

### Overview

Using **The Lost Happy Endings** by **Carol Ann Duffy**, we will infer from the text as well as develop the ability to differentiate between fact, opinion, impartiality, bias and supposition. We will explore verb forms and sentence/grammatical structures typical of very formal language. We will explore the themes in the text forming opinions in relation to events and characters.

### Outcomes

Newspaper report, an extended response to a text

### Extended outcome

Prequel from an alternative perspective

### Key sentence type

**Name – adjective pair – sentences**  
**RULE::**

- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes **shows** what the character was like.
- The two must be linked.

### **EXAMPLES:**

Little Tim – **happy and generous** – was always fun to be around.  
Ben Roberts – **weak and nervy** – was actually a secret superhero.  
Glass – **fragile and dangerous** – must be handled with care.



Taddington and Priestcliffe  
Knowledge organiser

Literacy

Summer term 1

Year 5 and Year 6

### National Curriculum Coverage

#### Word Reading

- Apply knowledge of root words, prefixes and suffixes
- Read aloud and understand meaning of new words they meet

#### Reading Comprehension

Understand what they read by:

- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguishing between statements of fact and opinion
- participating in discussions, building on their own and others' ideas and challenging views courteously

#### Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
  - Indicate degrees of possibility using modal verbs [for example, might, should, will, must]
  - Use expanded noun phrases as a descriptive device
  - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example subjunctive forms)
- Indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
  - using semi-colons, colons or dashes to mark boundaries between independent clauses

#### Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words

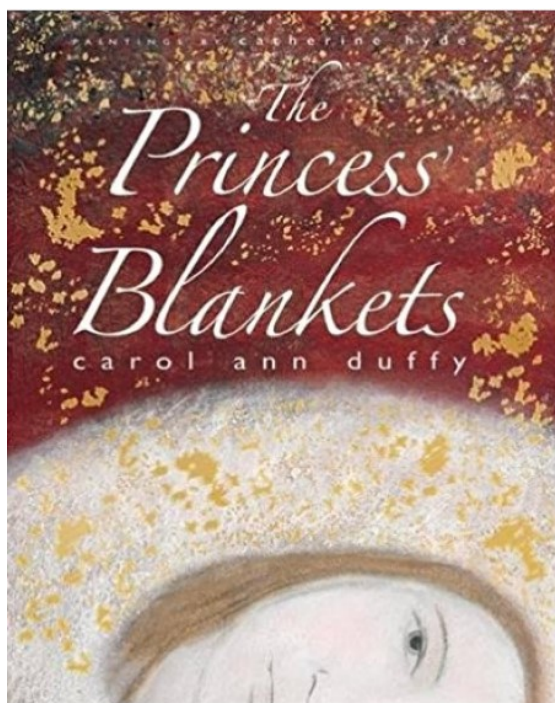
#### Writing (Composition)

Plan writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning
  - using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effect



## Overview

A princess cannot get warm, no matter what is done for her. A stranger with cold eyes brings her the earth's blanket, the forest's blanket, the ocean's blanket and more, but nothing can warm the cold princess. Then, one day, a musician wanders into the land, and her heart melts with warmth and love.

During this planning sequence, children explore the themes and story of 'The Princess' Blankets and write in role.

## Main Outcomes

Retellings, diary entries, informal letters, descriptions, persuasive adverts, formal speeches

## Extended outcome

Own version fairytale

## Key sentence type

### 'Irony' sentences

**RULE:** An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.

### **EXAMPLES:**

Our 'luxury' hotel turned out to be a farm building.

With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.

The 'trip of our dreams' was, in fact, our worst nightmare.



Taddington and Priestcliffe  
Knowledge organiser

Literacy

Summer term 1

Year 5 and Year 6

## National Curriculum Coverage

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

### Reading Comprehension

- Increasing familiarity with a wide range of books.  
- Drawing inferences and justifying inferences with evidence  
- Predicting what might happen from details stated/implied  
- Identifying how language, structure and presentation contribute to meaning  
- Discussing and evaluate how authors use language considering the impact on the reader.

### Vocabulary, Grammar & Punctuation

- Relative clauses  
- Indicating degrees of possibility using modal verbs  
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal writing  
- How words are related - synonyms and antonyms  
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing  
- Apostrophes to mark plural possession

### Writing Transcription (Spelling and Handwriting)

- use further prefixes and suffixes  
- use dictionaries to check the spelling and meaning of words  
- use a thesaurus

### Writing (Composition)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  
- In writing narratives, considering how authors have developed characters and settings  
- Selecting appropriate grammar and vocabulary, understanding how choices can change /enhance meaning  
- In narratives, describing settings and characters to convey character and advance the action  
- Précising longer passages  
- Using devices to build cohesion within /across paragraphs  
- Assessing the effectiveness of their own and others' writing  
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
- Proof-reading for spelling and punctuation errors

# Unit 11 Decimals and percentages



In this unit we will ...

- Read and write decimals up to three decimal places, including numbers greater than 1
- Round decimals to nearest whole number and to one decimal place
- Order and compare decimal numbers up to three decimal places
- Write percentages as fractions and as decimals.

Do you remember what this is called? We use it to understand the place value of digits in a number. How would you place 0.034 into the grid?

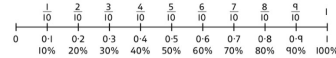
|   |   |     |     |       |
|---|---|-----|-----|-------|
| O | . | Tth | Hth | Thths |
|   | . |     |     |       |



We will need some maths words. Do you know what they all mean?

decimal      decimal place      tenths  
hundredths    thousandths      decimal point  
place value    digits      fractions  
per cent (%)    percentages

We need to use the number line too. Use it to help you show equivalent fractions, decimals and percentages.



## Taddington and Priestcliffe Knowledge organiser Year 5 Maths Summer Term 1

# Unit 12 Decimals



In this unit we will ...

- Add and subtract decimals with the same number of digits after the decimal point
- Add and subtract decimals with a different number of digits after the decimal point
- Add whole numbers to decimals
- Subtract decimals from whole numbers
- Solve problems involving addition and subtraction of decimals including money problems
- Multiply and divide decimals and whole numbers by 10, 100 and 1,000

We will need to use column methods. How can we add these two numbers?

|   |        |          |
|---|--------|----------|
| H | T      | O        |
| ● | ●●     | ●●●●●●●● |
|   | ●●●●●● | ●●●●●●●● |
|   | ●●     | ●●       |

$$\begin{array}{r} \text{H T O} \\ 126 \\ + 75 \\ \hline \end{array}$$



We will need some maths words. Do you know what they all mean?

add      subtract      decimal      tenths  
hundredths    thousandths      multiply  
divide      decimal point      whole  
column      exchange      place value  
decimal place      digit

We also need to be able to subtract numbers. Can you remember a way of making 500 - 367 easier? Why are these two calculations the same?

$$\begin{array}{r} \text{H T O} \\ 500 \\ - 367 \\ \hline \end{array} \qquad \begin{array}{r} \text{H T O} \\ 499 \\ - 366 \\ \hline \end{array}$$



# Unit 12 Ratio and proportion

1 of 52



In this unit we will ...

- ✂ Calculate ratios
- ✂ Use ratios to work out amounts
- ✂ Enlarge shapes by a scale factor
- ✂ Identify similar shapes
- ✂ Solve problems involving ratio

We will use bar models to represent ratio problems. For every 1 slice of carrot cake there are 4 slices of lemon cake. If there are 20 slices in total, how many slices are carrot?



We will need some maths words. We will also often be using the phrase, 'For every ... there are ...'. What do you think it might mean?

|       |            |              |
|-------|------------|--------------|
| ratio | proportion | part         |
| whole | scale      | scale factor |
|       | similar    | notation     |

We will need to know our multiplication and division facts. Write three multiplication or division facts that match this one.

$$8 \times 9 = \square$$



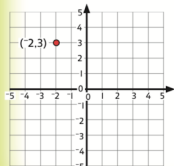
# Taddington and Priestcliffe Knowledge organiser Year 6 Maths Summer Term 1

# Unit 6 Geometry – position and direction



In this unit we will ...

- ✂ Look at how we can use coordinates to describe the position of a point on a grid
- ✂ Look at how coordinates can have positive or negative values
- ✂ Explore how we can use our knowledge of properties of shape to help us solve problems on a coordinate grid
- ✂ Explore how we can move and change shapes on a coordinate grid, through translations and reflections



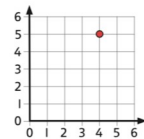
We are going to use grids like this in this unit. How is it different to what you have met before?



We will need some maths words. Which ones have you seen before?

|             |                |            |
|-------------|----------------|------------|
| quadrant    | four quadrants | translate  |
| translation | x-axis         | y-axis     |
| axes        | horizontal     | vertical   |
| vertex      | reflect        | reflection |

We will need this too! Can you work out how we could describe the position of the point on the grid?

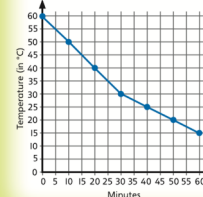


# Unit 15 Statistics



In this unit we will ...

- ✂ Learn to calculate the mean of a set of data
- ✂ Use the mean to find missing data
- ✂ Read and interpret pie charts using fractions
- ✂ Read and interpret pie charts using percentages
- ✂ Interpret and create line graphs



We will be interpreting line graphs. Here is a line graph that shows the temperature of a hot chocolate drink that was left to cool. What was the temperature of the hot chocolate after ten minutes?



We will need some maths words. Which ones do you recognise?

|           |            |
|-----------|------------|
| mean      | average    |
| pie chart | segment    |
| bar chart | percentage |
| fraction  | data       |

We need to know that the angles around a point add up to 360°. Calculate the missing angle.

