

**Sheering School Curriculum Map CYCLE A 2015/16**  
**Class: Quickbury Year Group 5/6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Main Theme</b>	<b>HISTORY</b> How can we re-discover the wonders of Ancient Egypt?	<b>GEOGRAPHY</b> Will you ever see the water you drink again?	<b>HISTORY</b> Who were the Mayans and what have we learnt from them?	<b>GEOGRAPHY</b> Why should the rainforest be important to all of us?	<b>HISTORY</b> Why should the World be ashamed of slavery?	<b>HISTORY</b> To be or not to be, that is the question?
<b>LITERACY</b> <a href="http://www.learningwithouttears.org/one-to-one/docs/TextTypesProgressionBooklet.pdf">http://www.learningwithouttears.org/one-to-one/docs/TextTypesProgressionBooklet.pdf</a>	<b>PERFORMANCE / CLASSIC POETRY</b>  <b>'BORROWING' A POEM AND USING THAT STRUCTURE</b>  <b>NARRATIVE</b>  <b>FABLES</b>  <b>ARGUMENT/ POETRY</b>  <b>INSTRUCTIONS – TALK FOR WRITING - HOW TO BUILD A PYRAMID</b>  <b>POETRY:</b> Magic Box starter activity  <b>SPOKEN LANGUAGE:</b> Show understanding of how and why language choices vary in different contexts  <b>READING:</b> Begin to understand simple themes in books Identify how a writer has used precise word choices for effect to impact on the reader  <b>WRITING:</b> Compose sentences with a range of structures. Make careful choices about vocabulary used.  Vary sentence starters. Use expanded noun phrases.  <b>NARRATIVE:</b> Can you write <u>Fox (Margaret Wild)</u> in a different setting?  <b>SPOKEN LANGUAGE:</b> Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.  <b>READING:</b> Identify how language,	<b>PLAYSCRIPT (CHRISTMAS SHOW)</b>  <b>EXPLANATION (Link to Science – Water Cycle)</b>  <b>REPORT – TALK FOR WRITING TUTANKHAMOUN</b>  <b>JOURNALISTIC RECOUNT</b>  <b>JOURNALISTIC RECOUNT</b> (Link to Geography): Can you write a newspaper report about the strange events in Preston? From <u>The Water tower by Gary Crew and Steven Woolman</u>  <b>SPOKEN LANGUAGE:</b> Use hypothetical and speculative language to express possibility. Make contributions in discussions, evaluating others' ideas and responding to them.  <b>READING:</b> Show awareness of the writer's craft by commenting on the use of language, grammatical features and structure of texts.  <b>WRITING:</b> Use knowledge of the writer's craft from their reading. Use a wide range of devices to build cohesion within and between paragraphs. Use passive verbs to affect the presentation of a sentence. Recognise the difference between vocabulary and structures that are	<b>POETRY – CINQUAIN</b>  <b>NARRATIVE / DIARY / PLAYSCRIPT</b>  <b>INSTRUCTIONS / PROCEDURE</b>  <b>PERSUASION</b>  <b>FORMAL AND INFORMAL LETTER</b>  <b>PERSUASIVE LETTER</b> (Link to Geography) <b>Can you write a persuasive letter to the Chief of Police in Preston?</b> From <u>The Water tower by Gary Crew and Steven Woolman</u>  <b>SPOKEN LANGUAGE:</b> Use formal language of persuasion to structure a logical argument. Understand and select the appropriate register according to context,  <b>READING:</b> Explain a personal point of view, giving reasons and evidence from text.  <b>WRITING:</b> Use a wide range of devices to build cohesion within and between paragraphs. Assess the effectiveness of their own and others' writing.  Recognise the difference between vocabulary and structures that are formal and	<b>POETRY – FREE VERSE</b>  <b>NON-CHRONOLOGICAL REPORT</b>  <b>DIARY</b>  <b>NARRATIVE</b>  <b>DEBATE</b>  <b>NARRATIVE:</b> (Link to Geography) Can you rewrite a part of the story <u>The Great Kapok Tree</u> to add more detail?  <b>SPOKEN LANGUAGE:</b> Explain the effect of using different language for different purposes  <b>READING:</b> Make connections between other similar texts, prior knowledge and experience.  <b>WRITING:</b> Use knowledge of the writer's Craft from their own reading. Understand how grammar and vocabulary choices create impact on the reader.  Use cohesive devices to link ideas within and between paragraphs. Develop sentence starters using adverbials, including use of comma.  <b>DEBATE: Can you debate whether deforestation should be allowed?</b> (Geography link)	<b>POETRY - HAIKU</b>  <b>AUTOBIOGRAPHY</b>  <b>REPORT - BIOGRAPHY</b>  <b>REPORT - BIOGRAPHY</b> (Link to History) Can you give a presentation about the writer, Beverley Naidoo? <u>Journey to Jo'burg.</u>  <b>SPOKEN LANGUAGE:</b> Perform their own compositions using appropriate intonation and volume so that meaning is clear.  <b>READING:</b> Summarise the main ideas drawn from text. Retrieve and record information.  <b>WRITING:</b> Note and develop initial ideas. Use a range of devices to build cohesion within and across paragraphs.  Use relative clauses. Use a range of sentence starters to link paragraphs.	<b>SHAKESPEARE</b>  <b>DISCUSSION</b>  <b>EXPLANATION</b>  <b>NARRATIVE</b> (adventure in historical context) Can you create a voice-over for a PowerPoint presentation of the story? <u>The Boy, The Bear, The Baron, The Bard</u> by <u>Gregory Rogers</u>  <b>SPOKEN LANGUAGE:</b> Make contributions to discussions, evaluating others' ideas and responding to them. Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.  <b>READING:</b> Draw inferences such as inferring characters' thoughts, feelings and motives from their actions and develop explanations. Identify and explain the effect of the context on a text.  <b>WRITING:</b> Use knowledge of the writer's craft

<p>structure and meaning contribute to meaning. Identify and comment on writer's use of language for effect.</p> <p>WRITING: Organise paragraphs round a theme, creating setting and plot.</p> <p>Understand how grammar and vocabulary choices can change and enhance meaning</p> <p>Vary sentence order for impact. Use simile and metaphor to create an effect.</p> <p>.....</p> <p><b>ARGUMENT / POETRY:</b> Can you put the Spider on trial? <a href="#">The Spider and The Fly poem.</a></p> <p>SPOKEN LANGUAGE: Debate an issue, maintaining a focused point of view. Use formal language of persuasion to structure a logical argument.</p> <p>READING: Explain a personal point of view, giving reasons and evidence from the text. Present a counter-argument in response to others' points of view.</p> <p>WRITING: Identify the purpose and the audience. Select the appropriate form and register for the audience and purpose.</p> <p>Recognise the difference between vocabulary and structure that are appropriate for formal and informal speech. Use the subjunctive.</p>	<p>appropriate for formal and informal speech and writing, including subjunctive.</p> <p>.....</p> <p><b>REPORT:</b> Can you give an on-scene report from the town? (Link to science)</p> <p>SPOKEN LANGUAGE:</p> <p>Engage the interest of the listener by varying expression and vocabulary. Adapt spoken language to the audience purpose and context.</p> <p>READING: Present an oral overview of a text. Draw inferences such as inferring characters' feelings, thoughts and motives.</p> <p>WRITING: Note and develop initial ideas. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use verbs and adverbs to indicate degrees of possibility.</p>	<p>informal speech and writing, including subjunctive.</p> <p><b><u>NARRATIVE – FIRST PERSON RECOUNT / DIARY / PLAYSRIPT:</u></b> Can you write a diary entry in role as Rose Blanche? (Link to History)</p> <p><b>SPOKEN LANGUAGE</b></p> <p>Make contributions to discussions, evaluating others' ideas and responding to them. Understand and select the appropriate register for the context.</p> <p>READING: Identify and discuss themes. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.</p> <p>WRITING: Select the appropriate form and register for the writing. Use the appropriate grammar and vocabulary for the audience and purpose.</p>	<p><b>SPOKEN LANGUAGE:</b> Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. Show understanding of the main points, significant details and implied meanings in a discussion.</p> <p>READING: Retrieve, record and collate information. Present a personal point of view on the basis of what has been read.</p> <p>WRITING: Use the appropriate grammar and vocabulary for the audience and purpose. Use knowledge from research.</p> <p>Biography intro (notes) - Which famous artists have used collage as a technique? (Link to Art)</p>		<p>from their reading. Use a wide range of cohesive devices to build cohesion within and across paragraphs.</p> <p>Use a range of sentence types for impact and effect. Use different narrative techniques according to the text type.</p> <p><b><u>EXPLANATION</u></b> : (Link to RE) <a href="#">Duck, Death and the Tulip.</a> Can you explain why this book would appeal to some readers and not others?</p> <p>SPOKEN LANGUAGE: Make contributions to discussions, evaluating others' ideas and responding to them. Use Standard English fluently in formal situations.</p> <p>READING: Present and explain the author's viewpoint of a text. Present a personal point of view, giving reasons and evidence from the text.</p> <p>WRITING: Identify the purpose and the audience for the writing.</p> <p>Select the appropriate form and register for the audience and purpose of the writing.</p> <p>Use a range of sentence types for impact and effect.</p>	
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Reading	<p>LC1 – Opportunities for research about Egypt – its geographical location and its history.</p> <p>LC6 – Opportunities for distinctive research on the Pharaohs, about individual pharaohs and how they were regarded.</p> <p><b>Being a Researcher</b>  Detect bias and distinguish fact from opinion  Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information  Understand copying, quoting and adapting source material</p>					
Grammar, Punctuation and Vocabulary  (See attachment)	<p>Use correct grammatical terminology when discussing their writing  Identify relative pronouns e.g. which, that, who (whom, whose), when, where  Use relative pronouns appropriately  Use devices (<b>connectives</b>) for cohesion within a paragraph  <b>Experiment with clause position in complex sentences</b>  Ensure correct subject verb agreement</p>	<p><b>Use modal verbs and adverbs to indicate degrees of possibility.</b></p> <p>Use correct grammatical terminology when discussing their writing  Identify relative clauses e.g. beginning with who, which, where, when, whose, that  Use relative clauses to expand sentences  Use adverbs and adverbials <b>as connectives</b> to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text  Use commas to clarify meaning or avoid ambiguity  <b>Orchestrate a range of sentence structures</b>  Ensure correct subject verb agreement</p>	<p><b>Understand the degree of formality required for the text type.</b>  <b>Use punctuation accurately to mark grammatical boundaries</b></p> <p>Use correct grammatical terminology when discussing their writing  Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will  Identify a modal adverb is e.g. perhaps, surely, obviously  Use modal verbs and adverbs  Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs  Understand what parenthesis is  Recognise and identify brackets and dashes  Use brackets, dashes or commas for parenthesis  Ensure correct subject verb agreement</p>	<p><b>Use modal verbs and adverbs to indicate degrees of possibility. Use connecting adverbs to structure an argument.</b></p> <p>Use correct grammatical terminology when discussing their writing  Understand the basic subject, verb, object structure of a sentence  Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page  Use the ‘perfect form’ of verbs for <b>effect</b>  Understand how colons are used  Use colons appropriately  Understand how to use punctuation with bullet points  Use punctuation consistently with bullet points</p>	<p><b>Use relative clauses.</b>  <b>Use a range of sentence starters to link paragraphs.</b></p> <p>Use correct grammatical terminology when discussing their writing  Understand and recognise active and passive voice  Understand and explore synonyms and antonyms  Use passive voice appropriately in writing  Understand how semi-colons are used  Use semi-colons appropriately  Understand how dashes are used for marking the boundaries between independent clauses  Use dashes to mark the boundaries between independent clauses  Understand how hyphens are used  Use hyphens appropriately</p>	<p>Use correct grammatical terminology when discussing their writing  Recognise and understand ‘the subjunctive’ e.g. If Fred <b>were</b> here, things would be different  Understand how ellipsis is used  Use ellipsis appropriately.  Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.  <b>Use more than one subordinate clause successfully in a complex sentence</b></p>

<p><b>Speaking &amp; Listening</b></p>	<p>Children to think of the questions they would wish to ask an Ancient Egyptian, if they met one.</p> <p>Make notes when listening for a sustained period</p> <p>Children will discuss what they would leave in a time capsule if they wanted someone to make sense of our way of life in 2000 years time.</p> <p>Give and justify an in an appropriate manner opinion.</p> <p>Present a well structured, persuasive argument including reasons and evidence</p> <p>Analyse the use of persuasive language in different contexts</p> <p>Use the conventions and language of formal debate</p>	<p>Plan and manage a group task over time.</p> <p><b>Drama</b></p> <p>Vary voice for dramatic effect e.g. by using volume, tone and pitch.</p> <p>Interpret and rehearse scenes from published plays.</p>			<p>Perform their own compositions using appropriate intonation and volume so that meaning is clear.</p>	
<p><b>Spelling</b> (See attachment for detailed spelling objectives)</p>	<p><b>Spelling 1</b> Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the suffix -ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety Choose the correct spelling by using a visual strategy ('Does it look right?')</p>	<p><b>Spelling 2</b> Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency Spell diminutives using mini-, micro-, -ette and -ling Spell words with the prefix bi- Spell words with the prefix trans- Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable Choose the correct spelling by using a</p>	<p><b>Spelling 3</b> Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the prefix im- Spell words with the prefix pro- Spell words ending in -able and -ible Spell words ending in -ably and -ibly Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht Choose the correct spelling by using a visual</p>	<p><b>Spelling 1</b> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation,</p>	<p><b>Spelling 2</b> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community,</p>	<p><b>Spelling 3</b> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Use a thesaurus Investigate spelling patterns and conventions Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

		visual strategy ('Does it look right?')	strategy ('Does it look right?')	recognise, sacrifice, secretary, shoulder, signature Choose the correct spelling by using a visual strategy ('Does it look right?')	competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend Choose the correct spelling by using a visual strategy ('Does it look right?')	
Maths	<p><u>Unit 1 Weeks 1 – 3</u> Number and Place Value Addition and Subtraction Geometry – Properties of shapes</p> <p><u>Unit 2 Weeks 1 – 3</u> Multiplication and Division Number – Fractions Geometry – Position and direction</p>	<p><u>Unit 3 Weeks 1 – 3</u> Number – addition and subtraction Number – Decimals Measurement (length)</p> <p><u>Unit 4 Weeks 1 – 3</u> Number – Multiplication and division Number – Fractions (including decimals and percentages) Measurement (time)</p>	<p><u>Unit 5 Weeks 1 – 3</u> Number – Addition, subtraction, multiplication and division, including Number and place value Algebra Geometry – Properties of shape</p> <p><u>Unit 6 Weeks 1 – 3</u> Number – multiplication and division Number – multiplication and division including decimals Measurement (mass)</p>	<p><u>Unit 7 Weeks 1 – 3</u> Number – fractions Ratio and proportion Statistics</p> <p><u>Unit 8 Weeks 1 – 3</u> Number – multiplication and division Number – multiplication and division including decimals Measurement (perimeter and area)</p>	<p><u>Unit 9 Weeks 1 – 3</u> Number – Addition, subtraction, multiplication and division Algebra Geometry – properties of shapes</p> <p><u>Unit 10 Weeks 1 – 3</u> Number – multiplication and division including decimals Fractions Measurement (volume and capacity)</p>	<p><u>Unit 11 Weeks 1 – 3</u> Number – Addition, subtraction, multiplication and division Ratio and proportion Geometry – position and direction</p> <p><u>Unit 12 Weeks 1 – 3</u> Number – multiplication and division including decimals Fractions (including decimals and percentages) Statistics</p>
Science	<p><b>ANIMALS INCLUDING HUMANS</b></p> <p><b>What would a journey through your body be like?</b></p> <p>Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</p> <p>Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Can they describe the ways in which nutrients and water are transported within animals, including humans?</p> <p><b>Link to DT making a buggy</b></p> <p>.....</p>	<p><b>PROPERTIES AND CHANGES OF MATERIAL</b></p> <p><b>Could you be the next CSI investigator?</b></p> <p>Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can they explain how some materials dissolve in liquid to form a solution?</p> <p>Can they describe how to recover a substance from a solution?</p> <p>Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through</p>	<p><b>LIGHT</b></p> <p><b>How can you light up your life?</b></p> <p>Can they explore different ways to test an idea and choose the best way, and give reasons?</p> <p>Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?</p> <p>Can they plan and carry out an investigation by controlling variables fairly and accurately?</p> <p>Can they make a prediction with reasons?</p> <p>Can they use information to help make a prediction?</p> <p>Can they use test results to make further predictions and set up further comparative tests?</p> <p>Can they explain</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p><b>Do all animals and plants start life as an egg?</b></p> <p>Can they describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds?</p> <p>Can they describe the life cycles of common plants?</p> <p>Can they talk with knowledge about birth, reproduction and death of familiar animals or plants?</p> <p>Can they explore the work of well know naturalists? (David Attenborough and Jane Goodall)</p> <p>Can they report findings from investigations through written explanations and conclusions?</p> <p>Can they use a</p>	<p><b>EARTH AND SPACE</b></p> <p><b>Will we ever send another human to the moon?</b></p> <p>Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?</p> <p>Can they explain how seasons and the associated weather is created?</p> <p>Can they describe and explain the movement of the Moon relative to the Earth?</p> <p>Can they describe the sun, earth and moon as approximately spherical bodies?</p> <p>Can they use the idea of the earth's rotation to explain day and night and</p>	<p><b>EVOLUTION AND INHERITENCE</b></p> <p><b>How different will you be when you are as old as your grandparents?</b></p> <p>Electricity</p>

	<p><b>FORCES</b></p> <p><b>Can you feel the force?</b></p> <p>Can they explore different ways to test an idea, choose the best way, and give reasons?  Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?  Can they plan and carry out an investigation by controlling variables fairly and accurately?  Can they make a prediction with reasons?  Can they use information to help make a prediction?  Can they use test results to make further predictions and set up further comparative tests?  Can they explain (in simple terms) a scientific idea and what evidence supports it?  Can they present a report of their findings through writing, display and presentation?  Can they explain what gravity is and its impact on our lives?  Can they explain why a wheeled object that is initially pushed will slow down and stop?  Can they explain the impact of friction on a moving object?  Can they explain the effect of drag force on moving objects?  Can they explain how force and motion can be transferred through gears, pulleys, levers and springs?</p> <p><b>Challenge</b></p> <p>Can they make a prediction which links with other scientific knowledge?  Can they identify the key factors when planning a fair test?  Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?  Can they describe and explain how motion is affected by forces?</p>	<p>filtering, sieving, evaporating?</p> <p>Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?</p> <p>Can they describe changes using scientific words? (evaporation, condensation)</p> <p>Can they demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</p> <p>Can they use the terms 'reversible' and 'irreversible'?</p> <p><b>Challenge</b></p> <p>Can they describe methods for separating mixtures? (filtration, distillation)</p> <p>Can they work out which materials are most effective for keeping us warm or for keeping something cold?</p> <p>Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases)</p> <p>Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?</p> <p>Can they explore the work of chemists who created new materials, e.g.</p>	<p>(in simple terms) a scientific idea and what evidence supports it?  Can they present a report of their findings through writing, display and presentation?  Can they explain how light travels?  Can they explain how the human eye sees objects?  Can they explain how different colours of light can be created?  Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)  Can they explain changes linked to light (and sound)?</p> <p><b>Challenge</b></p> <p>Can they make a prediction which links with other scientific knowledge?  Can they identify the key factors when planning a fair test?  Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?  Can they use the ray model to explain the size of shadows?</p>	<p>graph to answer scientific questions?</p> <p><b>Challenge</b></p> <p>Can they observe their local environment and draw conclusions about life-cycles? (for example, the vegetable garden or flower border)  Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, eg rainforests?  Can they explain (in simple terms) a scientific idea and what evidence supports it?</p> <p><b>REMINDER OF CATERPILLARS FOR MANTLE OF EXPERT</b></p> <p>Link with Design and Technology</p> <p><b>Where can we grow our strawberry plants?</b></p>	<p>the apparent movement of the sun across the sky?</p> <p><b>Challenge:</b></p> <p>Can they compare the time of day at different places on the earth?</p> <p>Can they create shadow clocks?</p> <p>Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?</p> <p>Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</p>	
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	(including gravitational attractions, magnetic attraction and friction) Can they design very effective parachutes? Can they work out how water can cause resistance to floating objects?	Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?				
	<b>CATERPILLARS TO BE ORDERED FOR MANTLE OF EXPERT</b>					
History	<b>Historical Enquiry</b> LC1 Opportunities for research about Egypt – its geographical location and its history. LC6 – Opportunities for distinctive research on the Pharaohs, about individual pharaohs and how they were regarded				<b>History:</b> How has Nelson Mandela helped to change people's attitudes to discrimination?	
Geography	How far will our model plane fly?		<b>Why was the Islamic Civilization around AD900 known as the 'Golden Age'?</b>	Why should the rain forest be important to us all?		
Design & Technology	<b>Making a buggy (Paul Newham)</b>	<b>Can we design and make a soft toy or mascot?</b>		<b>How can we shelter from the storm?</b>  <b>Where can we grow our strawberry plants?</b>	<b>Can we grow our own salad?</b>	
Art	<b>Where's the detail in that picture?</b>  <b>Drawing and Painting:</b> Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms?		<b>How did the great artists see themselves?</b>  <b>Drawing and Painting:</b> Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches?	<b>What will make our rainforest stand out?</b>  <b>Collage:</b> Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion?  <b>Sketch books:</b> Do they keep	Linked to science learning of light  <b>Sketching:</b> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have	<b>Year 6: What will we print on our leavers' t-shirts?</b>  <b>Printing:</b> Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of

	<p>Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p> <p><b>Sketch books:</b> Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?</p> <p><b>Knowledge:</b> Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> <p><b>ARTISTS – PICASSO, LEONARDO DIVINCI (portraits)</b></p> <p><b>Link to History topic 3D:</b> Research Ancient Egyptian artefacts and re-create using clay, paper mache, modrok, etc.</p> <p>Do they experiment with and combine materials and processes to design and make 3D form? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>		<p><b>Sketch books:</b> Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?</p> <p><b>Knowledge:</b> Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> <p><b>ARTIST SALVADOR DALI</b> ..... Link to Science topic: <b>3D:</b> Do they experiment with and combine materials and processes to design and make 3D form? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> <p><b>Sketch books:</b> Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they combine visual and tactile qualities?</p> <p><b>ARTIST: ANDY GOLDSWORTHY</b></p>	<p>notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?</p> <p><b>ICT:</b> Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p><b>Knowledge:</b> Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p>chosen specific drawing techniques? Can they explain what their own style is? Can they use a wide range of techniques in their work?</p> <p><b>Painting:</b> Can they explain why they have chosen specific painting techniques?</p> <p><b>Sketch books:</b> Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p><b>Knowledge:</b> Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by?</p> <p><b>ARTIST: TURNER (WATERCOLOUR )</b></p>	<p>their printing methods?</p> <p><b>Sketch books:</b> Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines, to influence the layout of their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? <b>ICT:</b> Do they use software packages to create pieces of digital art to design? <b>Knowledge:</b> Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by?</p>
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Computing	Data Matters		Sound Works		Staying connected	
R.E. (See detailed plans from Essex Scheme of Work)	BUDDHISM Living as a Buddhist: devotional practices and the Middle Way	ISLAM The five pillars of Islam	ISLAM The Ka'bah and The Hajj	Christianity – The Holy Week	HINDUISM: Brahman, the Trimurti and Creation stories	HINDUISM: Death, reincarnation and sacred places
Christian Distinctiveness	<p><b>JOURNEYING</b></p> <p>Harvest Festival – praise, thanking, giving, community.</p> <p><b>September</b> <i>Harvest Festival Celebrations</i> This has become a popular thanksgiving for the harvest.</p> <p><i>International Day of Peace (Inter-Faiths)</i> This day was organised by the United Nations. This is a day for all faiths all over the world. It is celebrated or marked in different ways like a peace march, festivals or a moment of silence.</p> <p>Church service</p>	<p><b>THE MYSTERY OF CHRISTMAS</b></p> <p>Advent – making Christingles.</p> <p>Christingle means 'Christ Light' and is used to celebrate <a href="#">Jesus Christ</a> as the "<a href="#">Light of the World</a>"</p> <p>Operation Christmas Shoe Boxes for Africa</p> <p>The birth of Jesus.</p> <p>Church service</p>	<p><b>SAINTS</b></p> <p><b>January</b> Martin Luther King Day</p> <p><b>February</b> <i>Shrove Tuesday</i> The day of preparation for Lent, which is marked by eating pancakes.</p>	<p><b>March</b> <i>Ash Wednesday</i> The first day of Lent, the Penitential season for Christians. Many Christians receive a cross of ash on their forehead in church services on this day. The cross of ash means <i>mortality</i> and <i>penance</i>.</p> <p><b>April</b> <i>Lent</i> The forty days (not Sundays) after Ash Wednesday until the day before Easter Sunday. This is a time of <i>penance</i> and fasting, it is to remember Jesus Christ's forty days of fasting in the wilderness.</p> <p><b>April</b> <i>9 Palm Sunday</i> Palm Sunday is the first day of Holy Week (Holy Week is the seven days leading up to Easter). Palm leaves are made into crosses; which are sometimes given to people. The palm crosses help Christians to remember the way Jesus Christ was welcomed to Jerusalem a few days before he was crucified.</p> <p><i>Maundy Thursday</i> Christians remember this as the day of the Last Supper, when Jesus celebrated the first Eucharist before he was betrayed by Judas. The world 'maundy' comes from the Latin verb to command (<i>mandatum</i>), and refers to Jesus's</p>	<p><b>A TIME FOR THINKING ABOUT OUR PLACE IN CREATION</b></p> <p>Christianity – The Creation Story</p> <p>Mother's Day</p> <p>Church Service</p> <p><i>Ascension Day</i> This day to remember Jesus Christ's rising bodily into heaven after he appeared on Easter Day.</p> <p><b>June</b> <i>Pentecost or Whitsun</i> Pentecost is the time when the Holy Spirit came down to earth. It is sometimes called Whitsun, which means White Sunday. It was called White Sunday because people who became Christians wore white for their baptism.</p> <p>Role play in church – baptism, confirmation, weddings, funerals.</p>	<p><b>A TIME TO REFLECT ON THE CHRISTIAN UNDERSTANDING OF GOD'S PROMISE AND COVENANT</b></p>

				<p>command that we should love one another. In many countries, this day is known as Holy Thursday.</p> <p><i>Good Friday</i> The day to remember when Jesus Christ was crucified. The day is known as Good Friday because Christians believe as Jesus Christ gave his life for us we are given the offer of new life and hope on Easter Sunday.</p> <p><i>Easter Sunday/Pascha</i> Jesus Christ's resurrection from the dead. People celebrate this day by giving Easter eggs – the eggs mean new life.</p>		
Music links	<p>Egyptian music</p> <p><b>Where can we get inspiration for our music?</b></p>	<p><b>What makes a great performance?</b></p> <p><b>Link to Christmas Concert</b></p>	<p><b>What makes a great song lyric?</b></p> <p><b>Are words enough? (Link to Poetry)</b></p> <p><b>Visit by Paige Martin to talk about Brighton university, writing her own songs and performing</b></p>	<p><b>Where can we get inspiration for our music?</b></p> <p><b>Expressive Arts Link:</b> In LC6 children will be provided with opportunities to write their own music and create their own dance taking the life cycle of a butterfly as their stimuli.</p>	<p><b>What's that drumming sound?</b></p> <p><b>Visit by Curtis Miley to demonstrate drumming skills and talk about winning scholarship to music school</b></p>	<p><b>How can we show our class has the X-Factor?</b></p>
P.E	<p>Lesson 1: Dance</p> <p>How can we all go Strictly Come Egyptian dancing?</p> <p><i>Do they plan and perform dances confidently?</i> <i>Can they compose motifs and plan dances creatively and collaboratively in groups?</i> <i>Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</i> <i>Can they perform different styles of dance clearly and fluently?</i> <i>Do they organise their own warm-up and cool-down exercises?</i> <i>Do they show an understanding of safe exercising?</i></p>	Less 1: Gymnastics	Lesson 1: Gymnastics	<p>Lesson 1: Dance</p> <p><b>Expressive Arts Link:</b> In LC6 children will be provided with opportunities to write their own music and create their own dance taking the life cycle of a butterfly as their stimuli.</p>	Lesson 1: Dance	Lesson 1: Orienteering

	<p><i>Can they recognise and comment on dances, showing an understanding of style?</i></p> <p><i>Can they suggest ways to improve their own and other people's work?</i></p>						
	Lesson 2: Games (Hockey)	Lesson 2: Games (Basketball)	Lesson 2: Games (Dodgeball)	Lesson 2: Games (Rugby)	Lesson 2: Games (Cricket)	Lesson 2: Games (Speed, agility, quickness SAQ)	
PSHE	<p><b>Rights and Responsibilities:</b></p> <p>children to consider what their rights are but also focus on their responsibilities.</p>						
Trips	British Museum in London	Cinema	Harlow Gibberd Gallery	Hatfield Forest (Link to Design and Technology)		Local walks	



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference,</p>

Statutory requirements
in -fer
Use of the hyphen

Rules and guidance (non-statutory)	Example words (non-statutory)
The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	transference
Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

Statutory requirements
Words with the /i:/ sound spelt ei after c
Words containing the letter-string ough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Rules and guidance (non-statutory)	Example words (non-statutory)
The 'i before <b>e</b> except after <b>c</b> ' rule applies to words where the sound spelt by <b>ei</b> is /i:/. <b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.</p> <p>aloud: out loud.  allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p>effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church.  alter: to change.</p> <p>ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i>  guest: visitor</p> <p>heard: past tense of the verb <i>hear</i>  herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon  mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before  proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>



## Word list – years 5 and 6

accommodate	lightning
accompany	marvellous
according	mischievous
achieve	muscle
aggressive	necessary
amateur	neighbour
ancient	nuisance
apparent	occupy
appreciate	occur
attached	opportunity
available	parliament
average	persuade
awkward	physical
bargain	prejudice
bruise	privilege
category	profession
cemetery	programme
committee	pronunciation
communicate	queue
community	recognise
competition	recommend
conscience*	relevant
conscious*	restaurant
controversy	rhyme
convenience	rhythm
correspond	sacrifice
criticise (critic + ise)	secretary
curiosity	shoulder
definite	signature
desperate	sincere(ly)
determined	soldier
develop	stomach
dictionary	sufficient
disastrous	suggest
embarrass	symbol
environment	system
equip (–ped, –ment)	temperature
especially	thorough
exaggerate	twelfth
excellent	variety
existence	vegetable
explanation	vehicle
familiar	yacht
foreign	
forty	
frequently	
government	
guarantee	
harass	
hindrance	
identity	
immediate(ly)	
individual	
interfere	
interrupt	
language	
leisure	

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

#### Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

## GRAMMAR,

### Year 5: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

### Year 6: Detail of content to be introduced (statutory requirement)

<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].
<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]