	Applying knowledge, skills and techniques
Reflecting on skills and techniques	Revisiting and refining skills and techniques	




Printmaking and Textiles  
Blocks B and C

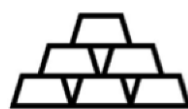
At the end of this block, pupils will ...	
Know:	Be able to:
There are a series of steps in the creative process	Refer to previous knowledge and skills to make creative choices
Mediums can be combined to create texture	Apply and refine printmaking and collage techniques

In this block, pupils will work through the steps of the creative process as they combine printmaking and textiles to embellish a hand-shaped piece of fabric. This will be part of a collaborative piece of work.

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

Pupils will be able to:

- create reduction prints and explain and record the process



**Prior Learning**

- combine fabrics in a variety of ways
- weave, braid and construct art using natural objects

# Design & Technology

Lesson 1	Lesson 2	Lesson 3
Exploring pulleys and gears and their applications	Developing designing and problem-solving skills	Developing designing and problem-solving skills
Developing practical skills	Developing practical skills	Developing and applying practical skills
	Evaluating outcomes	Evaluating outcomes

At the end of this block, pupils will ...	
Know:	Be able to:
Types of gears and terminology relating to gears	Design and make products that use pulleys and gears to lift loads
Common uses of pulleys and gears	Evaluate the success of their outcomes and recommend improvements
How pulleys and gears can change the direction of movement	



*The London Eye*  
(2000)



George Washington Gale Ferris Jr. (1859 – 1896)

In this block, pupils will investigate how pulleys and gears work. They will design and make their own pulleys and gears products, selecting and using a variety of modelling materials to create final outcomes.

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	Food and Nutrition*	Structures	Mechanisms*
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- give examples of simple mechanisms such as levers and linkages



**Prior Learning**

- cut and join a range of materials
- identify ways in which to make a structure more stable and rigid



# Year 5 Design and Technology: Structures – Block E

## How are frames strengthened, reinforced and made rigid?

- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Identification of the problem	Explicit teaching of skills relating to the brief	Application of skills
Exploring materials		Evaluation and adaptation

At the end of this block, pupils will ...	
Know:	Be able to:
Engineers use a range of methods to strengthen and reinforce structures	Identify and describe ways that frames are strengthened and reinforced

	
Abraham Darby III (1750 – 1789)	Iron Bridge (1779)

In this unit, pupils will look at a range of ways that frames are reinforced to make them stable.

They will identify joins and supports and create a model shelter based on what they have learnt.

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

# History - Compare the Kingdom of Benin (West Africa) and Britain AD 900 – AD 1300

## CIVILISATION

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

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

## KNOWLEDGE

The formulation and advanced use of knowledge through the arts and technology.

Knowledge to create incredibly detailed and sophisticated bronze metalwork.

Knowledge of technology – The Walls of Benin – In 1974, The Guinness Book of Records described the walls of Benin City and its surrounding kingdom as the world's largest earthworks carried out prior to the mechanical era.

## POWER

The power:

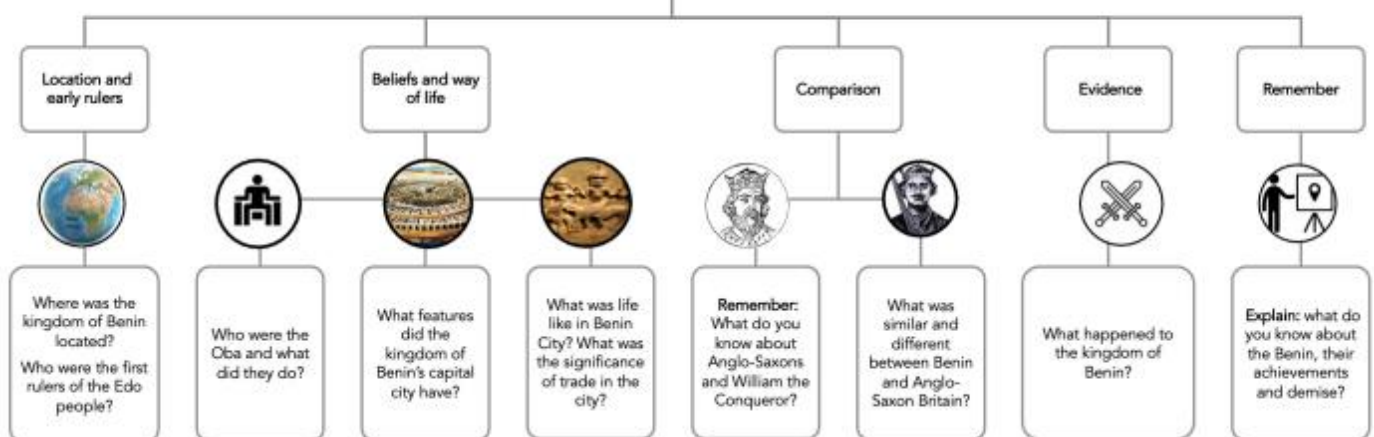
- to advance technology, architecture and the arts
- to rule the Edo people
- of the people to change their ruler from Ogisos to Oba
- to build incredible walls, by hand
- to unite people through a shared belief
- to influence trade and become wealthy

ZOOM



## CIVILISATION | KNOWLEDGE | POWER

Compare the Kingdom of Benin (West Africa) and Britain AD 900 – AD 1300



# Curriculum navigation

Share the big ideas that you will be studying.

## GEOGRAPHICAL SKILLS

The use of maps, atlases and globes to know and explain more about location and a place.

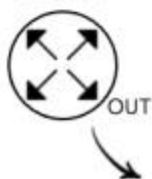
Use 4 and 6 figure grid references with precision and accuracy.

Use a compass and map with increasing accuracy to navigate courses.

## FIELDWORK

Use the knowledge of a place to plan, record, and set up an orienteering course.

ZOOM



## GEOGRAPHICAL SKILLS AND FIELDWORK

Ordnance Survey (OS)  
map skills and fieldwork

OS maps



Remember:  
what are OS  
maps and  
how do we  
use them?



What are  
four and six  
figure grid  
references?



What are  
contour  
lines?



What does the  
land look in my  
local area?



What is the  
land like in a  
contrasting  
locality?

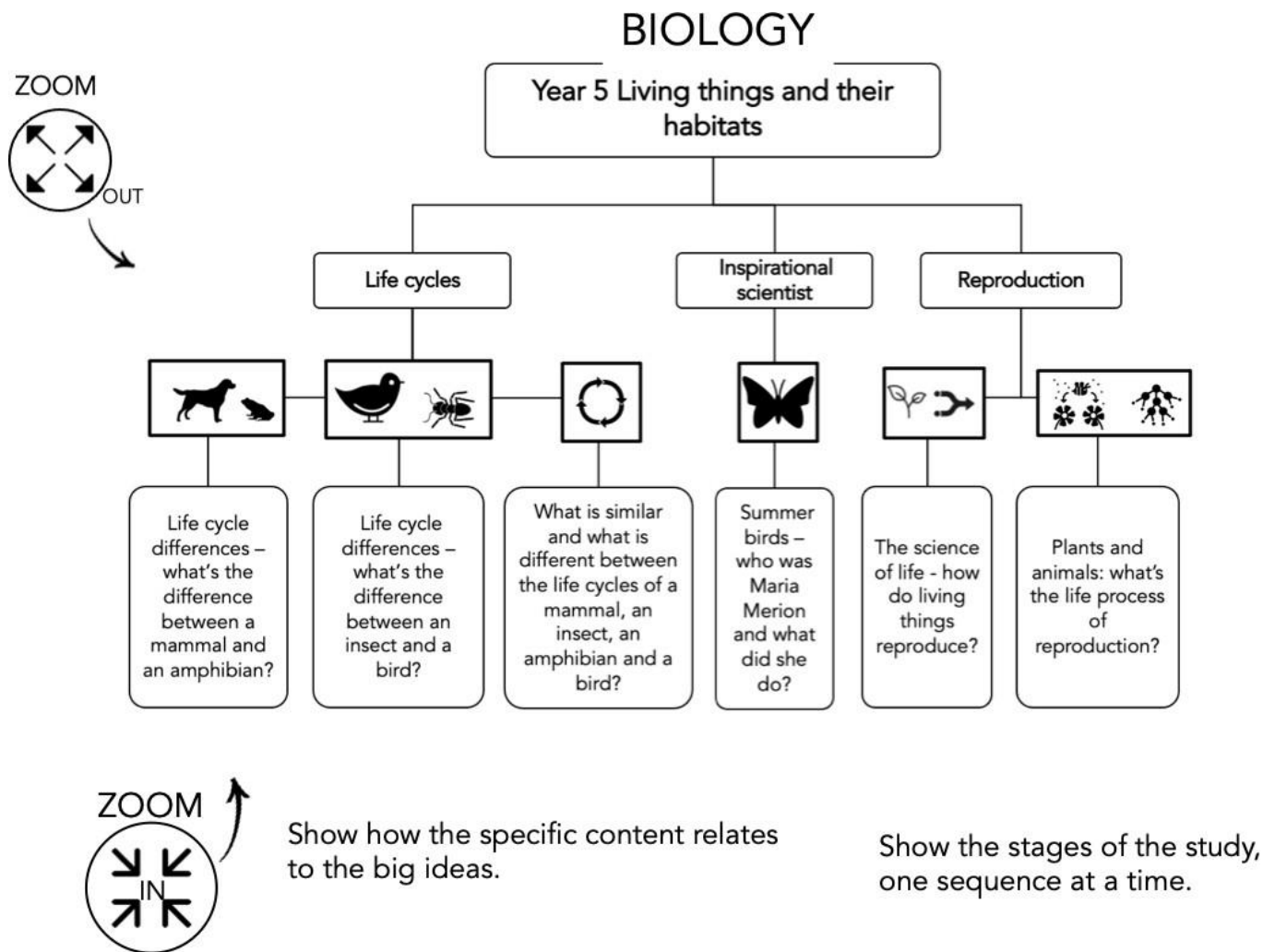
Show what  
you know

Structured  
Explanative  
Assessment  
Task

ZOOM



# Science – Living things and their habitats (including revisit)



Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

## English

### **Biography**

To begin the term, students will be developing their writing skills with a focus on clarity, structure, and accuracy, as they work towards writing an informative biography. They will learn how to use present perfect and past perfect verb forms to show when events happen and why, helping them clearly sequence a person's life.

They will also practise adding extra detail using relative clauses, while maintaining a consistent third-person perspective throughout their writing. A key focus will be on using pronouns and adverbials effectively to create smooth, well-connected pieces of writing.

In addition, students will build confidence in using punctuation correctly, including capital letters, full stops, commas for clauses, and apostrophes for both singular and plural possession.

These skills will support students in producing a clear, engaging biography and becoming more confident, precise, and fluent writers.

### **Dialogue in narrative (first person myths and legends)**

In this unit, students are learning how to write engaging myths and legends using the first-person perspective ("I", "me", "we"). This allows them to tell stories as if they are the hero of the tale, helping to create a stronger connection with the reader.

A key focus is on using dialogue effectively to bring characters to life. Students are practicing how to:

- Use speech to reveal character thoughts, feelings, and actions
- Choose dialogue that matches the speaker and the situation
- Punctuate speech accurately using inverted commas and other punctuation

They are also learning to balance dialogue with description, ensuring their writing flows smoothly and paints a vivid picture for the reader. Additionally, students are exploring how to show the difference between spoken and narrative language and how to add extra detail using relative clauses (e.g. "who," "which," "where").

By the end of the unit, students will be able to craft imaginative myths and legends that combine rich storytelling with realistic and purposeful dialogue.

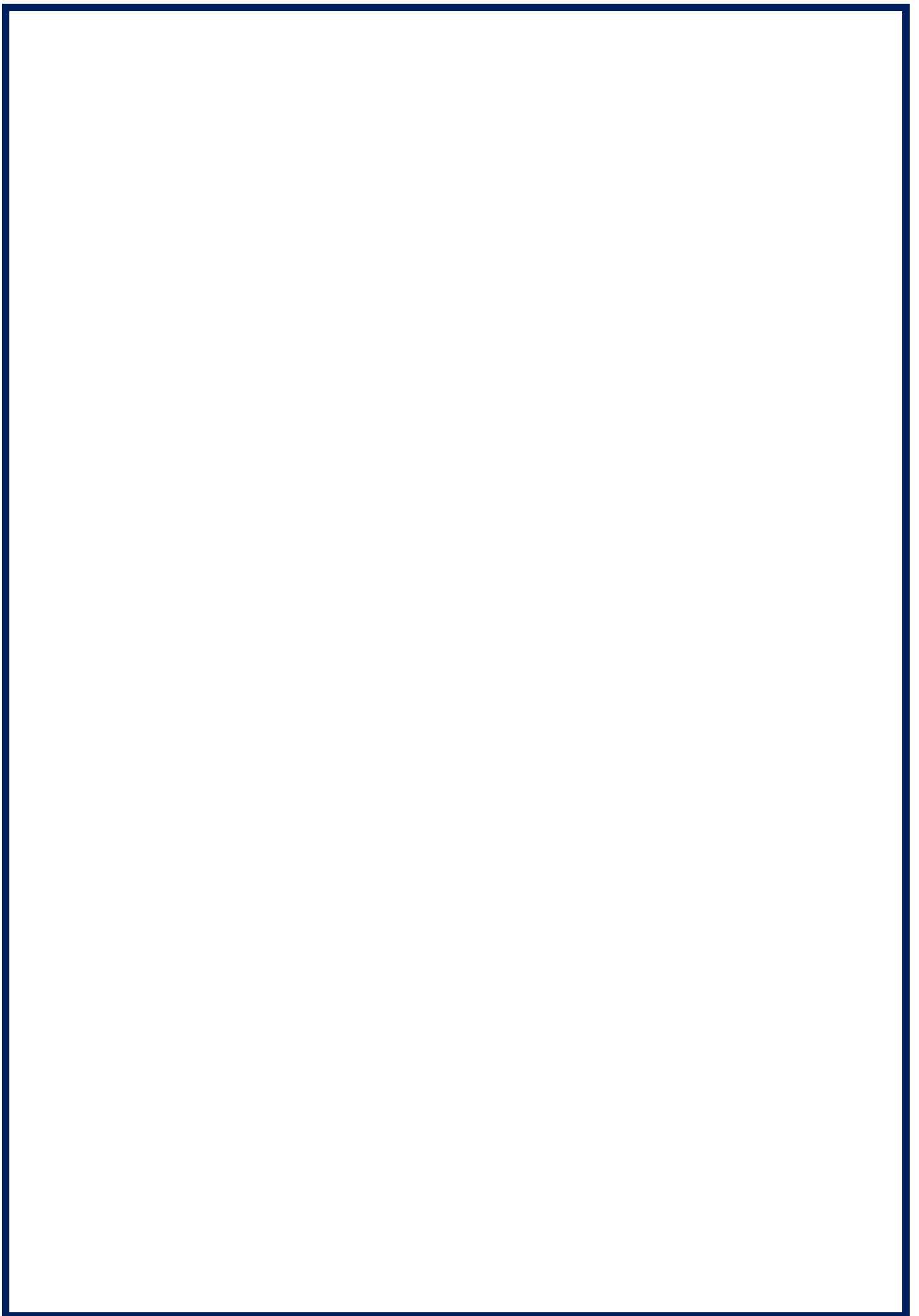
### **Creating Suspense Through Playwriting**

In class, students will learn how to write their own playscripts, with a focus on building suspense and engaging an audience. They will begin by crafting strong introductions that set the scene clearly, helping the reader or viewer picture the setting and mood. Students then use key structural features of playscripts, such as character lists, stage directions, and clear dialogue formatting, to guide the reader through the action.

A major focus is on conveying character through both dialogue and action. Pupils explore how what a character says—and how they behave—can reveal personality and build tension.

Students also experiment with shifts in formality, using more descriptive language in narration and more natural, conversational language in speech. This helps make their scripts feel realistic and dynamic.

Finally, they develop performance skills by thinking about intonation, volume, and movement. By combining writing with elements of drama, students learn how to create suspense and bring their script alive to reader.



# Reading



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.

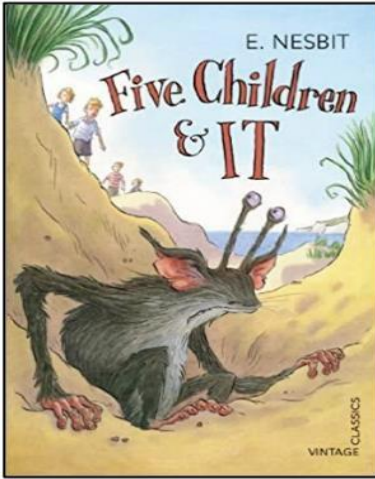
Week 1	Week 2
Focus on an instructional text	Focus on the effect of words
Focus on the core text, identifying themes	Focus on summarising the core text and debate

At the end of this unit, pupils will ...	
Know:	Be able to:
Information within non-narrative texts is not always factual	Use evidence to support a prediction
Language in a debate is chosen to have impact	Draw on text evidence to reach a conclusion

Week 1	Week 2
Focus on the core text for prediction, retrieval and exploring characteristics of an explorer	Focus on contrasting text types for inference, including the core text, an advert and a narrative extract
Focus on news articles for retrieval	
instructional text	author and infer the authorial intent
Focus on the retrieval of facts from a news report	

At the end of this unit, pupils will ...	
Know:	Be able to:
Key words can be used to support inference	Identify whether a statement is true or false
Rhetorical questions can be used as a persuasive device	Identify key information to use in a summary
Imagery is a literary device to create pictures with words	Distinguish between implicit and explicit information

# Reading



Five siblings move to the country and almost immediately uncover treasure, a Sand-fairy in a local gravel-pit. The Psammead is able to grant them a daily wish, although the magic wears off by sunset. Their reckless requests lead them into ridiculous scenarios that are difficult to escape. But will they learn their lesson?

Week 1	Week 2
Focus on comparing settings within the core text	Focus on summarising a character
Focus on the retrieval of specific vocabulary	Focus on characters' actions and how feelings can be inferred
Focus on the relationship between characters	Consider character development and authorial intent

At the end of this unit, pupils will ...	
Know:	Be able to:
Humour can be created using vocabulary outside its usual context	Use text evidence to make a comparison
Authors manipulate our response to characters	Make inferences about a character based on their actions

Week 1	Week 2
Focus on summarising the core text	Focus on using evidence to support a statement
Focus on retrieval of facts and sequencing	Focus on the use of vocabulary and dialogue to develop characters
Focus on a personal response to an issue within the text	Focus on the analysis of themes within texts

At the end of this unit, pupils will ...	
Know:	Be able to:
Dialogue can convey information about a character	Sequence retrieved information
A theme is an idea that reappears in a work of art or literature	Infer the meaning of unfamiliar words using contextual clues

Week 1	Week 2
Focus on comparing vocabulary	Focus on the impact of vocabulary
Focus on identifying facts and opinions	Focus on the mood and tone created by the author
Focus on a theme within the text	

At the end of this unit, pupils will ...	
Know:	Be able to:
The spelling and use of language changes over time	Distinguish between facts and opinions
Authors may use stereotypes to portray characters	Demonstrate empathy towards fictional or real characters