

## Long Term Roskear Year 5 and 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Polar Peaks		Pole to Pole		Across Our Continent		Saxons and Scots		Tectonic Trouble		Vikings	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Spine Poetry	Non-Fiction	Performance Poetry	Fiction	List poetry	Fiction	Non-fiction
<b>Year 5</b>	<b>Text</b> <b>Hansel and Gretel</b>  <b>Story Plot</b> <b>Tale of Fear</b>  <b>Focus</b> <b>Suspense</b>	<b>Text</b> How ginger beard houses are formed.  <b>Genre</b> Explanation  <b>Outcome:</b> How mountains and their features are formed	<b>Text</b> <b>The Canal</b>  <b>Story Plot</b> <b>Warning</b>  <b>Focus</b> <b>Setting</b>	<b>Text</b> Boy's rescued from Canal <b>Genre</b> Recount - Newspaper Report  <b>Outcome:</b> Shackleton news!	<b>Text</b> <b>Beowulf</b>  <b>Story Plot</b> <b>Defeat the monster</b>  <b>Focus</b> <b>Characterisation &amp; dialogue</b>	Spine poems from an image	<b>Text</b> Discover Denmark  <b>Innovation:</b> Create their own fantasy lands or lands from a story/ Discover Cornwall.  <b>Genre</b> Persuasive  Outcome: Come and live in Anglo Saxon Britain (leaflet from Creative)	<b>The Kraken</b>	<b>Text</b> The Time Slip Scarab  <b>Story Plot</b> Portal  <b>Focus</b> Description	<b>Around me</b>	<b>Text</b> The Red Eye  <b>Story Plot</b> Losing story  <b>Focus</b> Openings and Endings	<b>Text:</b> Should sally have broken in to school?  <b>Genre:</b> Discussion  <b>Outcome:</b> Were the Vikings evil or peaceful warriors?
<b>KEY DRIVERS:</b> <b>Environment, Resilience, Change</b> <b>Communication</b> <b>Curiosity and equity</b>	<b>Environment</b> <b>Curiosity</b> <b>Resilience</b>	<b>Environment, Communication</b> <b>Change</b>	<b>Communication</b> <b>Environment</b> <b>Curiosity</b>	<b>Communication</b> <b>Resilience</b>	<b>Equity</b> <b>Resilience</b>	<b>Curiosity</b>	<b>Communication</b> <b>Environment</b>	<b>Communication</b>	<b>Environment</b> <b>Curiosity</b>	<b>Communication</b> <b>Environment</b>	<b>Environment</b> <b>Curiosity</b> <b>Resilience</b>	<b>Equity</b> <b>Communication</b>
<b>Application of the wider curriculum in English</b>	<b>Teacher Innovations:</b> Another story set in the Rainforest/ Mayan children/ Greek mythical creature.	<b>Teacher Innovation:</b> How deforestation is effects Rainforests	<b>Teacher Innovations:</b> <b>The river</b> <b>The Rainforest</b> <b>The Temple</b> <b>The mine</b>	<b>Teacher Innovations:</b> Rescued from the mine/ the river/ the temple	<b>Teacher Innovations:</b> <b>Greek god defeating a mythical creature.</b>		<b>Teacher Innovations:</b> <b>Discover Greece</b>		<b>Teacher Innovation</b>  Another historical artefact - fossil - linking to year 1		<b>Teacher Innovations:</b> <b>Miner who loses something.</b>	<b>Teacher Innovations:</b> <b>Should temples be explored/ excavated.</b>

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	<p><b>Geography:</b> Comparison of polar regions.</p> <p><b>Geography:</b> information text about polar biomes.</p> <p><b>Science:</b> explanation dissolving experiment.</p>		<p><b>RE:</b> acrostic poem to explain incarnation</p> <p><b>History:</b> recount in the style of a story board - Ernest Shackleton.</p> <p><b>Science:</b> recount of experiment findings.</p> <p><b>History:</b> diary about the Terra Nova expedition.</p> <p><b>History:</b> information text about a current explorer.</p>		<p><b>Geography:</b> <i>diary entry</i> as an asylum seeker.</p> <p><b>DT:</b> <i>Instruction - writing an adapted recipe</i></p>		<p><b>History:</b> <i>Diary entry</i> as a scot explain why they invaded.</p> <p><b>History:</b> <i>information text</i> about Anglo Saxons</p> <p><b>History:</b> <i>Explanation text</i>- Why the Anglo Saxons invaded.</p>		<p><b>RE:</b> invite to a Muslim festival</p> <p><b>Geography:</b> write and perform a news report</p> <p><b>Geography:</b> <i>Recount diary entry</i> living by Pompeii</p>		<p><b>History:</b> <i>Newspaper report</i> - Why the Vikings invaded Britain.</p> <p><b>Science:</b> <i>explanation</i> Explain changes as we age.</p> <p><b>RE:</b> <i>balance discussion</i> (performed as a debate).</p>	
	<b>Blue Planet</b>		<b>Battle of Britain</b>		North American Road Trip		Slavery through the ages		<b>Cornish Commerce</b>		<b>Cousin Jack</b>	
Year Y6	<p><b>Text</b> Zelda Claw</p> <p><b>Story Plot</b> Tale of Fear</p> <p><b>Focus</b> Suspense</p>	<p><b>Text</b> Why are rain cats extinct?</p> <p><b>Genre</b> Explanation</p> <p><b>Outcome:</b> Why are ocean creatures in danger of being extinct?</p>	<p><b>Text</b> The Gas Mask</p> <p><b>Story Plot</b> Portal</p> <p><b>Focus</b> Setting</p>	<p><b>Text:</b> Is using a magical portal a good idea?</p> <p><b>Innovation:</b> Is ..... A good idea? (social media/wearin g make up)</p> <p><b>Genre</b> Discussion</p> <p><b>Outcome:</b> Was evacuation a good ideas</p>	<p><b>Text</b> Fowler's Yard</p> <p><b>Story Plot</b> Wishing Tale</p> <p><b>Focus</b> Descripti on (to include characte)</p>	Spine poems from an image	<p><b>Text:</b> The world of junk yard creatures</p> <p><b>Genre:</b> Information</p> <p><b>Outcome:</b> Slavery (children choose their catagories)</p>	<p><b>Performanc e Poetry</b> -</p> <p>Charge of the light brigade</p>			<p><b>Text</b> The Ice Forest</p> <p><b>Story Plot</b> Defeat the Monster</p> <p><b>Focus</b> Openings and endings</p>	<p><b>Text:</b> Hybrid text on ice forests</p> <p><b>Genre:</b> Hybrid information text (instruction/r ecounting/ discussion/ex planation)</p> <p><b>Outcome:</b> Hybrid text on mining.</p>
<p><b>KEY DRIVERS:</b> Environment, Resilience, Change Communication Curiosity and equity</p>	Environment Curiosity	Communication Curiosity	Environment Curiosity Change	Communication Curiosity	Equity Resilience Communi cation	Curiosity	Communication Curiosity	Communicat ion			Environment Curiosity Resilience	Communicatio n Curiosity Environment

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<b>Application of the wider curriculum in English</b>	<b>Teacher Innovations:</b> Setting as the streets of London - linking to year 3	<b>Teacher Innovation:</b> Why are dinosaurs extinct?	<b>Teacher Innovations:</b> The Scarab beetle The oil lamp The roman coin	<b>Teacher Innovations:</b> Was Tutankhamun a good Pharaoh - link to year 3	<b>Teacher Innovations:</b> Set in a Viking boat yard/ Roman colosseum.		<b>Teacher Innovations:</b> Mining Vikings Refugees ?				<b>Teacher Innovations:</b> Rainforest (Y4) The desert (Y3) The island (y2)	<b>Teacher Innovations:</b> Hybrid text about deserts/ rainforests/ islands
<b>Application of English in the wider curriculum</b>	<b>Geography:</b> <i>Information text about the aquatic biome.</i>  <b>Geography:</b> explanations  <b>Geography:</b> <i>information text about a climate zone.</i>  <b>Science:</b> <i>Report on classifications.</i>		<b>History:</b> <i>Diary entry recount of the Blitz</i>  <b>Science:</b> <i>Explanation about how we see</i>		<b>Science:</b> <i>report on finding from science experiment link to the heart.</i>  <b>Science:</b> <i>explanation about the function of the heart.</i>  <b>Geography:</b> <i>Information text about the different periods of migration of north America</i>		<b>Science:</b> <i>information text about how the blue whale adapted over time.</i>  <b>RE:</b> <i>Discussion text - Who was to blame for Jesus' death?</i>		<b>SATs</b>		<b>History:</b> <i>recount of visit to Geevor tin mine.</i>  <b>Science:</b> <i>Explanation- How to a circuit works.</i>	