Edward Peake Church of England Middle School



Topic: Mama Miti Year: 5 NC Strand: Reading Non-fiction

What should I already know?

Our last text helped you to develop lots of different reading and writing skills.

You learnt to: Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. Read books that are structured in different ways and reading for a range of purposes

Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Note and develop initial ideas, drawing on reading. In writing we learnt about using speech marks, coordinating phrases, using commas and how to structure different texts. You had to plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Draft and write by selecting appropriate grammar and vocabulary. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation. Proof-read for spelling and punctuation errors. Perform your own compositions, using appropriate intonation, volume, movement so that meaning is clear.

What will I know by the end of the unit?

I will be able to:

Make meaning from illustration and text

Ask questions and clarify my understanding

Scan and close reading a text

Make predictions, evaluate and summarise a text

Read an illustration and moving image

Examine and use nonfiction explanatory voice

Manipulate language and meaning through use of homophones and expressions

Use paragraphs to organise my ideas

Use persuasion through explicit use of modal verbs, conjunctions, bias

Use descriptive and scientific language by focusing on verb prefixes

Understand and use the terms nouns, pronouns and determiners. Apply this knowledge to my writing for cohesion

Use commas and parenthesis to clarify meaning in my writing.

Vocabulary	
ceremony	Formal religious or public event
tradition	Customs or beliefs passed down among a group of people
lamenting	Expressing feelings of sadness
refresh	To give new strength or energy
squirming	Wiggle or twist the body from side to side
highlands	An area where there are many mountains or where the land is high above sea level
shimmering	To shine with a light that seems to move slightly
continent	One of the great divisions of land of the Earth- such as Africa, Europe, North America
timber	Trees that are grown in order to produce wood
seedlings	A young plant that is grown from a seed
Wangari	The central character of the story, a very wise woman.
mugumo	A spreading fig tree
mubiru muiru	A type of tree grown in Africa
mukinduri	A type of tree that provides firewood
mukuyu	A sycamore fig tree that provides shade and can be used for weaving
mukawa	A type of tree that is good for providing fencing, full of thorns to keep out predators

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Thaya nyumba	Swahili for 'Peace, my people'
Grammar and Stru	cture: During this topic these key grammatical and structural features will be revised and taught:
Modal verbs	A modal verb is a special type of verb. Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. The most common modal verbs are: will, would, should, could, may, can, shall, ought to, must, might.
Pronoun	a word that can take the place of a noun or noun phrase. In the sentence, "He gave it to someone," "he," "it," and "someone" are examples of pronouns.
Relative pronoun	a pronoun that introduces a relative clause. Example are who, whom, whose, that, which)
Relative clause	a dependent clause that modifies the word or word group that precedes it, such as "who came in" in "I knew the person who came in". Will begin with a relative pronoun (who, whom, whose, that or which) or relative adverb (when, where, why)
Parenthesis	a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing it is usually marked off by brackets, dashes, or commas.
Brackets	one of a pair of punctuation marks (). They are used to enclose words or numbers.
Dash	a punctuation mark It is used to show a break in speech or thought.
Noun	a word that names a person, place, thing, or condition. In the sentence, "Mary likes to eat popcorn at the movies," "Mary," "popcorn," and "movies" are nouns.
Determiner	a word, such as "a," "that," and "many," that often occurs before a noun or noun phrase

Kenya

- Kenya is located in East Africa, on the equator.
- The population of Kenya is estimated to be around 49 million.
- The capital and largest city is Nairobi. Mombasa is the second largest city.
- The two official languages in Kenya are English and Swahili, although there are over 60 languages spoken in various parts of the country.
- Agriculture is important to Kenya's economy, especially tea, coffee and flowers.
- There are 42 different tribes in Kenya. The most well-known of these are the Maasai.
- The main religion of Kenya is Christianity
- The tallest mountain in Kenya is Mount Kenya
- The largest lake is Lake Victoria
- The currency of Kenya is the shilling



