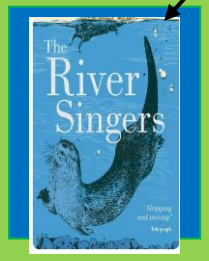
‘Our Glorious Rivers’

Beech Class Summer 25

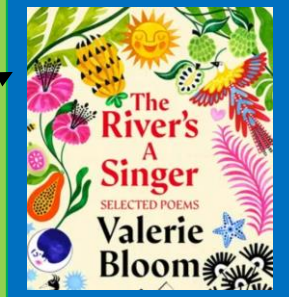
To write an explanation text of a river’s journey from source to mouth

- I can identify features of an explanation text
- I can use geographical terms about rivers accurately eg; source, tributary
- I can explain a ‘process’ orally to support my writing in a logical sequence
- I can identify appropriate fronted adverbials & ‘cause/effect’ conjuncts to use within my text
- I can include organisational features to support the reader
- I can understand the differences between an explanation text, a set of instructions and an information text



To create and exhibit a poem about protecting the Bybrook

- I can use the writing of authors and poets (Tom Moorhouse and Valerie Bloom) to inspire my own writing



- I can use figurative language such as similes, metaphors and personification to paint a picture with words
- I can edit, evaluate and improve my writing before publishing a best copy

To write a newspaper article inspired by ‘The Last Bear’- H Gold

- I can explain the importance of these features and use them to organise my newspaper article
- I can recognise and label the main features of a newspaper article
- I can write consistently in the past tense
- I can create a catchy headline
- I can include adverbial phrases when recounting the main events and details
- I can answer key questions and include key events in a summary sentence

To create a classification key to group, identify & name living things

- I can recognise that living things can be grouped in a variety of ways
- I can gather data in a variety of ways to help in answering qus
- I can record data in a variety of ways to help in answering qus
- I can practise using classification charts to identify living things
- I can present data in a variety of ways to help in answering qus
- I can classify data in a variety of ways to help in answering qus