



## *Kensuke's Kingdom*

### English Intent

The English curriculum at Nunthorpe Primary teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Pupils are taught spelling, handwriting and composition and are taught how to plan, revise and evaluate their writing.

### English – National Curriculum/ Skills

- Kensuke's Kingdom will form the basis of literacy lessons and using this the children will:
- Write a recount text (diary entry); and
- Write a balanced argument.

Can identify the audience and purpose for writing.

Can plan writing by noting and developing initial ideas, drawing on reading.

Can draft by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

### Overview

Using Michael Morpurgo's *Kensuke's Kingdom*, the children will write a diary entry based on Michael's experience. They will explore how to "show" emotion through show not tell. The children will also look at the high level vocabulary used in the text and will begin to use some of that vocabulary in their work. They will focus on selecting more adventurous vocabulary in their work.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: 5

Can describe settings.  
Can select and use appropriate vocabulary to engage and/or inform the reader.  
Can use paragraphs to organise ideas.  
Can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  
Can ensure consistent/correct use of tense mostly in a piece of writing.  
Can proof read for spelling and punctuation.  
Can link ideas across paragraphs using adverbials of time (time- later, place- nearby, number- secondly) or tense choices (he had seen her before).  
Can use expanded noun phrases to convey complicated information concisely (adult foxes can jump).  
Can use literary features such as: figurative language, dialect.  
Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators.  
Can use brackets, dashes or commas to indicate parenthesis.  
Can use semi-colons, colons or dashes to separate main clauses within compound sentences.  
Can use relative clauses (who, whom, those, which, that).  
Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will).

The children will also use the text as the basis for a balanced argument about taking time out of school. They will learn that they need to develop their argument in their writing by using factual evidence in support.



Geography – National Curriculum/ Skills	Overview
<ul style="list-style-type: none"><li>- Describe a continent as a large landmass.</li><li>- Explain that continents are groups of countries.</li><li>- Identify some countries in Europe.</li><li>- Use an atlas to find the names of countries.</li><li>- Tell you about important physical features of an area of eastern Europe.</li><li>- Tell you about the climate of an area of eastern Europe.</li><li>- Tell you about the human geography of an area of eastern Europe.</li><li>- • Explain what planning is needed for a trip abroad.</li></ul>	Linked to Kensuke's Kingdom topic, children will study Eastern Europe. They will do this by locating the main countries and cities, comparing landscapes studying the human and physical features, comparing climates, comparing places and then plan a trip to Europe.
Art – National Curriculum/ Skills	Overview
<ul style="list-style-type: none"><li>- Sketch lightly with a B pencil before painting. Combine colours. Create a colour palette using different tones of one colour and then other colours. Use acrylics to produce visually interesting pieces. Combine colours to enhance the mood of a piece. Use brush techniques to create texture. Develop a personal style of painting from ideas of other artists.</li></ul>	Children will create their own version of 'The Great Wave' using water colours.



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DT – National Curriculum/ Skills	Overview
<ul style="list-style-type: none"><li>- Children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</li></ul> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	<p>Children will make a frame to create a structure suitable for a strong light shade. (Link Kensuke's Kingdom) using the process of designing, making and evaluating.</p> <p>Children will make and program a nightlight using crumbles using the process of designing, making and evaluating.</p>

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<p>Why should I listen and compromise?</p> <p>World and cultural knowledge.</p>		<p>Kensuke's Kingdom</p>