

Summer Term

Unit	Unit summary	Grammar lessons
Poetry Unit 5.3 <i>Compare and Perform</i>	In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.	<ul style="list-style-type: none"> • Apostrophes for contraction and possession • Using prefixes (dis-, de-, mis-, over-)
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Fiction Unit 5.3 <i>Greek Myths</i>	The children start by reading a selection of Greek myths, using drama and inference to empathise with the characters and looking at the different themes in myths. They look at the author's use of devices to build cohesion and different ways of indicating parenthesis. For the final writing task, they brainstorm, plan and write their own myths, focusing on including powerful language and using devices of cohesion.	<ul style="list-style-type: none"> • Text Cohesion
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Non-fiction Unit 5.3 <i>Ultimate Explorers</i>	In this unit, the children explore the Big Question: What makes someone a great explorer? They read the interactive eBook, and use other sources, to research challenges faced by explorers. They understand and explain different viewpoints. They look for evidence about what qualities successful explorers would need. They recap features of report texts and write an advert using persuasive language. They answer the Big Question, planning and writing a handbook for a new junior explorer.	Select from the bank of resources according to the needs of your class.

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Live Unit 5.2 <i>Pitch It!</i>	<p>The children are introduced to the main idea of the unit: that they will design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher). As a class, they write a questionnaire to research the requirements for the product. They focus on the type of language required for their pitch as well as the skills needed to be a good presenter. After some teacher modelling, they write their own pitches and catalogue descriptions for their product. The children take part in a practice pitch half way through the unit so that they can act on feedback. Then, an email 'arrives', telling the children that a product buyer is interested in their product and will attend the next pitch. They are given the chance to refine their pitches for this new audience and purpose, and perform them at the end of the unit. The final pitches are performed and filmed so that they can be evaluated.</p>	<ul style="list-style-type: none"> • Relative Clauses • Spoken and Written Language